

## HIST 1187 - African Americans and the Construction of America



**“Our Town” (1995) by Kerry James Marshall**

Let's pause here to learn more about this painting and Marshall:

<https://www.culturetype.com/2020/03/24/virtual-reality-video-invites-viewers-to-step-inside-the-veiled-ideal-of-kerry-james-marshalls-our-town-painting/>

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### Introduction to the Course

This asynchronous online course explores African American history from 1619 to the present, with particular focus on the ways African Americans shaped American culture and resisted white supremacy. Throughout the semester, we will examine a range of historical events and movements, including slavery, abolition, the Civil War and Reconstruction, the Harlem Renaissance, and the Civil Rights, Black Power, and Black Lives Matter Movements. Further, in this course, we will interrogate the construction of race in America through an intersectional lens.

## Gen. Ed. SLOs:

In this course, students will examine and analyze an assortment of primary and secondary sources exploring the African American experience from the seventeenth century to the present. Students will be encouraged to examine the ways the African American experience changed over time and how it stayed the same. Through our virtual discussions and an assortment of writing and speaking assignments students will demonstrate their understanding of the African American experience, the construction of race, and concepts of power.

Understanding of the knowledge, skills, and processes of history and the social science disciplines as defined by the Virginia History and Social Sciences Standards of Learning and how the standards provide the foundation for teaching history and the social sciences, including in:

- United States' history
  - The evolution of the American constitutional republic and its ideas, institutions, and practices from the philosophical origins in the Enlightenment through the debates of the colonial period to the present; the American Revolution, including ideas and principles preserved in significant Virginia and United States historical documents as required by § 22.1-201 of the Code of Virginia (the Declaration of American Independence; the general principles of the Constitution of the United States; the Virginia Statute of Religious Freedom; the charters of The Virginia Company of April 10, 1606, May 23, 1609, and March 12, 1612; and the Virginia Declaration of Rights); Articles of Confederation; and historical challenges to the American political system;
  - (2) The influence of religious traditions on American heritage and contemporary American society;
  - The influence of immigration on American political, social, cultural, and economic life;
  - The origins, effects, aftermath, and significance of the two world wars, the Korean and Vietnam conflicts, and the post-Cold War era;
  - The social, political, and economic transformations in American life during the 20th century;
  - The tensions between liberty and equality, liberty and order, region and nation, individualism and the common welfare, and cultural diversity and national unity; and c. Civics, government, and economics.
  - American political culture;
  - The role of the United States government in foreign policy and national security

## Office Hours

I am happy to meet you on campus or set up a skype meeting. Please email me anytime you would like to schedule a meeting. If you schedule an appointment with me, please treat this appointment seriously. Notify me immediately (preferably 24 hours ahead of time) if you are going to need to cancel or reschedule the appointment.

## Title IX

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or

information about a crime that may have occurred on Randolph's campus with the College's Title IX Coordinator, Sharon Saunders. I do this to make sure that you are able to get all the information and support you may need.

The Health Center and Counseling Center staff are not mandated reporters. As such they are not required to share information about sexual misconduct with the College and will keep your information private and confidential. Some staff and faculty serve as Campus Advocates. They can offer confidential guidance, but they do need to report basic occurrence information. If a faculty member is also serving as a Campus Advocate, they remain a mandated reporter while in the classroom. A student must ask to speak to them in their role as Campus Advocate before revealing any information.

## Academic Accommodations

Randolph College is committed to providing online learning experiences that are accessible for all students and will make reasonable accommodations for individuals with documented disabilities. If you have a learning difference or a disability — mental health, medical, or physical impairment — please contact Diane Roy, Coordinator of Access Services, in the Academic Services Center, 4<sup>th</sup> floor, Lipscomb Library; 434-947-8132; [droy@randolphcollege.edu](mailto:droy@randolphcollege.edu).

## Academic Services

Academic assistance via online peer tutoring and one-on-one consultations with the Director of the ASC and Writing Program is available for free to all students enrolled at Randolph College. Students can easily register for these services at [randolph.mywconline.com](http://randolph.mywconline.com). From there, online instructions and appointments are available for writing, academic strategies, and subject tutoring. All students are also automatically enrolled in a supplemental Moodle page that houses a myriad of academic strategies for online and in-person instruction. Please contact Grant Kittrell at [gkittrell@randolphcollege.edu](mailto:gkittrell@randolphcollege.edu) or 434-947-8827 for more information.

## Plagiarism

Plagiarism, an act that violates the College's Honor Code, is using the words or ideas of another person without properly acknowledging the source. Ignorance of the conventions of documentation is not a defense for plagiarism. The Student Handbook ([www.randolphcollege.edu/studenthandbook](http://www.randolphcollege.edu/studenthandbook)) provides examples of ways to avoid it. You can educate yourself even more by speaking about the topic with faculty and Writing Lab tutors.

## Honor Code and the Honor Pledge

The Student Handbook ([www.randolphcollege.edu/studenthandbook](http://www.randolphcollege.edu/studenthandbook)) describes the Honor Code and the Honor System. If you have questions about how the Honor Code pertains to this class, it is your responsibility to ask them.

Randolph students take the following pledge: “I pledge absolute honesty in my academic work and in all personal relationships at Randolph College. I will maintain the integrity of my word and I will respect the rights of others. Realizing that these standards are an integral part of life at Randolph College, I assume my obligation to uphold this honor pledge. If at any time I fail to live up to my obligations of this pledge, I will report myself to the Chair of the Judiciary Committee. I will also ask others to report themselves for any infraction of this pledge.”

## Email

E-mail is the best way to reach me. I will always confirm receipt of messages and try to respond quickly. If you do not receive a response within 48 hours, you should assume that I did not receive your message and try again. If you do not receive confirmation of your message, it means that I did not receive it, and you will not receive credit for any information that you communicated.

I will use email to contact you, so you must check your Randolph email account regularly.

You can use [jlicata@randolphcollege.edu](mailto:jlicata@randolphcollege.edu). Please always

- Include the title of the class in the subject line
- Use a salutation – “Dear,” “Hello,” or even just “Hi” are all fine
- Include your full name at the end

## Books

Kendi, Ibram X. *Stamped from the Beginning: The Definitive History of Racist Ideas in America*. New York: Nation Books, 2016.

**Any additional materials required in this class can be found on this course’s Moodle site or Perusall.**

## Grade Breakdown

Perusall Annotations- 25%

Weekly Assessment Questions- 35%

Secondary and Primary Sourcing Assignments- 20%

Film Reflection Paper- 20%

## Perusall

Each week, students will collectively annotate sources using Perusall. Students will be graded on their participation in the collective note-taking (both in terms of their quality and quantity).

## Weekly Assessment Questions

Throughout the semester, students will be required to complete weekly Assessment Assignments. These will consist of a series of questions related to the assigned source materials and our in-class discussions.

Please make sure to answer the questions in full sentences and be sure to read all of the questions thoroughly.

## Secondary and Primary Sourcing Assignments

Students will learn how to source both primary and secondary sources early in the semester. After practicing in class together, students will be required to complete primary and secondary sourcing assignments on Moodle.

## Historical Film Reflection

For the final assignment, students will write a five paragraph reflective paper linking a film to the history we examined in this course. First, students will watch a movie from a provided list, and then they will discuss how the film expanded their knowledge and understanding of one of the topics, themes, historical figures, events, or movements we examined during this summer session. Student paper will consist of:

- An introductory paragraph that includes your argument (3-4 sentences)
- A paragraph summarizing the film (4-5 sentences)
- A paragraph summarizing the topic and sources you have chosen to write about (4-5 sentences)
- A paragraph that puts the film and source in conversation with each other. How does the film relate to the source? Do they agree or disagree? Does the film expand upon the history you have learned from the source and this class? If so, how? Please allow yourself to be creative with this paragraph. Think deeply about the source and the film. (7-10 sentences)
- A concluding paragraph (3-4 sentences)

Because this is a reflective paper, students may approach it with an informal but appropriate voice. Therefore, students may write in either first or third person. Please use Times New Roman twelve point font and make sure to double space.

## HIST 1187 Schedule

- **Week 1**
  - Slavery
    - 1619- first enslaved Africans arrive in the British Colonies.
    - Trans-Atlantic Slave Trade
    - Slave Narratives
- **Week 2**
  - Civil War/Reconstruction/Post-Reconstruction
    - 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments
    - Political power in the time of Reconstruction
    - Ida B. Wells and her Anti-Lynching Campaign

- **Week 3**
  - Medical Racism
    - J. Marion Sims
    - Syphilis Experiment at the Tuskegee Institute
    - Eugenics and Coercive Sterilization Practices
- **Week 4**
  - The Civil Rights Movement
    - From Civil Rights to Black Power
    - Women in the Movement
- **Week 5**
  - The New Right to Black Lives Matter
    - The rise in mass incarceration
    - Welfare reform
    - The movement today