



Course HIST 2381-001
Course Title African American History Survey
Professor Natalie Ring
Term Fall 2022
MW 12:00-12:50 pm plus your choice of **mandatory**
Meetings secondary lecture on Thurs or Fri with a teaching
assistant (see Coursebook)

****This course is being held in person and lectures are not recorded.**

Professor's Contact Information:

Office Phone 972-883-2365
Email Address nring@utdallas.edu
Office Location JO 5.102
Office Hours Tuesday 2:00-4:00 pm on MS Teams or by appointment
Other Information If you need help this semester the best course of action is to contact your TA first. The best way to get in touch is by email.

Teaching Assistants Contact Information:

Name **Odegua Mary Akhighu**– Thurs 8:00 am (HIST 2381-201), Fri.
2:00 pm (HIST 2381-205)
Email Address odegua.akhighu@utdallas.edu
Office Location JO 5.410c
Office Hours Thursday 10:00 am-12:00 pm or by appointment

Name **Saúl León Dubón** – Fri. 10:00 am (HIST 2381-204), Fri. 12:00 pm
(HIST 2381-206)
Email Address saul.leondubon@utdallas.edu
Office Location MS Teams
Office Hours Wednesday 4:00-6:00 pm or by appointment on MS Teams

Name **Jason Holder Bennett** – Thurs. 11:00 am (HIST 2381-202), Thurs.
12:00 pm (HIST 2381-203)
Email Address jason.bennett@udallas.edu
Office Location JO 5.608C
Office Hours Wednesday and Thursday 2:00-3:00 pm in person or by
appointment

COURSE DESCRIPTION:

This survey course examines the African American experience in the United States from 1619 through the present. Prominent themes include the origins of slavery and racism; the consolidation of antebellum slavery after the American Revolution; the end of the Civil War and the beginning of Reconstruction; the Jim Crow South; black life in the urban North, the development of the modern Civil Rights Movement, and contemporary issues such as the question of reparations and the Black Lives Matter movement.

Right now we are living through a global pandemic that has had a disproportionate effect on Black communities. Police killings and violence have inspired wide-scale protest across the country, particularly in the Black Lives Matter Movement. The United States now incarcerates more people than any other nation in the world, currently over 2 million; African Americans constitute nearly half of those prisoners. Debate over who gets to vote and how we will vote in the future is front and center, and states across the country have passed scores of voter restriction laws. 1 out of 13 African Americans are disenfranchised in the United States. The presidential election of 2016 and 2020 demonstrated that we live in a country with an increasingly divided electorate. But for the first time in the history of our nation, a Black woman now serves as Vice President of the United States and on the United States Supreme Court.

Debate about the origins of our country have entered the national political discourse, including questions about what role slavery played in the founding of the nation, and in particular the significance of the year 1619. Why is the country struggling with these issues now? What relationship do these contemporary issues have with history? How does memory of the past shape our response today? One goal of this course is to give historical perspective designed to help you make sense of the current moment.

CORE OBJECTIVES:

- Critical Thinking (CT): Students will think critically and analyze first-hand accounts and primary documents to interpret and elucidate significant political, economic, social, and cultural themes in African-American history.
- Communication (COM): Students will write about different modes of institutional resistance and the civil rights movements within the African American community in the United States.
- Social Responsibility (SR): Students will evaluate grassroots rebellion against federal and state government initiatives in terms of ethical-decision making.
- Personal Responsibility (PR): Students will consider and evaluate the kinds of questions historical actors face when deciding whether to engage in social protest or exercise their civic duty.

COURSE MATERIALS/HOW TO ACCESS AND USE THEM:

There will be one short textbook assigned (approximately 160 pages) and course readings in marked folders on eLearning. The textbook is Jonathan Holloway, *The Cause of Freedom: A Concise History of African Americans* (Oxford University Press, 2021). It can be purchased in the UTD bookstore or you can purchase it on your own.

You will also be reading primary sources and the occasional secondary source article. Primary sources are documents and considered “artifacts” of the past. These are what historians use to offer interpretations about what happened in history. They can include anything from written documents, maps, laws, memoirs political cartoons, newspaper ads, music, film, and artwork. Secondary sources are arguments/interpretations offered by historians/scholars about the past and they typically appear in book, chapter, or article form.

Some of the primary sources you are reading are short. They do require you to pay close attention, however, in order to understand the perspective of the historical actor(s) that created the document and what this document as a piece of evidence can tell us about the past.

MAKING OUR WAY THROUGH AN ONGOING PANDEMIC

Texas state employees cannot require anyone to wear a mask. However, the University of Texas at Dallas strongly encourages you to get vaccinated and wear masks inside because the CDC currently lists Collin County as a high risk area due to the persistence of Omicron, I strongly encourage students to wear a mask for their health and more importantly for those in the class who are more vulnerable or have family members who are vulnerable. Out of courtesy to me and your classmates please consider wearing a mask.

If you become sick with the coronavirus we suggest you do two things:

- 1) Consult the UT Dallas coronavirus health guidance
<https://www.utdallas.edu/community-health/covid-19/#utd-health-guidance>
- 2) Please email your teaching assistant as soon as possible. We will do our best to provide you with assistance in the course.

If you experience any disruptions to your health you should also email your teaching assistant as soon as possible. If we do not hear from you or know that you are ill, we cannot help you.

ACADEMIC SUPPORT RESOURCES:

The information in the following link lists the University's academic support resources for all students. If you are having difficulties in the class or have questions please see the following website for support.

<https://provost.utdallas.edu/syllabus-policies/#academic-support-resources>

COMET CREED AND PLAGIARISM:

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

I expect students to demonstrate abide by the comet creed, particularly when it comes to honesty and integrity. Everything you submit in the class must be in your own words. Occasionally students will form study groups for exams in the class and collaboratively work on questions. This is fine! But if students share answers with each other and submit identical answers, this is considered plagiarism.

When working on take-home exams students often consult online resources such as Wikipedia. This is not a good idea. First, this often leads to plagiarism. If students cut and paste identical sentences or phrases (even just changing a word here or there) on an exam, that is considered plagiarism.

Your best option is to use the sources that are assigned in class or rely on the lectures and the Power point presentations. If you have questions or are confused about what plagiarism looks like please consult this resource, Harvard Guide to Using Sources.

<https://usingsources.fas.harvard.edu/what-constitutes-plagiarism>

According to university policy I am required to report you to the Office of Community Standards and Conduct if you engage in plagiarism. The OCSC has ruled that students who engage in this practice must fail the assignment or class, even if they did not realize what they were doing was wrong. Please think twice before plagiarizing in this class.

COURSE REQUIREMENTS:

You will be evaluated on your

- *attendance/participation in secondary lecture/discussion section with teaching assistant
- *discussion questions
- *quizzes
- *one short paper
- *midterm (take home)
- *final (in person during finals week)

Attendance in Lecture on Monday/Wednesday from 12:00-12:50 pm

Although there is no attendance policy, please keep in mind that attendance is imperative for successful completion of the course. It is a fast-moving course since the entirety of African American history in the United States has been packed into one semester rather than two. It is in your best interest to attend class, otherwise you will find yourself falling quickly behind and unprepared for the quizzes. At times I will discuss assignments or take questions in real time. The classes are not recorded so I encourage you to be here in person.

Please do not ask me for my notes. If you must miss classes or turn in assignments late due to an extended illness such as COVID or bereavement be sure to inform the teaching assistant **as soon as possible**. The sooner you approach the T.A. the easier it is for us to help you.

I will be using Powerpoint presentations during the class. I will post them on eLearning shortly before class begins so you may follow along on your laptop if you wish. You will also be able to revisit them as you study.

Secondary Lectures (100 points, 10%)

Attendance and participation in the secondary lecture is mandatory and will be graded. This is designed for you to participate in discussion with your teaching assistant. These discussion sections have been added to the course due to student demand. They are a crucial component of the course. You will have the opportunity to discuss the readings and get tips on the paper, the quizzes, and the exams. You are allowed to miss two classes during the semester. For each class you miss after that you will lose points off your attendance/participation grade in the secondary lectures (roughly 8 points per class missed).

Discussion Questions/Comments (150 points, 15%)

You will be submitting 2 discussion questions or comments per week via eLearning by Wednesday at 7:00 pm if noted in the schedule. There are 14 weeks where you will need to submit questions/comments. You will automatically begin with 10 out of 150 points (a freebie).

Why do you need to submit questions or comments on the readings?

- They are designed to help you stay accountable to the course reading and to your classmates
- They are designed to make sure that discussion sections are useful for you—your TAs will read what you submitted before the discussion session and use them to help you prepare for quizzes and exams

What do good question look like and what counts?

- Clarification questions – what didn't make sense in that week's lecture or primary sources?
- Connecting questions – how can we connect different ideas or primary sources that have been assigned?
- Questions should be open ended and able to generate conversation. If you demonstrate that you are doing the reading, you will get full credit.

What does a good comment look like and what counts?

- Comments on important events, people, concepts – what do you think might be relevant on a forthcoming exam or quiz?
- Comments on the interpretation – what do you think the textbook is trying to convey about the significance or importance of African American history?
- Comments on themes or connections – how can you bring together different events, people, concepts (noting if they are similar, opposite, or run parallel). If you demonstrate you are doing the reading, you will get full credit.

Quizzes (200 points, 20% total)

There will be 6 quizzes throughout the semester on eLearning and noted in the syllabus. The lowest grade will be dropped. The quizzes are based on the readings and secondary lecture for that week. Quizzes for the week are noted in the schedule and will become available on Friday at 11:59 pm and must be finished by 11:59 pm on Sunday.

Midterm (200 points, 20% total)

This is a take home exam that you must complete in 48 hours. The midterm will cover weeks 1-7. Both the professor and your TA will be providing more detail and study materials for the exam during the semester. The exams are open book. It will be posted on a Friday 11:59 pm and must be submitted by 11:59 pm on Sunday. The exam will be run through www.turnitin.com to look for plagiarism.

Final (200 points, 20%)

This is a take home exam that you must complete in 48 hours. The final will cover weeks 8-16. Both the professor and your TA will be providing more detail and study materials for the exam during the semester. The exams are open book. It will be posted on a Friday 11:59 pm

and must be submitted by 11:59 pm on Sunday. The exam will be run through www.turnitin.com to look for plagiarism.

Short Paper (150 points, 15% total)

Detailed instructions on the paper assignment will be posted on eLearning. The paper involves using primary sources to explain how you might have traveled through the Jim Crow South on vacation or business. You will turn in the paper via eLearning. Late paper will be docked 1/3 letter grade for each day the paper is late.

Extra Credit

You may watch two documentary films for extra credit and write a 500-600 word summary of each one plus your personal response to the film. It must be clear that you have watched the film and are not copying a summary from the internet. More details regarding due dates can be found in the schedule (highlighted pink). For each summary you write, 1 point will be added to your final calculated grade in the course.

GRADING POLICY:

Breakdown of Grades

Secondary Lecture (discussion section) attendance/participation **10%**

Discussion Questions **15%**

Weekly Quizzes **20%**

Paper **15%**

Midterm **20%**

Final **20%**

Grading Scale:

99-100 – A+

93-98 – A

90-92 – A-

87-89 – B+

83-86 – B

80-82 – B-

77-79 – C+

73-76 – C

70-72 – C-

67-69 – D+

63-66 – D

60-62 – D-

59 and below – F

Grading will be based on the following:

- | | |
|------------|--|
| 90-100 (A) | Strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base. |
| 80-89 (B) | Evidence of grasp of subject matter, some evidence of critical capacity and analytic ability; reasonable understanding of |

70-79 (C)	relevant issues; evidence of familiarity with readings. Student who is profiting from his/her university experience; understanding of the subject matter; ability to develop solutions to simple problems in the material.
60-69 (D)	Some evidence of familiarity with subject matter and some evidence that critical and analytic skills have been developed.
0-59 (F)	Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; with limited or irrelevant use of literature.

(Source: University of Toronto Faculty of Arts & Science 2008-2009 Calendar)

COURSE SCHEDULE:

Week 1: Introduction | From Africa to America August 22 | August 24

Reading:

- M: Holloway, Introduction (textbook)
- W: Excerpts from Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*

What is due this week and when:

- Post your 2 discussion questions by Wednesday, August 24 by 7:00 pm

Week 2: Slavery in the North American Colonies (Virginia and South Carolina) August 29 | August 31

Reading:

- M: Holloway, Chapter 1 (textbook)
- M: "A Report of a Committee from an Assembly Concerning the freedom of Elizabeth Key," 1656
- M: Virginia Slave Law, 1662
- W: The South Carolina Slave Code, 1740

What is due this week and when:

- Post your 2 discussion questions Wednesday, August 31 by 7:00 pm

Week 3: Slavery in the North American Colonies (the Northeast) September 5 | September 7

Reading:

- M: Labor Holiday – No class meeting
- W: No reading. If you haven't read the introduction to the textbook please do so now.

Week 4: African Americans in the Age of Revolution September 12 | September 14

Reading:

- M: Sections from the United States Constitution
- W: Lemuel Haynes, “Liberty Further Extended,” 1776
- W: “Petition to Congress on the Fugitive Slave Act,” 1799

What is due this week and when:

- Post your 2 discussion questions Wednesday, September 14 by 7:00 pm
- Quiz #1: Due by 11:59 pm on Sunday, September 18 (quiz available by Friday 11:59 pm)

**Week 5: The Expansion of Slavery and Enslaved People’s Lives
September 19 | September 21**

Reading:

- M: Walter Johnson, “Turning People Into Products”
- W: Selection of Advertisements of Enslaved People Self-Liberating

What is due this week and when:

- Post your 2 discussion questions by Wednesday, September 21 by 7:00 pm
- Quiz #2: Due by 11:59 pm on Sunday, September 25 (quiz available by Friday 11:59 pm)

**Week 6: The Northern Black Freedom Struggle and the Anti-Slavery Movement
September 26 | September 28**

Reading:

- M: Holloway, Chapter 2 (textbook)
- W: Excerpts from “David Walker’s Appeal to the Colored Citizens of the World,” 1829
- W: Frederick Douglass, “What to the Slave is the Fourth of July?” 1852

What is due this week and when:

- Post your 2 discussion questions by Wednesday, September 28 by 7:00 pm

**Week 7: The Civil War and Emancipation
October 3 | October 5**

Reading:

- M: Alexander Stevens, “The Cornerstone Speech”
- M: The Emancipation Proclamation
- W: Jordon Anderson, “To My Old Master”

What is due this week and when:

- Post your 2 discussion questions by Wednesday, October 5 by 7:00 pm
- Midterm Exam Due on ELearning by Sunday, October 9 at 11:59 pm (midterm available on Friday at 11:59 pm)

Week 8: Reconstruction and Possibilities

October 10 | October 12

Reading:

- M: 13th/14th/15th Amendments
- W: Holloway, chpt. 3 (textbook)

What is due this week and when:

- Post your 2 discussion questions by Wednesday, October 12 by 7:00 pm
- Quiz #3: Due by 11:59 pm on Sunday, October 16 (quiz available by Friday, 11:59 pm)

Week 9: The Nadir and Construction of Jim Crow

October 17 | October 19

Reading:

- M: Holloway, Chapter 4 (Textbook)
- W: Excerpt from *Plessy v. Ferguson* (1896)
- W: Ida B. Wells, “Southern Horrors”

What is due this week and when:

- Post your 2 discussion questions by Wednesday, October 19 by 7:00 pm

Week 10: Black Resistance and Racial Uplift

October 24 | October 26

Reading:

- M: Booker T. Washington, “Atlanta Exposition Address”
- W: W. E. B. DuBois, “Of Mr. Booker T. Washington and Others”

What is due this week and when:

- Post your 2 discussion questions by Wednesday, October 26 by 7:00 pm
- Quiz #4: Due by 11:59 pm on Sunday, October 30 (quiz available by Friday, 11:59 pm)

Week 11: The Roots of the Modern Civil Rights Movement

October 31 | November 2

Reading:

- M: Holloway, Chapter 5 (textbook)
- W: Langston Hughes, “I, too” (1926)

What is due this week and when:

- Post your 2 discussion questions by Wednesday, November 2 by 7:00 pm
- Paper Assignment due Sunday November 6 by 11:59 pm on eLearning (see below for instructions and check eLearning for the paper assignment)

Week 12: Martin Luther King and Robert F. Williams Debate Non-Violent Direct Action and Armed-Self Defense

November 7 | November 9

Reading:

- M: Robert F. Williams, “Can Negroes Afford to be Pacifists?” 1959
- W: Martin Luther King, “The Social Organization of Non-Violence” 1959
- W: Martin Luther King on Nonviolence, 1963

What is due this week and when:

- Post your 2 discussion questions by Wednesday, November 9 by 7:00 pm
- Quiz #5: Due by 11:59 pm on Sunday, November 13 (quiz available by Friday, 11:59 pm)

Extra Credit:

Watch the film *Freedom Riders* (you can link to this through eLearning) and write a 500-600 word response piece that demonstrates you have watched the entire film. Please also include your impression. The paper must be submitted on Monday November 7 by 11:59 pm to your teaching assistant via email.

Week 13 The Movement Broadens Toward Multiple Meanings of Freedom

November 14 | November 16

Reading:

- M: Danielle McGuire, “Prologue”
- M: Danielle McGuire, “They’d Kill Me if I Told”
- W: Black Panther Party for Self-Defense, 10 Point Platform, 1966

What is due this week and when:

- Post your 2 discussion questions by Wednesday, November 16 by 7:00 pm
- Quiz #6: Due by 11:59 pm on Sunday, November 20 (quiz available by Friday, 11:59 pm)

Extra Credit:

Watch the film *The Black Panthers: Vanguard of the Revolution* (you can link to this through eLearning) and write a 500-600 word response piece that demonstrates you have watched the entire film. Please also include your impression. The paper must be submitted on Monday, November 14 by 11:59 pm to your teaching assistant via email.

Week 14 Fall Break and Thanksgiving Holidays

November 22 | November 24

There is no class.

Week 15 Racial Progress in the Era of Backlash

November 28 | November 30

Reading:

- M: Holloway, Chapter 6 (textbook)
- W: Shirley Chisolm, “My Bid for Presidency”
- W: Shirley Chisolm, “Unbought and Unbossed”

What is due this week and when:

- Post your 2 discussion questions by Wednesday, November 30 by 7:00 pm

**Week 16 African Americans in the New Century
December 5 | December 7**

Reading:

- M: Holloway, Epilogue (textbook)
- W: S. Bill 1083, 116th Congress, 2019

What is due this week and when:

- Post your 2 discussion questions by Wednesday, December 7 by 7:00 pm
- **Final Exam Due on ELearning by Monday, December 12 at 11:59 pm (final available on Saturday, December 10 at 11:59 pm)**

To demonstrate you have read this far, please email the professor a picture of a dinosaur. I will respond. Enjoy the semester!



These descriptions and timelines are subject to change at the discretion of the professor. University policies and procedures relevant to this course can be found at

<https://catalog.utdallas.edu/2015/undergraduate/policies/appendices/appendix1>