

## **HIST 251: African American History, 1877-Present**

**Tuesdays & Thursdays 2-3:20pm  
101 Living Learning Center South (LLCS)**

***Professor Jamie Mayhew Bufalino***

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**Office: 320 Hendricks Hall**

**Office hours: Tuesdays & Thursdays 3:45-5pm and Fridays 7-11am via phone (by appointment only)**

### **Graduate Employees**

**Marin Aurand**

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**Office: 350K McKenzie Hall**

**Office Hours: Wednesday 12 Noon-1 pm and Thursdays 11am-Noon**

**Course Overview:** The purpose of this course is to examine the history of African Americans from Reconstruction to the Present. It will explore the experiences of African Americans following Reconstruction with particular emphasis on the diversity of efforts within black communities to combat racial injustice and racial violence. The course will be framed by a discussion of the continuing impact of the Thirteenth Amendment to the U.S. Constitution concluding with consideration of the rise of the #BlackLivesMatter movement as a response to the criminalization and mass incarceration of African Americans in the 21<sup>st</sup> century. Topics of discussion will include, but are not limited to: the development of Jim Crow laws and practices as well as the legacy of white supremacy and racial violence in the modern era; artistic and intellectual cultures within the African-American community; and the influence of New Negro, Black Nationalist, Civil Rights, Black Power, & #BlackLivesMatter movements for black freedom. Lastly, we will analyze the construction, intersection, and impact of race as a critical form of identity in American culture. Students will have the opportunity to analyze secondary and primary historical documents in lecture, classroom discussion, & writing assignments.

### **Course Objectives:**

- To demonstrate a general knowledge of the arguments, issues, events, and persons of significance in African-American history
- To analyze secondary sources for historical arguments

- To interpret primary sources for historical significance
- To apply their understanding of racial inequality as a historical issue in the United States to contemporary racial conflicts in order to seek justice

### **Required Texts:**

Franklin, *From Slavery to Freedom: A History of African Americans*, Vol. 2. 9<sup>th</sup> Edition.

Coates, Ta-Nehisi, *Between the World and Me*

Editors, Chad Williams, et al, *Charleston Syllabus: Readings on Race, Racism, and Violence*

Additional primary resource documents on Canvas

### **Course Assignments**

Student grades will be determined on the basis of the following criteria:

1. 3 Document Analysis Worksheets (10% of course grade)
  2. Midterm Exam (20% of course grade)
  3. 2 Primary Document Analysis Papers (25% of course grade each)
  4. Final Exam (20% of course grade)
- See instructions below and on Canvas for assignment details

## Grading Scale

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59

### Course Policies:

- **Accommodations Policy:** If you have a disability (physical or learning, documented or undocumented) that may affect your ability to succeed in this class, please see me during the first week of class so we can make arrangements to get you the support you need.
- **Electronic etiquette:** Electronic devices are permitted in class. However, I reserve the right to prohibit them should they become a distraction to me or other anyone else in the classroom.
- **Academic Honesty:** All work submitted for this course must be your own, produced exclusively for this course. The use of sources (ideas, quotations and/or paraphrases) must be properly documented. Please see me if you have any

questions about your use of sources. Please refer to the University guide on plagiarism: <http://library.uoregon.edu/guides/plagiarism/students/index.html>

- **Late Work & Incompletes:** Late work will be accepted at the discretion of your instructor and will be marked down accordingly (1/3 letter grade per 24 hours late). Assignments are turned in via Canvas. If you have difficulty with Canvas, email your paper as a pdf file to me by the deadline. Then address the issue with Canvas so that you can turn the paper in as instructed for the next assignment. If you must be absent, try to turn in the assignment before the due date. If you need to turn in assignments late due to any circumstance, please contact me as soon as you recognize there is a problem, and we can try to work out a mutually-satisfying solution. Remember that it is your responsibility to notify me and make arrangements to complete work that you miss due to an absence.
- **Critical Reading and Thinking:** This course is reading and writing intensive. You must be able to dedicate a significant portion of your homework schedule to reading critically. You will have the opportunity to contribute your ideas and questions in class discussion. If you work hard in this course, you can expect to be rewarded with improved skills in reading, writing, and critical analysis. Students who engage deeply with this course often report gaining new, valuable insights into their lives and the world around them.
- **Formatting Guidelines:** All assignments must be typed. When citing sources, please use in-text citations (as instructed in course assignments). Use a reasonable font and point (such as Times 12 pt.) and one-inch margins. No works cited list or bibliography is required as all assignments will reference course texts only.
- **Talking about Sensitive Issues in Class:** Active, critical discussion in class will play an important role in this course. Participation is important to the teaching/learning process. It is not so much that we want you to speak for the sake of speaking, but that we want you to accept some responsibility for engaging and teaching others and for the energy and focus of the class. Everyone should come prepared each week having not only read the assigned materials, but also having thought carefully about them. I expect every one of you to respect other students in all of our discussions. Some of you may have some anxieties about the specific course content; others may have concerns about discussing sensitive issues surrounding race, economic issues, religious beliefs, violence, etc. I have these same concerns. My goal is to create a hospitable space for you to cultivate your

growing understandings without fear and to receive respect from us and from the rest of the class.

Many of the issues we'll cover here are not typically talked about in an academic setting. Here are some guidelines for making our discussions reasonable, enlightening, and friendly:

- Anyone, professors and GTFs included, may be embarrassed at times by some questions or discussions about aspects of, for example, sexuality. This is expected and acceptable.
- We all have our personal values about many societal issues, and these will not be the same for everyone in the class. Differences are to be acknowledged and accepted.
- Personal boundaries need to be respected. No one should feel obliged to disclose personal information about oneself.
- Confidentiality: We expect that personal opinions, values, or information shared in the class not be discussed with others outside of class in any way that identifies the student who took the risk of sharing.

**On and Off-Campus Resources:** We may encounter profanity, violence, and offensive language in our required readings. **If a particular topic is difficult for you, let me know as soon as possible so that we can work out an alternate reading or assignment.** Further, if at any time in the class you need to talk to someone about the material we are covering in class, I urge you to take advantage of the following on and off campus resources:

### **On Campus**

University Counseling and Testing Center	541- 346-3227
Student Crisis Line (eve./wknd.)	541-346-3227
Non-Emergency Hate and Discrimination Report Line	541-346-5555

### **Community (off-campus)**

White Bird Clinic (24 hour crisis)	541-687-4000
Sexual Assault Support Crisis Line	541-343-7277
Womenspace Help Line	541-485-6513

**Title IX and Students who experience harassment or violence:**

Title IX makes it clear that violence and harassment based on race, national origin, sex or gender is a civil rights offense. If you or a student that you know has experienced assault, relationship violence, stalking, and/or harassment, I strongly encourage you to seek help by contacting one of the following:

Renae DeSautel, Sexual Violence Response & Support Services  
Coordinator, [desautel@uoregon.edu](mailto:desautel@uoregon.edu)

UO Ombudsperson, Brett Harris (541 346-6400 or [ombuds@uoregon.edu](mailto:ombuds@uoregon.edu))

To report issues of hate or discrimination: <https://respect.uoregon.edu/>

All UO faculty members, have an obligation not to reveal your name or other specific information without your permission, although faculty members do have to provide “general information” (nothing that identifies anyone) that will help us create a safer campus. As a faculty member, I can also reassign table groups and make other accommodations that survivors of sexual violence may need.

### **Expectations and Assignments:**

**Document Analysis Worksheets:** Students will complete 3 worksheets analyzing sources assigned in class. These assignments are designed to provide students with the skills necessary to analyze secondary and primary historical sources and to serve as a resource for later papers and exams. For worksheets, see "Assignments" on Canvas. Collectively, worksheets are worth 10% of course grade.

**Primary Document Analysis Papers:** Students will write 2 formal papers, 5-pages each in length, analyzing a primary source and placing the document in historical context using course readings. Complete assignment instructions will be posted on Canvas under “Assignments” and will be discussed in detail at the in-class workshop. The papers are due **WEDNESDAY April 24 & WEDNESDAY, May 29th** at 10pm respectively. For specific instructions on primary source analysis papers, see “Assignments” on Canvas. Each essay is worth 25% of your course grade.

**Please submit your papers electronically via Canvas. This allows your work to be examined by Vericite, a program for plagiarism detection and prevention.** To submit your papers:

- Log into Canvas
- Go to your HIST 251 Canvas site
- Click on “Assignments”
- Click on the assignment you are uploading (e.g. Paper #1) and follow instructions for uploading from there.

**Midterm Exam:** Students will take a midterm exam in lecture on **Thurs. May 2nd, 2019**. A study guide will be posted on Canvas two weeks in advance of the exam. The test will consist several terms and concepts to identify, at least one primary source to analyze, & at least one historical essay. The midterm is worth 20% of your course grade.

**Final Exam:** Students will take a cumulative take-home final exam in the lecture classroom on **Tues. June 11<sup>th</sup>, 2019 from 12:30-2:30**. A study guide will be posted on Canvas two weeks in advance of the exam. The test will consist several terms and concepts to identify, at least one primary source to analyze, & at least one historical essay. The final exam is worth 20% of your course grade.

**Extra Credit:** Attendance will be taken randomly and without warning 5 times throughout the term in lecture. Students will receive one point of extra credit for each of these days in which you are present for the entire class period and sign the attendance sheet. (Please note that students will not receive credit if GEs observe you leaving class early). Extra credit points will be added to student's grade for primary document analysis paper #1.

There may be other **Extra Credit opportunities** in this class. These will involve going to an event outside of class that I recommend and writing up a response for your GTF. Your response should take the form of 1 page of summary and 1 page of response drawing on the ideas from your readings and lectures. These events will be announced periodically throughout the term on Canvas.