

University of Texas at Tyler
HIST 4372-001 (Hybrid)
History of African Americans
Fall 2016

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Office Hours: Thursday 12:30-2 & 3:30-4:30
Office Location: Business Bldg. 205B
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Times: (Hybrid) Meet Thurs 11-12:20
Sec# 001
Class Location: Business Building
Room: 158

Introduction & Objectives

Welcome to African American History 4372!! This is a hybrid class; the majority of lectures, assignments and films will be provided online in order to cover and reflect on the course material. This course examines the main themes of African American History. The African American themes include: identity, culture, slavery, Civil War, emancipation, reconstruction, freedom, the Great Depression, World War II and the Black Revolution. We will trace African American history from Ancient Africa to present day era. This class explores the foundation and formation of the process of “becoming African American” by examining American history before 1877 and examines the movement towards “degrees of freedom” from 1877 to the present. An objective of the course is to examine African American related political, economic, social, and cultural developments during this period to provide a basic understanding of the chronology and entanglements African American history.

The class is designed offer skills to generally analyze and think about history and the history making process. Class exercises are geared to provide comparative analysis and an opportunity to think like an historian. Through primary source analysis, students will learn the skills to read in between the lines and pages of textbooks and historical materials. In the end, students will be able to provide their own narrative and interpretation of the African American past.

By the end of the class, students will:

- Acquire a conceptual framework for the study of early American history in a global context, including theoretical constructs, and historiographical practices
- Trace the African American movement, population, and development during early American history
- Obtain the skills to be able to think, process, and communicate about African American history and historical themes
- Read and analyze primary source documents forming your own historical interpretations of the past
- Research and write a historical paper based on primary and secondary documents
- Evaluate the impact of race, gender and class in an American comparative and global perspective.
- Understand African American history in the context of the Pan Africanism/African Diaspora, and World current events

Required Readings (All are required and needed at the beginning of the class, unless noted)

1. Clark Hine, Darlene. *The African-American Odyssey*. 5th ed., combined volume. New Jersey: Pearson, 2011. ISBN – 13-978-0-205-72881-7
2. Woodson, Carter Godwin. *The Mis-Education of the Negro*. ISBN - 978-1612930206
3. X, Malcolm. *The Autobiography of Malcolm X*. ISBN: 0-345-35068-5 or Alexander, Michelle. *The New Jim Crow*. (both are optional for extra credit; pick only one)
4. Manning, Marable. *Let Nobody Turn Us Around: An African American Anthology*. ISBN - 978-0-7425-6057.

Contact/ Communication

Outside of the classroom, all communications should be emailed to me or office visits/appointments. In addition, you will need to check your online system email and system on a regular basis throughout the course.

Technology

This course is partially supported by the Blackboard online system. Therefore, make sure you have had an opportunity to get familiar with the online system before the beginning of the class. If you have any problems using Online System, contact the technical support available to you *immediately* to get help. Also take advantage of the online resources available to you as a supplement to your textbook.

Netiquette

There are no real "rules" for having good manners on the internet, but there are some general guidelines. Be respectful of others. Never use an academic or professional forum to insult others or to make broad or sweeping generalizations about a particular group.

Academic Integrity:

Cheating, plagiarism, or collusion will result in a grade of "F" for this class. I will enforce this policy for all examinations and assignments. For definitions of "cheating," "plagiarism," and "collusion," see the *Catalog*. Failure to properly cite an author you have quoted or paraphrased will result in a grade of "F." You MUST use your own words.

Course Requirements & Evaluations

All assignments are due on or before the due date. In the event of emergency situations, email me before due date in order to make alternative arrangements. It is your responsibility to secure information from any missed class.

Quiz (30%)

This category is based on chapter quizzes assignments. Reading your assigned selections, handouts, completing homework, class exercises, and participating in class discussions will be essential. The lowest quiz grade will be dropped.

Book Analysis = 15% - Read assigned book. Write a 2-3 page essay based on analysis questions. Questions provided and posted online.

Research Project and Presentation = 25%

Details discussed in class. Each student will have an opportunity to select and research an aspect of African American history. Students will write a 7-10 page short research paper based on primary and secondary sources. Instructions for the assignment will be given in class. Students will have 10 minutes to present their arguments, findings, methodology, and conclusions to the class. We will discuss research strategies for both primary and secondary sources and research writing in class.

Exams = 30% (1 total) Details and review announced in class

Total = 100%

GRADE SCALE: It is your responsibility to keep up with your class average. Please learn how to calculate your average. You are responsible for withdrawing from the class.

A = 90-100

B = 89-80

C = 79-70

D = 69-60

BOOK ANALYSIS ASSIGNMENT

(use for book analysis assignment)

Read assigned book. Analyze book in a 2-3 page ESSAY (not bullet points, so make sure you have a clear introduction, body, and conclusion) based on the questions provided below. In your introduction, make sure you introduce the book and author. Answer each question. Grade based on your ability to address each point. If you are unable to find material on a specific point clearly articulate this in your analysis and explain. Check syllabus for due dates. No late work.

- What is the Author's argument (what point is he/she trying to make)?
- Who is the author (Outline his background/high level)? Why is he/she qualified to write the book? What is the book purpose?
- What is the layout and approach of the book?
- What sources are used? What were the primary sources if any? What were the secondary sources if any? What is the difference between primary sources and secondary sources? Look up. Primary documents are written or constructed at the time of the event (journal, map, interviews). A secondary document is other people's interpretation of the primary sources. Both types are important in history making. Explain and give specific examples of the sources used by the author in the book.
- Is the book effective? Why or Why not? Be specific. Discuss the strengths and weaknesses of the book.
- What do reviews say about the book (who was the reviewer)? How does book fit in with other similar books on the topic?
- How does this book fit into this class? Be specific, relate book to the material/chapter covered in class.
- Does the book enhance our understanding of history? If so how? If not, why not? Provide a reflection.
- What was the most striking statement in the book to you? (Write out a powerful quote from the book, explain the quote, why did it strike you, how it fits with the overall purpose of the book). Cite page.
- Explain the title of the book.

Statement Regarding Disability:

The University of Texas at Tyler provides academic support for all individuals with disabilities. It is the responsibility of the individual to register within the first week of classes and provide medical verification and academic schedules to Disability Support Services so adjustments can be made. They must also contact the faculty member in a timely manner to arrange for appropriate academic adjustments.

Class Schedule and Readings

Readings should be completed prior to each class
(Please note: Items are Subject to Change)

Key Topics & Assignments for the Week	Lectures and Events	Readings	Assignments (Quiz Assignments are open book but timed)
August 29	Introduction to Class/Syllabus Review African Americans and Africa, 6000BCE-1600CE	Syllabus Clark Hine, Ch. 1 Marable, Introduction xxi-xxix.	Start Reading Woodson's, <i>The Mis-Education of the Negro</i>)
Sept 5	Middle Passage & Colonial North America, 1450-1763 Film – Slavery and the Making of America: <i>The Downward Spiral (Episode 1)</i> Professor Presentation at KESSA conference	Ch. 2 & 3	Quiz 1 Due Sept 8
Sept 12	African Americans during Independence and the New Nation, 1763-1820 Film – <i>Liberty in the Air (Episode 2)</i>	Ch. 4 & 5 Marable 3-20	Quiz 2 Due Sept 15
Sept 19	The Cotton Kingdom, Free Blacks, and Slave Opposition, 1793-1833 Film – <i>Seeds of Destruction (Episode 3)</i>	Ch. 6, 7 & 8	Quiz 3 Due Sept 22
Sept 26	Resistance and Quest for Freedom, 1833-1861	Ch. 9 & 10	Quiz 4 Due Sept 29 Research Topic Due
Oct 3	The Civil War & Emancipation 1861-1865 & The Promises and Failures of Reconstruction, 1865-1877 Film – <i>The Challenge of Freedom (Episode 4)</i>	Ch. 11, 12 & 13 Marable 122-128;135-149	Quiz 5 Due Oct 6
Oct 10	White Supremacy and Black Resistance, 1877-1918	Ch. 14 & 15 Marable 171-174; 195-209	Quiz 6 Due Oct 13 Book Analysis Due Oct 11
Oct 17	African American Migration, Marcus Garvey and the 1920s, 1895-1928 Film – <i>Marcus Garvey "Look for Me in the Whirlwind"</i>	Ch. 16 & 17 Marable 241-25; 253-267	Quiz 7 Due Oct 20
Oct 24	The Great Depression, Black Culture and Society from 1930-1950 & World War II, 1929-1948 Film - <i>Glory</i>	Ch. 18, 19 & 20 Marable 300-305	Quiz 8 Due Oct 27 Research Draft Due Oct 25
Oct 31	Civil Rights and Freedom Movements and Black Nationalism Film - <i>Eyes on the Prize: America's Civil Rights Years 1954-1965</i>	Ch. 21 & 22 Marable 418-435;438-463	Quiz 9 Due Nov 3
Nov 7	Contemporary African American Thought: African Americans at the Millennium, & The Triumph of Black Politics, 1980-Present Research Paper and Presentation	Ch. 23 & Read select passages from Marable 487-642	Research Papers & Presentation Due Nov 10

Nov 14	Contemporary African American Thought Research Paper and Presentation	Ch. 24 & Read selections from Marable 487-642	
Nov 21	Thanksgiving Break		
Nov 28	Exam Professor Presentation at the ASA Conference		Exam II (14-22) Due Dec 1
Dec 5	Reflections on the Contemporary African American Experience Film- <i>500 Years Later</i>		
Dec 12	Finals Week		

Please Note the University Policies - For more info: <http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf>

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www2.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.