

AAST 3366/HIST 3366
African American History since 1865
Course Syllabus – Spring 2016

Instructor: Dr. W. Marvin Dulaney, Department of History, Room 202 University Hall, 272-2861, Dulaney@uta.edu. Office Hours: 9 a.m. – 9:50 a.m. and 1 p.m. - 3 p.m., MTWF, or by appointment.

Course texts:

Textbook = Hine, Hine and Harrold, *The African American Odyssey*, 6th Edition, Volume II.

Additional readings:

John Hope Franklin, editor, *Three Negro Classics*. (Contains books by Washington and DuBois).

Ann Moody, *Coming of Age in Mississippi*.

Carmichael and Hamilton, *Black Power: The Politics of Liberation in America*.

Course Description: A history of African-Americans from 1865 to the present with emphasis on Reconstruction and the development of 20th century race relations, the emergence of modern African-American social and political institutions, the development of African-American identity and culture, and the evolution of the civil rights movement and Black Nationalism.

Course Learning Objectives: Students enrolled in this course will develop a concise and detailed understanding of the history of African Americans from the end of the Civil War through their experience in the United States up to present. Specific learning objectives include:

- a. An understanding of African-American historiography in the 20th and 21st centuries.
- b. An understanding of the emergence of racial segregation and the African-American response to it.
- c. An understanding of the development of African-American social and cultural institutions.
- d. An understanding of the civil rights movement and the African-American struggle for social justice.
- e. An exploration of some of the major themes in African-American history including identity, resistance, nationalism, the arts, and the development of modern African-American culture.

In addition, students will have the opportunity to sharpen critical thinking and writing skills by writing essays and book reviews as a part of the course requirements.

Course Assignments: Students enrolled in this course will be required to write four quizzes, one midterm exam (**March 6**), three book reviews (due **February 15**, **March 4**, and **April 15**), and a final exam (**May 9**). All quizzes and exams will consist of identification questions and essays.

Course Format and Method of Instruction: The instructor will primarily use the lecture-discussion format for the course. Classes will consist of interpretive and topical lectures on issues and events in African-American History, and discussions and quizzes on reading assignments, maps, films, and PowerPoint presentations. Students will also view a number of films related to major course themes and topics. Periodically, the instructor will assign documents and photographs from African-American History websites for students to view and discuss in class.

Student Responsibilities: Students must attend class on a regular basis. Students who cut class will be penalized on their final grade. For example, students who cut more than three classes will have their final grade in the course dropped one letter. Students are responsible for completing reading assignments for each class. Daily preparation is essential and mandatory for this class; the instructor will assume that all students have completed reading assignments for class discussions and quizzes. Students must take quizzes and exams on the dates that they are scheduled. No make-ups will be given.

Course Topics and Reading Assignments

Jan. 20 – Course Introduction and pretest.

Jan. 22 – African-American Historiography. Course Handout.

Jan. 25 - African Americans and the Civil War.

Jan. 27 – Reconstruction and African American History. Read Text, ch. 12.

Jan. 29 – **First Quiz.**

Feb. 1 - Black Reconstruction and the Politics of Freedom. Read text, ch.13.

Feb. 3 – The Failure of Reconstruction; the Road to Jim Crow. Read Text, ch.14.

Feb. 5 – The Emergence of African-American Institutional Life. Read Text, ch.15.
Start reading Booker T. Washington, *Up from Slavery*.

Feb. 8 – The Emergence of Black Urban Politics.

Feb. 10 – Discussion of Washington, *Up From Slavery*.

Feb. 12 - Film: “Ida B. Wells: A Passion for Justice.”

Feb. 15 - The Nadir of African American History. Text, ch.16. **First Book Review due!**

Feb. 17 – **Second Quiz.** Start reading DuBois, *The Souls of Black Folk*.

Feb. 19 – The African-American Response to Racism.

Feb. 22 – The First African-American Migration.

Feb. 24 – Film: “DuBois of Great Barrington.”

Feb. 26 – Discussion of DuBois film and DuBois, *The Souls of Black Folk*.

Feb. 29 – African Americans and the U.S. Military through World War I.

Mar. 2 – **Midterm Exam.**

Mar. 4 - Marcus Garvey and the Harlem Renaissance. Text, ch.17. **Second Book Review Due!**

Mar. 7 – The Harlem Renaissance, Part II.

Mar. 9 – Film: “From These Roots”

Mar. 11 – TBA.

Mar. 14-18 - **Spring Vacation.**

Mar. 21 – African Americans and the New Deal. Text, ch.18.

Mar, 23 - African Americans and the American Labor Movement.

Mar. 25 – African-American Culture in the Interwar Years. Text, ch.19.

Mar. 28 – **Third Quiz.**

Mar. 30 – African Americans and World War II: Fighting on Two Fronts, Text, ch. 20.

Apr. 1 – Film: “The Negro Soldier.” Read Text, pp. 564-565. **LAST DAY TO DROP THE COURSE!**

Apr. 4 – Race Relations, 1930-1950. Start reading Moody, *Coming of Age in Mississippi*.

Apr. 6 – Film: “Nothing But A Man.”

Apr. 8 – Film: “Nothing But A Man.” Part Two.

Apr. 11 – Discussion of Moody, *Coming of Age in Mississippi*.

Apr. 13 -The Civil Rights Movement: Legal Action. Text, ch. 21.

Apr. 15 – The Civil Rights Movement: Direct Action. **Third Book Review Due!**

Apr. 18 – Film: “Mississippi: Is This America?” Start reading Carmichael and Hamilton, *Black Power*.

Apr. 20 – Black Power: the Politics of Liberation.

Apr. 22 – The Rise of Black Nationalism and Pan-Africanism. Text, ch. 22.

Apr. 25 – **Fourth Quiz.**

Apr. 27 – The Black Arts Movement of the 1960s.

Apr. 29 – Black Arts Movement, Part II.

May 2 – Black Cultural Issues, 1980s to the present. Text, ch. 23.

May 4 – Saving the Race: The Visions of Black Conservatives. Text, ch. 24.

May 6 – Review.

May 9 (Monday) at 8:00 a.m. = Final Exam.

Extra Credit Assignments (optional)

The instructor will announce optional extra credit assignments throughout the semester. Extra credit assignments will primarily consist of lectures and programs sponsored by the History Department and other

campus and community activities and events that relate to the course. Each extra credit assignment is worth 5% (replaces 5%) of the final course grade. But extra credit assignments will only replace quizzes and exams that you have taken. Extra credit assignments will not replace missed quizzes or incomplete work. You must take all quizzes and exams. After attending an extra credit assignment, you must write and submit a one page report the next class period after the date of the event. No exceptions. Your one page report on the extra credit assignment report should answer two questions: what did you see, hear, or experience and what is your opinion of it? On the following list are some preliminary extra credit assignments for you to consider:

1. February 10 – Lecture by Dr. Heather Thompson on “Mass Incarceration,” UTA Library, 6th floor, 7:00 p.m.
2. February 17 -Lecture by Dr. Theron Bowman, Trimble Hall 200, 12 p.m.
3. February 17 – Lecture by Attorney Jermaine Watson, Trimble Hall 200, 1 p.m.
4. February 23 - Lecture on “Student Activism in the 1960s,” UC Carlisle Suite, 12 p.m.
5. February 24 - Lecture by Attorney Sheryl Wattlely on “Ada Sipuel Fisher,” Trimble Hall 200, 12 p.m.
6. February 25 – Lecture by Donna Brazile, Texas Hall, 7:30 p.m.
7. March 22 – Lecture on “Julia Scott Reed,” TCC Southeast Campus 11 a.m.
7. March 24 - Lecture by Dr. Will Guzman on “Dr. Lawrence A. Nixon,” TBA.

Some Class Rules

1. Come to class on time.
2. Do not plagiarize someone else’s work.
3. Do the reading assignments!
4. Ask questions.
5. If you miss class, find out what happened in class.
6. Review and follow your syllabus each week.
7. Respect everyone’s opinion.
8. Read newspapers and pay attention to current events.
9. Take notes in class and study them!.
10. Avoid making excuses for not doing class work.
11. Drop the course formally, do not just disappear.
12. Take advantage of *all* opportunities for learning!
13. Stay awake in class.
14. Cross reference your learning.
15. Turn off your cellphone!
16. Turn in *all* papers and assignments on time!
17. Read!

You may access and download this syllabus on my **Mentis Faculty Profile** page on the UTA website and on Blackboard.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

Academic Integrity There is *no tolerance for plagiarism* in this course! Please note the University’s definition of **plagiarism**: *the unacknowledged incorporation of the work of another in work that is offered for credit*. This includes copying work from books, journal, newspaper or magazine articles, internet websites, as well as the work of other students. Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the Honor Code as part of an examination or requiring students to incorporate the Honor Code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking their inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

ADA Statement: The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of his or her need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in Room 102 of University Hall or call them at (817) 272-3364.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to

prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located at the stairwell to the right after exiting the classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Grading: Quizzes will be worth 30% of the course grade. The midterm will be worth 15% and the final exam 25%. The book reviews will be worth 30% (10% each) of the final course grade.

History 3366 Rubric and Detailed Standards for Book Reviews, Quizzes and Exams

Book Review Rubric

Standard	Low = D to C-	Average = C to C+	Above Average = B to B+	High = A- to A
<i>Format</i>	Incorrect format	2-4 format errors	One format error	No format errors
<i>Grammar</i>	5 or more grammar errors	2-4 grammar errors	One grammar error	No grammar errors
<i>Spelling</i>	5 or more misspelled words	2-4 misspelled words	One misspelled word	No misspelled words
<i>Content</i>	Does not identify thesis of the book or provide analysis	Identifies thesis, but provides no supporting evidence	Identifies thesis and provides some supporting evidence and analysis	Identifies thesis with sufficient supporting evidence and analysis
<i>Opinion</i>	Does not give an opinion of the book	Gives opinion with no justification for it	Gives opinion and provides some supporting evidence	Gives opinion and supports it with sufficient evidence

Essay and Identification Questions Rubric

Exam/Quiz Standard	Low	Average	Above Average	High
<i>Essays</i>	Essay is poorly organized with no supporting details	Essay is not well organized and only addresses the question in a general way	Essay is well organized, but has only partial facts, details and examples	Essay is well organized with supporting facts, examples and details
<i>Identifications Questions</i>	ID is incomplete	ID does not answer the significance	ID answers two of the requirements and the significance	ID answers who or what, when, where, and the significance

Grading Ranges and Examples

A = 3.85 – 4.00

A=4.0

A- = 3.50 - 3.84

A-=3.7

B+ = 3.15-3.49

B+=3.3

B = 2.85 - 3.14

B=3.0

B- = 2.50 – 2.84

B-=2.7

C+ = 2.15 – 2.49

C+=2.3

C = 1.85 – 2.14

C=2.0

C- = 1.50 – 1.84

C-=1.7

D+ = 1.15 – 1.49

D+=1.3

Example (5 IDs)

A = 4.0 x 20% = .80

C = 2.0 x 20% = .40

D = 1.0 x 20% = .20

B = 3.0 x 20% = .60

C+ = 2.3 x 20% =.46

Grade = 2.46 or a “C+”

Example (Essay plus 3 IDs)

Essay = B (3.0) x 70% = 2.10

ID = A (4.0) x 10% = .40

ID = C (2.0) x 10% = .20

ID = B (3.0) x 10% = .30

Grade = 3.00 or a “B”

Correcting Common Writing Mistakes

1. Place commas and periods inside quotation marks.
2. Underline, bold or italicize titles of books, journals and other publications. (E. g. – *The Souls of Black Folk, Journal of American History, Up from Slavery*)
3. Use past tense.
4. Be consistent in your usage of names and terms. Which is correct: Dubois DuBois duBois Du Bois? Of course, always use the *correct* term or spelling.
5. Which is correct: “Negros” “negro” “Negroes” “Blacks” “blacks” “African Americans” “jews” “Jews” “Germans” “germans” “latinos” “Latinos” ?
6. Do not use extra spaces between paragraphs. Set the spacing between paragraphs to only two spaces, not three! MS Word 2010 automatically adds an extra space; remove it!
7. Then, indent the first sentence at the beginning of each paragraph.
8. Be sure that you know the difference between a novel (fiction) and a nonfiction book.
9. Spell words correctly. Keep a dictionary and a thesaurus on hand whenever you are writing. Despite the fact that we live in a world of word processing programs with spell and grammar check programs, such programs still are subject to “GIGO.” But there is no excuse for submitting any document, paper, or assignment with misspelled words. Always proofread your writing for spelling as well as for grammar errors.
10. **Homonyms.** Be sure that you know the correct usage of: “its” and “it’s;” “they’re,” “their,” and “there;” “your” and “you’re;” “passed” and “past;” “vane,” “vein,” and “vain;” “principle” and “principal;” “site” and “cite;” “since” and “sense;” “led” and “lead;” and other tricky homonyms. You should definitely know the difference between “where” and “were.”
11. For dates, use: “1950s,” “1960s,” and “1970s;” not “1950’s,” “1960’s” and “1970’s.” Do not use an apostrophe ‘s’ with dates.
12. **PROOFREAD! PROOFREAD! PROOFREAD! PROOFREAD! PROOFREAD!**

Numbers: 1-99 should be written out, but numbers over ninety-nine should be used as numbers: 101, 1,000, 9,445.

20th century = twentieth century; 19th century = nineteenth century, Also, 1600-1699 = seventeenth century, 1800-1899 = the nineteenth century and 1900-1999 = the twentieth century.

Proper names such as “Negro” and “Negroes,” “Germans” and Italians” should be capitalized. But “blacks” and “whites” are usually lower-cased words.

Italicize, use **bold** letters, or underline, titles of books, journals, magazines and newspapers.

Italicize court cases like *Plessy v. Ferguson* and *Dred Scott v. Sanford*.

Use past tense rather than the conditional tense (Writing that: She “would” do something, when she has already done it.) “He would sign the bill in 1963.” No: “He signed the bill in 1963.”

When writing about historical figures, use their last names “DuBois stated,” not “William stated.” “Moody wrote,” not “Ann wrote.”

Know these symbols: **awk** = awkward sentence, **RO** = run on sentence, **sp** = misspelled word, **Format** = incorrect format **frag** = sentence fragment **dj** = disjointed paragraph

AAST/HIST 3366
Spring 2016
Guidelines for Course Book Reviews

Dr. W. M. Dulaney

Department of History

Each student enrolled in AAST/HIST 3366 must write three book reviews. Each student will review the books, *Up From Slavery*, *The Souls of Black Folk*, and *Coming of Age in Mississippi*.

Each book review must consist of no less than **three (not 2 ½ or 2 ¾!)** and no more than **five**, typed pages and it should address the following questions and use the following format.

Questions that you must answer in your review:

- a. Who is/are the author(s)?
- b. What is the thesis of the book? Why did the author(s) write the book? What is/are the author(s) trying to prove?
- c. How did the author(s) address the events and incidents in their lives that represented the overall African-American experience?
- d. What is your opinion of the book? Why do you like or dislike the book?

Remember, you are writing a book *review* and not a book *report*. Do not spend too much time and space retelling what the author has presented in his/her book. You should identify the author's thesis (usually in the preface or in the first chapter), summarize the main points that the author(s) makes, *provide at least five (5) examples of the evidence that the author uses to prove his/her point*, and then give your opinion of whether the author succeeds in proving his or her thesis sufficiently. Be sure to *review* the **whole book** and not just the first few chapters of it!

Style and format of your book review: Do not use plastic covers or fancy folders. Do not use a title page. Type your paper, double space it, and use a one inch margin on both sides, top and bottom of each page. There should be only **two spaces** between each paragraph of your paper; **NOT** three spaces or four spaces! Place page numbers on the bottom center of each page. Place your name on the upper right hand corner of each page of your paper. Start your writing on the first page of your paper after you have cited the *author's name(s)*, the *title* of the book, the *city* where it was published, the name of the *publisher* or publishing company, and *date* of its publication. The first page heading of your review should appear as the example below:

Your Name

Washington, Booker T. *Up from Slavery in Three Negro Classics*, John Hope Franklin, Editor. New York: Avon Books, 1999.

Begin the text of your review four single spaces below this bibliographic heading.

Additional notes: Be sure that you follow the guidelines as they are given here. Your book reviews will be graded for spelling, grammar, organization, format and content. Your book reviews are due on **February 16 March 4 and April 15**. Do not waste time, get them done!!! To assist you in the completion of these assignments, the instructor will read the first draft of your book reviews, make comments on them, and return them to you for corrections and revisions. But you must submit them to him by February 7, February 26, and April 7, respectively.

The instructor has developed a **Blackboard site** for the course. Students will be able to access all course handouts, announcements and study guides from the site. In addition, students will submit all of the assigned book reviews through Safe Assign on **Blackboard**.