

Proposal for Connections: Social and Cultural

Contact Person: Selena Sanderfer, History Department, selena.sanderfer@wku.edu, 745-4739

1. What course does the department plan to offer in Connections?

HIST 390: Blacks in the American South

Which subcategory are you proposing for this course?

Social and Cultural

2. How will the course meet the specific learning objectives of the Social and Cultural subcategory?

Students in HIST 390 will investigate the experiences of blacks in the South from the colonial period to the present. Black southerners were subject to the oppressive systems of slavery, Jim Crow, and other policies aimed at limiting their civil liberties. Despite these barriers, southern blacks resisted such discriminatory policies through maintaining cultural and social solidarity and employing a host of strategies such as emigration, civil disobedience, or self-defense in order to improve their livelihoods. Students will also consider the shared values of white southerners such as racial inferiority, paternalism, and Christian beliefs which helped to sustain inequality and white supremacy within the region.

HIST 390 will address the following learning outcomes:

a. Analyze the development of self in relation to others in society

By analyzing the past experiences of black southerners, students will be able to rethink how racial or other forms of inequality impact one's development in regards to areas such as social behavior, political beliefs, and/or economic aspirations. For example by studying the paternalist system of slavery in the South, students will analyze how black southerners came to adopt Christianity, a new set of gender roles and a more accommodating strategy toward resistance.

b. Examine diverse values that form civically engaged and informed members of society

Although hampered by racism, black southerners nonetheless were able to participate in civic engagement and become informed members of society by

employing shared values such as racial uplift, self-determination, and compromise when interacting with whites. Students will examine these values and the relative success or failure of southern blacks to counteract prejudice and in doing so be able to evaluate connections between personal or shared communal values that influence their ideas about and engagements in areas such as politics and economics.

c. Evaluate solutions to real-world social and cultural problems

Although primarily examining the past experiences of black southerners, students will also consider the current manifestations of historic racial inequalities and solutions to correct this problem. For example mass incarceration of black males is a current social problem in the United States, however many students are unaware of the historic origins of the problem through southern policies such as black codes and convict lease which unfairly targeted black populations. By evaluating the emergence, protest, and decline of such policies, students will be able to contemplate possible solutions to curbing current problems of mass incarceration and racial profiling.

3. Why should this course be in the Colonnade Program?

HIST 390 should be included in the Colonnade Program because it will expose students to a range of historic factors influencing contemporary race relations. Some current social problems such as poverty and low educational attainment for blacks are the consequence of decades of systematic discrimination resulting in the lack of tools and resources such as literacy or land ownership which could have been applied to help socially and economically uplift black populations for multiple generations. Understanding the context that shaped black southern life will force students to reevaluate their own views or assumptions regarding the region, its people, and future prospects.

In my experience students are familiar with negative stereotypes associated with black southerners such as the caricatures of Sambo or Uncle Tom and generally deplorable systems of race relations that have shaped the South, however far less have researched black collective action such as boycotts, leadership of people such as Ida B. Wells, and the cultural capital such as mutual aid organizations that black southerners used to circumvent repressive conditions.

Ultimately by taking HIST 390 students will develop a greater sense of empathy in regard to both black and white southerners as well as cultural awareness about race relations in southern society. This understanding is critical to creating informed students who are

more apt to actively engage in civic issues and more cognizant of the political, cultural, social, and economic norms influencing their own lived experiences.

4. Please identify any prerequisites for this course.

No specific prerequisites beyond the requirement that students have taken 21 hours of Colonnade Foundation and Exploration courses before enrolling in a Connections course.

5. Syllabus statement of learning outcomes for this course.

In HIST 390 we will explore the ways in which shared values of the past affected the experiences of black southerners and continue to influence race relations in today's South. Students will comprehend the development of religious, moral, and racialized identities that ultimately came to govern interactions between black and white southerners.

By the end of this course you will be able to:

- Demonstrate an understanding of how past prejudices have evolved and impact currently held beliefs about blacks, particularly in the South
- Broaden their knowledge of the black southern experience to include not only their general mistreatment, but also their agency in overcoming racial barriers
- Appreciate the historic origins of social problems now facing black southerners

6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

This course will culminate with students writing a research paper and oral presentation. The paper and presentation will be assessed on the following points:

- Does the research reflect a comprehension of the oppression as well as the agency of black southerners [Learning outcome a]
- Does the research analyze a particular cultural value and its influence on social conditions [Learning outcome a]
- Does the research connect how shared values of the past impact contemporary views of race and inequality [Learning outcome b]
- Does the research consider ethical questions relating to the particular topic on the black southern experience [Learning outcome c]

7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

The History Department has adopted writing standards for all its courses. The standards emphasize analysis of sources and the evaluation and construction of arguments. The minimum standard for 300-level History courses is:

“300-level classes: There will be at least three separate writing assignments requiring a minimum total of 15 pages. Each of these assignments will emphasize different types of writing. These three assignments will include one requiring students to synthesize ideas, one requiring students to provide a critical analysis of an article or monograph, and a short research paper based upon primary sources.”

HIST 390 will meet this standard. For program review and possible QEP assessment, the students’ research papers will be assessed using the attached rubric and will be separate from the assignment grade. (See Attachment 1) Please note that this is the standard rubric used by the department in assessing student writing.

8. How many sections of this course will your department offer each semester?

Initially one section of this course will be offered at least once every four semesters or two years.

9. Please attach sample syllabus for the course.

See Attachment 2.

Attachment # 1

Attachment 1: Evidence and Argument Rubric for HISTORY 379 Research Paper

	1. EXCELLENT	2. GOOD	3. NEEDS WORK	4. POOR
A. THESIS	Thesis is easily identifiable, plausible, novel, sophisticated, insightful, and clear.	Thesis is promising, but may be slightly unclear, or lacking insight or originality.	Thesis is unclear or unoriginal. Uses vague language. Provides little around which to structure the essay.	Thesis is difficult to identify, non-existent, or merely restates the question. Shows little effort or comprehension of the essay prompt.
B. STRUCTURE	Structure is evident, understandable, and appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.	Structure is generally clear and appropriate, though may wander occasionally. Essay may have a few unclear transitions, or a few paragraphs without strong topic sentences.	Structure is generally unclear, often wanders, or jumps around. Transitions are few and/or weak, and many paragraphs lack topic sentences.	Structure is unclear, often because thesis is weak or non-existent. Essay has little or no structure or organization. Transitions are confusing and unclear. Topic sentences are few or non-existent.
C. USE OF EVIDENCE	Primary source and historical context information is incorporated to support every point. Examples support thesis and fit within paragraph. Specific, explicit references to assigned readings are incorporated. Factual information is incorporated.	Author uses examples to support most points. Some evidence does not support point or is out of place. Quotations are generally integrated well into sentences and paragraphs. Some factual information is incorporated.	Author uses examples to support some points. References to assigned readings unclear or incorrect. There may not be a clear point. Moderate amount of factual information is incorporated.	Very few or weak examples. Essay is weakened by a general failure to support statements. Evidence supports no particular point. Little or no factual information is incorporated, and primary sources remain mostly not interpreted or are merely summarized.
D. LOGIC AND ARGUMENTATION	All ideas flow logically. The argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments. Makes original connections that illuminate thesis.	Argument is clear and usually flows logically and makes sense. Some counter-arguments are acknowledged, though perhaps not addressed. Occasional insightful connections to evidence appear.	The argument may often be unclear or not make sense. Author may not address counter-arguments or make sufficient connections with the thesis. Essay may contain logical contradictions.	Ideas do not flow at all, usually because there is no argument to support. Essay displays simplistic view of topic, and no consideration of possible alternative views. Any attempts to relate evidence to argument are very weak. Argument is too incoherent to

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Blacks in the American South

History 390
Dr. Selena Sanderfer

Course Description:

This seminar will explore the history and culture of blacks in the American South. Theory, research, and historiography on the black experience in the South will be examined through discussion of historical and contemporary contexts. It will address a wide range of subjects dealing with the southern black experience such as criminality, slavery, black culture, and civil rights.

Course Objectives:

Upon completion of this course students:

- Will be acquainted with major theories on the black experience in the South
- Will be provided with seminal readings written by and/or investigating blacks in the South
- Will be able to analyze the major themes and events that shaped black life in the U.S. South
- Will understand the connection between historic policies affecting black southerners in the past and current social problems affecting them today
- Will be able to evaluate current trends within the historiography
- Will have pursued advanced study on relevant topics related to blacks in the U.S. South
- Will have enhanced their ability to effectively communicate their ideas in oral and written formats

Required Texts:

R. Douglas Hurt. **African American Life in the Rural South, 1900-1950** University of Missouri, 2011): 0826219608

Mary Ellen Curtin. **Black Prisoners and Their World: Alabama, 1865-1900** (University of Virginia Press, 2000): 0813919843

Khalil Gibran Muhammad. **The Condemnation of Blackness: Race, Crime, and the Making of Modern Urban America** (Harvard University Press, 2011): 0674062116

David R. Goldfield. **Black, White, and Southern: Race Relations and Southern Culture, 1940 to the Present** (Louisiana State University Press, 1991): 0807116823

Booker T. Washington. **Up from Slavery (Dover Publications, 1995):** 0486287386

Ida B. Wells (Author), Jacqueline Jones Royster. **Southern Horrors and Other Writings; The Anti-Lynching Campaign of Ida B. Wells, 1892-1900** (Bedford/St. Martin's, 1996): 0312116950

Academic Honesty:

All work must be your own. When referencing the work of others in papers, the standard citation accepted by professional historians must be applied. Instances of plagiarism in papers and cheating on quizzes or tests will result in a zero grade for the assignment. No exceptions. Papers must use the Chicago Manual of Style citation for formatting footnotes and bibliographies. For a handy reference to this latter style sheet, use the following link: http://www.chicagomanualofstyle.org/tools_citationguide.html

Grading and Requirements:

Book Review (2)	10%
Midterm Essay	15%
Final Research Term Paper	25%
Discussion Participation	25%
Reading Responses (3)	15%
Discussion Leader	10%

90-100 (A); 80-89 (B); 70-79 (C); 60-69 (D), 0-59 (F)

Book Reviews:

Two book reviews must be submitted during the semester. One must be submitted sometime during Week 1-8 and another review submitted sometime during the weeks 9-15. You can choose to review any two of the four secondary source monographs/edited book that are assigned for this course. If you choose to submit a review for a particular book, it must be turned in during the week that the book is assigned for the class. For example if a student wanted to submit a review for Khalil Muhammad, *Condemnation of Blackness: Race, Crime and the Making of Modern Urban*, it would need to be turned in during class October 22nd or October 24th during Week Nine. Although in some cases we will only read chapters of a book for discussion, the book review must analyze the book in its entirety. Book reviews and reading responses cannot be over the same text. Book reviews should be 3-4 pages (5-6 pages for graduate students) in length, double spaced, use 12 pt. font size and a standard font style such as Times New Roman, Arial, Calibri, etc. It should provide a brief overview of the author's main arguments, a critical critique of the author's use of primary resources, its merits as well as shortcomings, and the validity of the author's argument. Late entries will be accepted with a 10 pt. deduction per day it is overdue.

Reading Responses

Three reading responses must be submitted during the semester. Students can choose which weeks they want to submit responses. For example if a student wanted to submit a response for Week Two on African Retention and Slave Personality, then it would need to examine all four readings for that week and be turned in either during Tuesday's or Thursday's class period.

Reading responses and book reviews cannot be on the same text. Responses should provide a brief summary of the week's readings. They should succinctly state the author's main argument. If more than one reading is assigned for that week, responses should compare and contrast the readings. They should be no more than two pages in length, double spaced, use 12 pt. font size and a standard font style. Late entries will be accepted with a 10 pt. deduction per day it is overdue.

Midterm Essay:

In place of a midterm exam, students will be required to write an essay *Ida B. Wells, Southern Horrors and Other Writings; The Anti-Lynching Campaign of Ida B. Wells, 1892-1900*. Papers should be 5-6 pages (6-8 for graduate students) in length, double spaced, use 12 pt. font size and a standard font style. Late entries will be accepted with a 10 pt. deduction per day it is overdue.

Research Paper:

In place of a final exam, students will be required to submit a research paper. All topics must have prior approval by the instructor. Research papers should make an original contribution to the body of literature on a subject. They must utilize both primary and secondary sources. Research papers should be 10-12 pages (12-15 pages for graduate students) in length, double spaced, use 12 pt. font size and a standard font style. Late entries will be accepted with a 10 pt. deduction per day it is overdue.

Presentation: Each student will give a presentation on his/her final research paper. Presentations should be between 15-20 minutes and should include visual aids. Students should not read their research paper, but instead present the topic/question that was investigated, what research methods and materials were used, and what were the findings.

Participation: Participation grades will be based on in class discussion and video responses. Video responses for each film will be collected at the end of the semester and should be ½ a page to 1 page in length, double spaced, use 12pt. font size, and a standard font style. Responses should contain some content information, but should primarily be comprised of student reflections on the film. What did you learn? What information seemed misleading or bias? Should this film helpful to you? Why or why not? Sharing ideas, questions and opinions during class discussions will improve your participation grade, while sleeping, excessive talking, and failure to attend class will result in a lowered grade.

Discussion Leader: Some weeks a student leader will lead discussion. The discussion leader will provide a brief overview of the week's readings and major points for discussion. He/she will then introduce discussion questions for the class to consider. The leader will moderate the discussion by responding directly to students, introducing new questions and comments when appropriate, and keeping the discussion on topic. Feel free to ask questions that are of particular interest to you. Questions should also stimulate deeper discussion. Questions could discuss the validity of specific arguments made by the author, any larger significance, or compare the argument to that of other authors.

Examples of discussion questions:

Poor question: Did anyone like the articles for this week?

Fair question: What do you think about the role of white abolitionists?

Good question: White abolitionist generally served to hinder the abolitionist movement, agree or disagree.

Great question: What impact did white abolitionist have on the progress of the abolition movement? Our article this week states that, "Citation." (Author, page number). Do you agree with the author that it was beneficial or disagree and believe that it stifled the abolitionist movement?

Student Disability Services:

In compliance with university policy, students with disabilities who require accommodations (academic adjustments, and /or auxiliary aids or services) for this course must contact the Office for Student Disability Services in Downing University Center A-200. The phone number is 745-5004; TTY is 745-3030. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the OFSDS.

Contact Information:

Office: Cherry Hall Room 230B

Office Hours: M and W 9:00-11:00, T and TR 10:00-12:00 and by appointment

Telephone: 745-4739

Email: selena.sanderfer@wku.edu

Schedule

Week One

Slavery and African Retention

Africa and Slavery Introduction

Peter Rutkoff and William Scott, *Fly Away: The Great African American Cultural Migrations*, Chapters 1-2, 15-54

Week Two

Slave Personality

Ulrich Bonnell Phillips, "The Plantation as a Civilizing Factor" *The Sewanee Review*, Vol. 12, No. 3 (July, 1904): 257-267

Stanley Elkins, *Slavery: A Problem in American Institutional and Intellectual Life*, Section III, 81-89, 98-115

Eugene Genovese, *From Rebellion to Revolution*,

Slave Revolts in Hemispheric Perspective, Chapter 1, 1-50

Week Three

Emancipation and Jim Crow

Leon F. Litwack, *Been in the Storm So Long*, Chapter 5, 221-291.

R. Douglas Hurt, Chapter 4, "Shifting Boundaries: Race Relations in the Rural Jim Crow South," Melissa Walker, 81-107;

Nancy O'Malley, "The Pursuit of Freedom, The Evolution of Kinkeadtown, an African American Post-Civil War Neighborhood

in Lexington, Kentucky *Winterthur Portfolio*, Vol. 37, No. 4
(Winter 2002): 187-218

Week Four

Strategies for Uplift

Booker T. Washington, *Up From Slavery*, 40-121

Booker T. Washington, *Up From Slavery*, 122-193

W. E. B. Du Bois, *The Souls of Black Folk*, Chapter 3 and 6, "Of Mr. Booker T. Washington and Others," and "Of the Training of Black Men," 62-72, 90-102

Week Five

Criminalization

Mary Ellen Curtin, *Black Prisoners and Their World, Alabama 1865-1900*, Chapters 1-6, 1-112

Mary Ellen Curtin, *Black Prisoners and Their World, Alabama 1865-1900*, Chapter 7-12, 113-216.

Week Six

Criminalization

Slavery by Another Name (DVD)

Break

Week Seven

Lynching

Ida B. Wells, *Southern Horrors*

Midterm Essay Due

Strange Fruit (DVD)

Week Eight

Migration

Alferdteen Harrison, *Black Exodus: The Great Migration from the American South*, Stewart E. Tolnay and E. M. Beck,

"Rethinking the role of Racial Violence in the Great Migration," 20-35

Alferdteen Harrison, *Black Exodus: The Great Migration from the American South*, Neil R. McMillen, "The Migration and Black Protest in Jim Crow Mississippi," 83-99

R. Douglas Hurt, Chapter 1, "Looking for Better All the Time: Rural Migration and Urbanization in the South, 1900-1950," Louis M. Kyriakoudes, 10-26.

Andre Wiese, *Places of Their Own: African American Suburbanization in the 20th Century*, Chapter 7, "Separate Suburbanization in the South, 1940-1960," 164-208

Week Nine

Criminalization

Khalil Muhammad, *Condemnation of Blackness: Race, Crime and the Making of Modern Urban America*, Chapters 1-2, 1-88

Khalil Muhammad, *Condemnation of Blackness: Race, Crime and the Making of Modern Urban America*, Chapter 3, 88-145

Week Ten**Culture and Race Relations**

Horetense Powdermaker, *After Freedom: A Cultural Study of the Deep South*, Chapter 3 and 16, 23-42, 325-353.

R. Douglas Hurt, Chapter 8, "Exit Voice, And Loyalty: Africa American Strategies for Day-to-Day Existence/Resistance in the Early Twentieth-Century Rural South," Peter Coclanis and Bryan Simon, 189-210

R. Douglas Hurt, Chapter 3, "Of the Least and the Most": The African American Rural Church," Lois E. Myers and Rebecca Sharpless, 54-80.

Week Eleven**The Modern Civil Rights Movement**

Cameron McWhirter, *Red Summer – The Summer of 1919 and the Awakening of Black America*, Chapter 16, "Knoxville," 170-182

Living the Story: The Civil Rights Movement in Kentucky: Personal Stories of the Fight for Racial Equality (DVD)

Week Twelve**The Modern Civil Rights**

David Goldfield, *Black, White and Southern: Race Relations and Southern Culture, 1940 to the Present*, Chapters 1-5, 1-117

David Goldfield, *Black, White and Southern: Race Relations and Southern Culture, 1940 to the Present*, Chapters 6-11, 118-278

Week Thirteen**Poverty**

R. Douglas Hurt, Chapter 6, William P. Brown, "Benign Public Policies, Malignant Consequences, and the Demise of African American Agriculture," 129-151

R. Douglas Hurt, Chapter 7, Jeannie Whayne, "I Have Been through Fire": Black Agricultural Extension Agents and the Politics of Negotiation, 152-188

LaLee's Kin: The Legacy of Cotton (DVD)

Week Fourteen**Hurricane Katrina**

Kristin Bates and Richelle Swan, *Through the Eyes of Katrina: Social Justice in the United States*, Chapter 2, DeMond Shondell Miller and Jason David Rivera, "Setting the Stage: Roots of Social Inequity and the Human Tragedy of Hurricane Katrina," 17-37 and Chapters 8, Dreama G. Moon and Anthony Hurst, "Reasonable Racism: The New White Supremacy and Hurricane Katrina," 129-148

Week Fifteen**Research Presentations**

Research Presentations

Research Presentations

Week Sixteen**Finals Week**

Research Paper Due