

HISTORY 227
AFRICAN AMERICAN HISTORY

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I am here to help you!!! If ANYTHING arises that presents a challenge to you, please contact me. I want to help you! If you email me, I will be sure to respond to your email within 24 hours. If you need more immediate assistance with the course, feel free to call me ANYTIME between 9 a.m. and 5 p.m. (CST) between Monday and Friday, during the term. If I am not able to answer, leave a message and I will return your call ASAP.

ALL TIMES ON THE SYLLABUS ARE CENTRAL STANDARD TIME (CST)

COURSE DESCRIPTION

How have African Americans carved out a place for themselves in the United States? This is a major question that we will grapple with throughout the term. In the early-nineteenth century, an African American political activist by the name of David Walker introduced the idea of “colored citizens.” For much of the history of the United States, African Americans have sought to create a society in which the notion of “colored citizen” is not a contradiction. This project has entailed continually redefining for themselves and for the country at large the meaning of “freedom.” The idea of “freedom” is almost automatically associated with the history of the United States, but its meaning has been contested throughout the nation’s history. To understand what freedom has meant and continues to mean in the United States, the experiences of African Americans must be considered.

STUDENT RESPONSIBILITIES:

- 1) Read, watch, and/or listen to assigned material each week and *think about the material* before each live discussion.
- 2) Communicate with Prof. Al frequently.
- 3) Read your email daily, and be sure to respond to any requests (such as requests to fill in surveys) from Prof. Lacson and your peers.
- 4) Turn in your assignments by the deadlines, but if you need extensions or other flexible arrangements, do NOT be afraid to ask for them. Prof. Lacson expects you to ask for help, and he will give it.

- 5) Consult and follow the rules for Academic Honesty in the Grinnell College Student Handbook and the college catalog. You can see the academic catalog policies on academic honesty here: http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty_in_Academic_Work
- 6) Follow University of Chicago (17th Edition) style citations in footnotes or endnotes for all assignments in this course, unless the assignment directs you explicitly to do something else. You may consult the *Chicago Manual of Style* online through the Grinnell College Library catalog here (you will need to log into the Library through its proxy server): <https://www-chicagomanualofstyle-org.grinnell.idm.oclc.org/book/ed17/frontmatter/toc.html>

ACCOMMODATIONS:

If you have specific physical, psychiatric or learning disabilities and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to John Hirschman, Coordinator of Student Disabilities Resources: hirschma@grinnell.edu or 641-269-3089.

COURSE MATERIAL:

I have assigned one entire book for the course: Martha S. Jones, *Birthright Citizens: A History of Race and Rights in Antebellum America*. You will find the rest of the material for the course in the course hub (also referred to as the course website) on PioneerWeb. Most of the material will take the form of reading assignments in PDFs. You will also find links to videos and webpages on the course website on PioneerWeb.

GRADING:

Connections presentation	5%
Weekly Assignments (10% x 7 weeks)	70%
Document Project	25%

Feb. 1-Feb. 5

MODULE 1 : THE HISTORY OF AFRICAN AMERICAN HISTORY

Reading Assignment:

- 1) The Brownies' Book Encourages Black Children to Know Their History, 1920
- 2) Carter G. Woodson on His Goals for Black History, 1922
- 3) Mary McLeod Bethune Outlines the Objectives of the Association for the Study of Negro Life and History
- 4) John Hope Franklin Explains the Lonely Dilemma of the American Negro Scholar, 1963

- 5) Vincent Harding on the Differences Between Negro History and Black History, 1971 (All 5 are in one PDF, entitled “African American History Over Time”)
- 6) David Blight, “‘For Something beyond the Battlefield’: Frederick Douglass and the Struggle for the Memory of the Civil War,” *Journal of American History*, Vol. 75, No. 4 (Mar., 1989), pp. 1156-1178

Written Assignment #1 due Monday, 12 noon, February 8: In one *paragraph* explain what you see as the most significant change since the 1880s in the uses of history among African Americans.

Feb. 8-Feb. 12

MODULE 2: BUYING AND SELLING PEOPLE

Watch:

- 1) Traces of the Trade: Stories from the Deep North (available online through Burling Library)
https://grinnell.primo.exlibrisgroup.com/permalink/01GCL_INST/1ek0oud/alma991011088001804641
- 2) Walter Johnson, *Soul by Soul*, Introduction and Ch. 3. (ACLS Humanities eBook available through Burling Library)
https://grinnell.primo.exlibrisgroup.com/permalink/01GCL_INST/1ek0oud/alma991004147019704641

Feb. 15-Feb. 19

MODULE 3: THE AMERICAN REVOLUTION AND REBELLIONS

- 1) Gary Nash, *Race and Revolution*, Ch. 3
- 2) Nash, *Race and Revolution*, Documents for Ch. 3
- 3) “Petition of an African slave, to the legislature of Massachusetts.” From *The American Museum, or Repository of Ancient and Modern Fugitive Pieces, Prose and Poetical*. For June, 1787. Volume 1. Number 6. Philadelphia: Mathew Cary, 1787

Feb. 22-Feb. 26

MODULE 4: RACE AND RIGHTS IN ANTEBELLUM AMERICA (I)

- 1) Jones, *Birthright Citizens*, Chapters 1-4
- 2) Proceedings of the Colored National Convention Held in Rochester, July 6th, 7th, and 18th, 1853.
https://grinnell.primo.exlibrisgroup.com/permalink/01GCL_INST/1icls2k/cdi_gale_digitalcollections_CY0108308469

Mar. 1-Mar. 5

MODULE 5: RACE AND RIGHTS IN ANTEBELLUM AMERICA (II)

- 1) Jones, *Birthright Citizens*, Chapters 6- Epilogue

Mar. 8-Mar. 12

MODULE 6: RECONSTRUCTION

- 1) African Americans in Richmond, VA, Petition President Andrew Johnson, 1865
- 2) Freedmen of Edisto Island, South Carolina, Demand Land, 1865
- 3) Captain Charles Soule, Northern Army Officer, Lectures Ex-Slaves on the Responsibilities of Freedom, 1865
- 4) A Share-Wages Contract, 1865
- 5) Charles Raushenberg, a Freedmen's Bureau Agent, Reports from Georgia, 1867
- 6) Elizabeth Botume, a Northern Schoolteacher, Remembers a Husband and Wife Reunion, c. 1865
- 7) Dave Waldrop, a Florida Freedman, Seeks to Reunite His Family, 1867
- 8) Harriet Hernandez, a South Carolina Woman, Testifies Against the Ku Klux Klan, 1871

Mar. 15-Mar. 19

MODULE 7: CIVIL RIGHTS

- 1) Watch Episode 1 of "Eyes on the Prize":
https://fod.infobase.com/p_ViewVideo.aspx?xtid=58632&tScript=0
- 2) Danielle McGuire, *At the Dark End of the Street*, Prologue and Chapter 1

Document Project Due: Wednesday, March 24, 11:59 p.m.