

## Syllabus

Purdue University Northwest (Hammond)  
Department of History and Philosophy  
HIST 59000: African American History 1877 to the Present  
Winter/Spring 2022: 1/10/22 – 5/10/22 (Online)

### Instructor Information:

#### Professor Wendy St. Jean

*Zoom office link will be shared with participants*

Office Hours on M and Th from 6pm to 8:00pm

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**Textbook (for Dual Credit Indiana participants): Nell Irvin Painter, *Creating Black Americans: African-American history and its meanings, 1619 to the present* (Oxford Press).**

**Course Description:** We will take a look at what activist strategies have worked for Black Americans, which have failed, and consider how different times have elicited different tactics and degrees of success.

You will choose from the topics (listed below) the ones that are most pertinent to the classes you teach or your personal interests. If these include a topic that is not listed, please bring it to my attention and I will add additional modules.

Brightspace will count your TOP FIFTEEN QUIZ GRADES. So you may complete as many as you'd like, but your top 15 grades will be the ones that get averaged by the automatic Brightspace grading system at the course's end.

Please complete your unit quizzes by the end of April 2022. The last week of the class should be focused on your essay (reflective paper) explaining how you might incorporate African American history into your teaching plan. Within quizzes, you will sometimes be asked to create a powerpoint or evaluate a lesson plan. The exercises are designed with teachers in mind.

I will set up some voluntary CHECK-INS via zoom if you want to exchange ideas or ask questions about the class.

Your grade will be based on completion of **quizzes (75%) and the five to eight page reflective paper (25%)** at the end of the course.

**Prerequisites:** none

**Course Objectives:** Each online module lists content-specific objectives  
Overall objectives:

1. Use critical thinking in the analysis of historical facts
2. Demonstrate cultural awareness in the assessment of historical situations
3. Develop curricula that can be used in a Dual Credit classroom or regional college setting.
4. Describe inclusive teaching methods and strategies.

### **Specific Content Objectives:**

1. Identify American attempts to Reconstruct the nation after the Civil War.
2. Evaluate the effectiveness of the Freedmen's Bureau.
3. Describe the events that led to Southern "redemption."
4. Identify the legal principles used to justify and those used to overturn segregation.
5. Discuss the importance of the emergence of ragtime, jazz, and the blues in American music.
6. Compare and evaluate the strategies promoted by Booker T. Washington with those of W.E.B. DuBois and the N.A.A.C.P.
7. Analyze the reasons for the "Black Migrations" of the 1870's (West) and 1920's (North).
8. Evaluate the significance of Marcus Garvey his movement.
9. Explain the emergence of the literary and artistic movement known as the Harlem Renaissance.
10. Identify the experiences of African Americans during the Great Depression including their interaction with New Deal agencies and programs.
11. Examine how World War II altered the status of African Americans.
12. Discuss the significance of the Cold War on Black activism.
13. Identify the struggle to desegregate America that culminated with the Brown decision.
14. Identify the major ideologies, objectives, and tactics of the Civil Rights movement.
15. Examine the role African Americans played in the Vietnam War.
16. Examine the Black Power Movement.

**Assignments and Determination of Course Grade:** Fifteenth quizzes and reflective paper.

### **CLASS SCHEDULE (full readings included within modules):**

#### **Unit 1: Convict Leasing and Debt Peonage**

Main Reading Assignment: Blackmon, *Slavery by Another Name*, excerpt.

Recommended Video: THIRTEENTH (Netflix)

## **Unit 2: Voter Suppression**

Main Reading Assignment: Gates, *African Americans: Many Rivers to Cross*, ch. 6;

Downs, "Voter Suppression Tactics Have a 150 year History"

## **Unit 3: Exodusters and Black Towns**

Main Reading Assignment: Hosbey, Justin. "'I Looked With All The Eyes I Had': Black Women's Vision And The Stakes Of Heritage In Nicodemus, Kansas." *Urban Anthropology* 45, no. 3/4 (2016): 303-47.

## **Unit 4: Buffalo Soldiers**

Main Reading Assignment: DeLong, "Forgotten Black Cowboys of the Wild West"

Clark, "Why Buffalo Soldiers Served National Parks"

## **Unit 5: Segregation and the Railroad Court Cases**

Main Reading Assignment: Edward Ayres, *Promise of the New South*, selected chapters.

## **Unit 6: Jim Crow Schools**

Main Reading Assignment: Butchart, "Freedmens Education" and "Black Hope, White Power" and Puckett, "Rosewald Schools"

## **Unit 7: Industrial Education**

Main Reading Assignment: Kaufman, "George Washington Carver" in *American Heritage*; Pluckett "Industrial Education"

## **Unit 8: Anti-Lynching Movement**

Main Reading Assignment: Gates, *African Americans: Many Rivers to Cross*, ch. 7.

Monee Fields-White, "How Racism Tainted Women's Suffrage"

### **Unit 9: A. Phillip Randolph and the Pullman Porters**

Main Reading Assignment: Larry Tye, *Rising from the Rails*, excerpt.

### **Unit 10: Beginning of Sundown Towns**

Main Reading Assignment: Loewen, *Sundown Towns: Hidden Dimension of Racism*.

### **Unit 11: Medical Experimentation on Blacks**

Main Reading Assignment: Jones, *Bad Blood: The Tuskegee Syphilis Experiment*, selection.

### **Unit 12: Dubois and the NAACP**

Main Reading Assignment: Patricia Sullivan, *Lift Every Voice: The NAACP and the Making of the Civil Rights Movement*, selection.

### **Unit 13: Jazz Age**

Main Reading Assignment: Gates, *African-American Century: How Black Americans Have Shaped Our Country*, selected chapters.

### **Unit 14: World War I and the New Negro**

Main Reading Assignment: Chad L. Williams, "Vanguards of the New Negro: African American Veterans and Post-World War I Racial Militancy," *Journal of African American History*, Vol. 92, No. 3 (Summer, 2007), pp. 347-370

### **Unit 15: Great Migration and the Harlem Renaissance**

Main Reading Assignment: Isabel Wilkerson, *The Warmth of Other Suns: The Epic Story of America's Great Migration*, selection; Morgan Jerkins, *Wandering in Strange Lands*, selections.

## **Unit 16: Marcus Garvey and Black Nationalism**

Main Reading Assignment: Colin Grant, *Negro with a Hat: The Rise and Fall of Marcus Garvey*, selection.

## **Unit 17: Alabama Communists During the Great Depression**

Main Reading Assignment: Kelley, *Hammer and Hoe: Alabama Communists during the Great Depression* (2015)

## **Unit 18: Depression and New Deal**

Main Reading Assignment: Powell, "Why did New Deal Harm Blacks?"

## **Unit 19: World War II and Double V Campaign**

Main Reading Assignment: Neilson, "Double V Campaign"

## **Unit 20: Malcolm X and the Black Muslims**

Main Reading Assignment: Les Payne, *The Dead are Arising*, selections.

## **Unit 21: Black Women of the Civil Rights Movement**

Main Reading Assignment: Franklin, *Sisters in the Struggle*, chs. 1-3; Martha Jones, *Vanguard: How Black Women Boke Barriers*, selections.

## **Unit 22: Women of SNCC**

Excerpt from Halsært, *Hands on the Freedom Plow: Personal Accounts of Women in SNCC*, selections.

## **Unit 23: Non-Violent Resistance**

Main Reading Assignment: Bond, *Eyes on The Prize*, chs. 5-7.

## **Unit 24: Voting Rights to Watts**

Main Reading Assignment: John Mcwhorter, "What the Watts Riots Could Teach Us" and Rothman, "The Causes of a Riot" from *Time Magazine*

## **Unit 25: Black Power**

Main Reading Assignment: Bloom, *Black against Empire*, selection.

## **Unit 26: "Urban Renewal" and Destruction of Black Communities**

Main Reading Assignment: Marta Gutman, "Race, place and play: Robert Moses and the WPA swimming pools in New York," *Journal of the Society of Architectural Historians*, 2008, vol. 67(4), pp. 532-61.

## **Unit 27: Vietnam War and Protest**

Main Reading Assignment: Westheider, *Fighting on Two Fronts: African Americans and the Vietnam War*, selection.

## **Unit 28: Black Lives Matter Movement**

Main Reading Assignment:

<https://www.nationalgeographic.com/history/2020/07/alicia-garza-co-founded-black-lives-matter-why-future-hopeful/>