

**University of Texas at Tyler**  
**HIST 4372-060**  
**History of African Americans**  
**Spring 2018**

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Office Hours: By appointment  
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Times: Online  
Sec# 060  
Class Location: online  
Room: online

### **Introduction & Objectives**

Welcome to African American History 4372!! This is an online class. 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)

1. Clark Hine, Darlene. *The African-American Odyssey*. 5<sup>th</sup> ed., combined volume. New Jersey: Pearson, 2011. ISBN – 13-978-0-205-72881-7
2. Manning, Marable. *Let Nobody Turn Us Around: An African American Anthology*. ISBN - 978-0-7425-6057.
3. Michele, Alexander. *The New Jim Crow*, ISBN - 978-1-59558-643-8

#### 4. Gyasi, Yaa. *Homegoing*, (Optional)

### **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 Canvas 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.

*Book Analysis = 10%* - Read assigned book. Write a 2-3 page essay based on analysis questions provided and posted online.

#### *Research Project (20%) and Presentation (10%) = 30%*

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 an opportunity 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

F = 59 & BELOW

### **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)

<b>Key Topics &amp; Assignments for the Week</b>	<b>Lectures and Events</b>	<b>Readings</b>	<b>Assignments</b> (Quiz Assignments are open book but timed)
Jan 16	Introduction to Class/Syllabus Review African Americans and Africa, 6000BCE-1600CE	Syllabus Clark Hine, Ch. 1 Marable, Introduction xxi-xxix.	
Jan 22	Middle Passage & Colonial North America, 1450-1763 Film – Slavery and the Making of America: <i>The Downward Spiral (Episode 1)</i>	Ch. 2 & 3	<b>Quiz 1 Due Jan 25</b>
Jan 29	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	<b>Quiz 2 Due Feb 1</b>
Feb 5	The Cotton Kingdom, Free Blacks, and Slave Opposition, 1793-1833 Film – <i>Seeds of Destruction (Episode 3)</i>	Ch. 6, 7 & 8	<b>Quiz 3 Due Feb 8</b>
Feb 12	Resistance and Quest for Freedom, 1833-1861	Ch. 9 & 10	<b>Quiz 4 Due Feb 15</b> <b>Research Topic Due Feb 15</b>
Feb 19	The Civil War & Emancipation 1861-1865 & The Promises and Failures of Reconstruction, 1865-1877 Film – <i>The Challenge of Freedom (Episode 4)</i> Film – <i>Glory</i>	Ch. 11, 12 & 13 Marable 122-128;135-149	<b>Quiz 5 Due Feb 22</b>
Feb 26	White Supremacy and Black Resistance, 1877-1918	Ch. 14 & 15 Marable 171-174; 195-209	<b>Quiz 6 Due Mar 1</b> <b>Book Analysis Due Mar 1</b>
Mar 5	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	<b>Quiz 7 Due Mar 8</b>
Mar 12-17	<b>Spring Break</b>		
Mar 19	The Great Depression, Black Culture and Society from 1930-1950 & World War II, 1929-1948	Ch. 18, 19 & 20 Marable 300-305	<b>Quiz 8 Due Mar 22</b> <b>Research Draft Due March 22</b>
Mar 26	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	<b>Quiz 9 Due Mar 29</b>
Apr 2	Contemporary African American Thought: African Americans at the Millennium, & The Triumph of Black Politics, 1980-Present  <b>Research Paper and Presentation</b>	Ch. 23 & Read select passages from Marable 487-642	<b>Research Papers Due Apr 5</b>

Apr 9	Contemporary African American Thought <b>Research Paper and Presentation</b>	Ch. 24 & Read selections from Marable 487-642	<b>Research Presentation Due Apr 12</b>  <b>Extra Credit Due Apr 12 (use book analysis questions)</b>
Apr 16	Contemporary African American Thought <b>Research Paper and Presentation</b>	Ch. 24 & Read selections from Marable 487-642	Contemporary African American Thought  <b>Research Paper and Presentation Apr 16</b>
Apr 23	<b>Exam</b>		<b>Exam (14-22) Due Apr 26</b>
Apr 30	<b>Finals Week</b>		

## Important University Statements

### 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://www.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/Accessibility 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 psychological disabilities. If you have a disability, including non-visible a disability diagnosis such as a chronic disease, learning disorder, head injury 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 an Accessibility Case Manager. 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 webpage (<http://www.uttyler.edu/disabilityservices/>) or the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to [saroffice@uttyler.edu](mailto:saroffice@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.

### **Campus Carry:**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

### **UT Tyler a Tobacco-Free University:**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).