

SLAVERY, SEGREGATION, AND CIVIL RIGHTS: **PUBLIC HISTORY IN THE U.S. SOUTH**



Course Information

Culture and Society
HONR 3331.01
CRN: 41132 | Hours: 3
The Honors College
Sam Houston State University
May 12-27, 2022

Professor

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Course Description

This course will examine the presentation of African American history in the U.S. South. Students will travel to key historical sites including Forks of the Road Slave Market in Natchez, Mississippi, Vicksburg National Military Park in Vicksburg, Mississippi, Dexter Avenue Baptist Church in Montgomery, Alabama, Edmund Pettus Bridge in Selma, Alabama, and Medgar Evers' home in Jackson, Mississippi. Students will also visit museums throughout the region to discuss the way public history is transforming the traditional narrative of Southern history. Key sites will include the Rosa Parks Museum, the Freedom Riders' Museum, and the Equal Justice Initiative's Legacy Museum and National Memorial to Peace and Justice.

What is Public History?

Public history is history, practically applied. It is based on the understanding that history is not taught solely in the classroom, but is learned in a variety of places, and in a variety of ways. Public historians disseminate historical information to a wide audience through institutions such as archives, historical societies, museums, consulting firms, libraries, and websites. They are providers of primary and secondary source materials, and they often present information to patrons so that the patrons can form their own ideas of history and historical events through exhibits and research. - *Emma Wilmer, Emeritus Editor, PHRC*

Learning Outcomes

- 1) Students will gain factual knowledge about African American history.
- 2) Students will learn the fundamental principles of historical scholarship.
- 3) Students will learn to analyze and critically evaluate ideas, arguments, and points of view.

Skill Objectives

1) **Critical Thinking:** Students will be taught to think critically and analytically, and to ask appropriate questions about different historical societies and cultures, integrating and synthesizing knowledge they gain in the course, forming conclusions, and building an informed belief system from the complex of information presented in the course content.

2) **Communication:** to include effective development, interpretation and expression of ideas through written, oral and visual communication. Communication skills will be addressed in this class through class participation, the reading and discussion of historical texts, attending lectures, and watching films. Students will learn through the use of historical materials to critically evaluate the time periods in which these materials originated.

3) **Social Responsibility:** to include inter-cultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. Social Responsibility will be addressed in this course as students learn about the ways in which individuals and groups in the past made decisions aimed at promoting civil discourse, civic participation, and other social values so as to improve society for all. Students will thus learn about their own social responsibilities in improving current American society.

Required Texts

All readings and films will be provided on the course website.

Assignments

1) Daily Discussion Sessions

Students will engage in daily class discussions during the week of May 16. Each student should be prepared to talk about the significance of the historical sites being visited, the way the sites are presented to the public, as well as the assigned readings.

2) Public History Digital Project

Students will collaborate on a digital project that addresses the way African American history is presented at the historical sites we visit. The project will be posted to the internet and presented to the class on May 26.

3) Travel Journal

Each student will keep a travel journal on the trip. The journal should present information on the sites we visit, as well as personal reflections on the subjects being studied. Travel journals are due on May 27.

Grading

<u>Assignment</u>	<u>Due Date</u>	<u>Points</u>
Daily Discussion Sessions	May 12-27	100 points
Public History Digital Project	May 26	200 points
Travel Journal	May 27	200 points
Total		500 points

Grading Scale: 500-450=A; 449-400=B; 399-350=C; 349-300=D; 299-0=F

Participation and Code of Conduct

As part of this class, students will be expected to participate in all trip activities, unless excused by Professor Littlejohn or Professor Henze. In addition, students must abide by the Sam Houston State University Code of Conduct, which is available online at: <https://www.shsu.edu/dept/dean-of-students/guidelines/student-conduct>.

Student Absences on Religious Holy Days

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Academic Dishonesty

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#).

Students with Disabilities

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For more, see: <https://www.shsu.edu/dept/counseling/>.

Instructor Evaluations

At the end of the semester, students will be asked to complete an evaluation of the course, but we welcome feedback about readings, assignments, and our instruction throughout the semester. Let's work together to make this a successful and rewarding learning experience for everyone.

Changes to the Syllabus

This syllabus is your contract for the course. We will not change the nature of the course, the number of assignments, or the grading system. However, we reserve the right to update the course schedule and reading assignments throughout the term. Additional University policies may be found at: <https://www.shsu.edu/syllabus>.