



**Course** HIST 2381-001  
**Course Title** African American History Survey  
**Professor** Natalie Ring  
**Term** Spring 2023  
Tu/Th 12:00-12:50 pm plus your choice of **mandatory**  
**Meetings** secondary lecture on Thurs or Fri with a teaching  
assistant (see Coursebook)

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**Professor's Contact Information:**

**Office Phone** 972-883-2365  
**Email Address** nring@utdallas.edu  
**Office Location** JO 5.102  
**Office Hours** Tuesday 4:00-6:00 pm or by appointment  
**Other Information** If you need help this semester contact your TA first. The best way to get in touch is by email.

**Teaching Assistants Contact Information:**

**Name** Stevesha Evans  
**Email Address** stevesha.evans@utdallas.edu  
**Office Location** JO 5.608C  
**Office Hours** Thursday 1:00-2:00 pm and Friday 11:00 am-12:00 pm  
**Secondary Lecture** Fri. 10:00 am (HIST 2381.204) & Fri 12:00 pm (HIST 2381.205)

**Name** Saúl León Dubón –  
**Email Address** saul.leondubon@utdallas.edu  
**Office Location** JO 5.608C  
**Office Hours** Tuesday and Thursday, 1:15-2:15 pm or by appointment  
**Secondary Lecture** Thurs. 3:00 pm (HIST 2381.201) & Thurs. 4:00 pm (HIST 2381.202)

**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 at the end of 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.

### **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.

### **COURSE SCHEDULE:**

#### **Week 1: Introduction / From Africa to America**

**January 17 | January 19**

##### Reading:

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

##### **What is due this week and when:**

- Post your 2 discussion comments by Thursday, January 19 no later than 12:00 pm.

#### **Week 2: Slavery in the North American Colonies (Virginia and South Carolina)**

**January 24 | January 26**

##### Reading:

- Tu: Holloway, Chapter 1 (textbook)

- T: “A Report of a Committee from an Assembly Concerning the freedom of Elizabeth Key,” 1656
- Tu: Virginia Slave Law, 1662
- Th: The South Carolina Slave Code, 1740

**What is due this week and when:**

- Post your 2 discussion comments by Thursday, January 26 no later than 12:00 pm.

**Week 3: African Americans in the Age of Revolution**  
**January 31 | Feb 2**

Reading:

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

**What is due this week and when:**

- Post your 2 discussion comments by Thursday, February 2 no later than 12:00 pm.
- **Quiz #1: Due Monday, February 6 by 6:00 pm**

**Week 4: The Expansion of Slavery and Enslaved People’s Lives**  
**February 7 | February 9**

Reading:

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

**What is due this week and when:**

- Post your 2 discussion comments by Thursday, February 9 no later than 12:00 pm.
- **Quiz #2: Due Monday, February 13 by 6:00 pm**

**Week 5: The Northern Black Freedom Struggle and the Anti-Slavery Movement**  
**February 14 | February 16**

Reading:

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

**What is due this week and when:**

- Post your 2 discussion comments by Thursday, February 16 no later than 12:00 pm.

**Week 6: The Civil War and Emancipation**  
**February 21 | February 23**

Reading:

- Tu: Holloway, pp. 37-44 (textbook)
- Tu: Alexander Stevens, “The Cornerstone Speech”
- Tu: The Emancipation Proclamation

**What is due this week and when:**

- Post your 2 discussion comments by Thursday, February 23 no later than 12:00 pm.
- **Quiz #3: Due Monday, February 27 by 6:00 pm**

**Week 7: African Americans after the Civil War**  
**February 28 | March 2**

Reading:

- Tu: work on studying for the midterm (with the posted study guide)
- Th: no reading (midterm in class)

**What is due this week and when:**

- **Midterm Exam in Person in Class.** You **must** bring a blue book. Blue books can be purchased at the campus book store. If you do not have a blue book you cannot take the exam.

**Week 8: The Era of Reconstruction**  
**March 7 | March 9**

Reading:

- Tu: Holloway, pp. 45-52 (textbook)
- Tu: Jordon Anderson, “To My Old Master”
- Th: 13/14<sup>th</sup>/15<sup>th</sup> Amendments

**What is due this week and when:**

- Post your 2 discussion comments by Thursday, March 9 no later than 12:00 pm

**Week 9: Spring Break (No Class)**  
**March 14 | March 16**

Please enjoy yourself!

**Week 10: Struggle and Keeping Hope During the Nadir of African American History**  
**March 21 | March 23**

Reading:

- Tu: Holloway, chpt 4 (textbook)
- Tu: Excerpts from *Plessy v. Ferguson*, 1896
- Th: Excerpts from Ida B. Wells, “Southern Horrors,” 1892

**What is due this week and when:**

- Post your 2 discussion comments by Thursday, March 23 no later than 12:00 pm.
- **Quiz #4: Due Monday, March 27 by 6:00 pm**

**Week 11: Racial Uplift and the Harlem Renaissance**  
**March 28 | March 30**

Reading:

- Tu: Booker T. Washington, “Atlanta Exposition Address”
- Th: W. E. B. DuBois, “Of Mr. Booker T. Washington and Others”
- Th: Langston Hughes, “I, too” (1926)

**What is due this week and when:**

- Post your 2 discussion comments by Thursday, March 30 no later than 12:00 pm.
- **Quiz #5: Due Monday, April 3 by 6:00 pm**

**Week 12: The Roots of the Modern Civil Rights Movement**  
**April 4 | April 6**

Reading:

- Tu: Holloway, Chapter 5 (textbook)
- Th: Glenda Gilmore, “The Good Protest”

**What is due this week and when:**

- Post your 2 discussion comments by Thursday, April 6 no later than 12:00 pm.
- **Paper Assignment due Sunday April 9 by 11:59 pm on eLearning** (see below for instructions and a link to the assignment. You can also find it on eLearning)

**Week 13: The Modern Civil Rights Movement**  
**April 11 | April 13**

Reading:

- Tu: Robert F. Williams, “Can Negroes Afford to be Pacifists?” 1959
- Th: Martin Luther King, “The Social Organization of Non-Violence” 1959
- Th: Martin Luther King, excerpts from “Beyond Vietnam: A Time to Break Silence, 1967

**What is due this week and when:**

- Post your 2 discussion comments by Thursday, April 13 no later than 12:00 pm.

**Extra Credit:**

Watch the film *Freedom Riders* (you can link to this through eLearning) and write a 500 word response piece that demonstrates you have watched the entire film. Please also include your personal impression. The paper must be submitted on Thursday, April 16 by 11:59 pm to your professor via email. No late pieces will be accepted. Only paper showing you have watched the film will receive credit.

**Week 14: Multiple Meanings of Freedom in the Movement**  
**April 18 | April 20**

Reading:

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

**What is due this week and when:**

- Post your 2 discussion comments by Thursday, April 20 no later than 12:00 pm.
- **Quiz #6: Due Monday, April 24 by 6:00 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 personal impression. The paper must be submitted on Sunday, April 23 by 11:59 pm to your professor via email. No late pieces will be accepted. Only paper showing you have watched the film will receive credit.

**Week 15: African American Progress in the Era of Backlash**  
**April 25 | April 27**

Reading:

- Tu: Shirley Chisolm, “My Bid for Presidency”
- Tu: Shirley Chisolm, “Unbought and Unbossed”
- Tu: Excerpt from Jessie Jackson
- Th: Holloway, Chapter 6 (textbook)

**What is due this week and when:**

- Post your 2 discussion comments by Thursday, April 27 no later than 12:00 pm.

**Week 16: African Americans in the Late 20<sup>th</sup> and Early 21<sup>st</sup> Centuries**  
**May 2 | May 4**

Reading:

- Tu: Holloway, Epilogue (textbook)
- Th: Ta-Nehisi Coates Opening Statement on Reparations to the US House of Representatives

**What is due this week and when:**

- Post your 2 discussion comments by Thursday, May 4 no later than 12:00 pm.

**Final Exam Period**

- **Final Exam in person. Check Galaxy for final exam time.** You must take the exam on the scheduled day during the final exam period. No other options are available.

**COURSE MATERIALS/HOW TO ACCESS AND USE THEM:**

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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.

**COURSE REQUIREMENTS:**

<b>Course Assignments</b>	<b>Grade Percentage (points)</b>	<b>Due Dates</b>
Secondary lecture with TA (attendance & participation)	10% (100 points)	Mandatory throughout the semester
Comments on reading assigned	15% (150 points)	Due weekly on Thursdays by 12 pm
6 quizzes (the lowest grade will be dropped)	10% (100 points)	Feb. 6, Feb. 13, Feb. 27, March 27, April 3, April 24
In person midterm exam	25% (250 points)	March 2
Paper using a primary source	20% (200 points)	April 9
In person final exam	30% (300 points)	During the scheduled final exam time (see Galaxy schedule)
Extra Credit	<b>1 or 2 points added to your final course grade</b>	April 16 and April 23

***Attendance in Lecture on Tuesday/Thursday 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. That information may not be available in another format.

Dr. Ring cannot provide you her lecture notes. However, she uses Powerpoint presentations during class. They will be posted on eLearning shortly before class begins so you can follow along on a laptop. The Powerpoints contain some written information but are not text heavy. This is common for History courses. You are encouraged to take notes during the lecture.

Dr. Ring is available for consultation during her office hours or via email. Office hours are designed for you! If you have questions, want clarification about the lectures and readings, or just want to say hello, please stop by and visit.

### ***Secondary Lectures Led by Teaching Assistant***

Attendance and participation in the secondary lecture on a weekly basis **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 secondary lectures 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 Comments***

You will be submitting 2 discussion comments per week via eLearning by Thursday at 12:00 pm as noted in the schedule. Your TA will be able to provide greater detail if you need it.

#### Why do you need to submit 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 does a good comment look like and what counts?

- Comments on the interpretation – what do you think the textbook or the reading 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.
- Comments on important events, people, concepts – what do you think might be relevant on a forthcoming exam or quiz?

### ***Quizzes***

There will be 6 quizzes throughout the semester on eLearning and noted in the syllabus. The lowest grade will be dropped. The quizzes are open book and based on the Powerpoints, reading, and secondary lecture for that week. Quizzes for the week are noted in the schedule. They will become available on Friday at 6:00 pm and must be finished by 6:00 pm on the following Monday.

### ***Midterm***

This is an in person exam. You will have 50-60 minutes. The midterm will cover weeks 1-6. Both the professor and your TA will be providing more detail for the exam during the semester. You must bring a blue book to class (purchase at the Campus book store). You are allowed to bring one page of notes (one side of a piece of paper) to your exam.

### ***Final Exam***

This is an in person exam. You will have 2 hours and 45 minutes. The final will cover weeks 7-16. Both the professor and your TA will be providing more detail for the exam during the semester. You are allowed to bring one page of notes (one side of a piece of paper) to your exam. **You must take the final exam on the scheduled day during the final exam period. No other options are available.** Please check Galaxy for the date.

### ***Short Paper (150 points, 15% total)***

Detailed instructions on the paper assignment can be found here. 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. Do not use ChatGPT. If the professor or T.A. is suspicious that you have used it, they will run it through a beta

### ***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 or any A.I. . More details regarding due dates can be found in the schedule (highlighted pink). No late extra credit assignments will be accepted. For each summary you write, 1 point will be added to your final calculated grade in the course.

### **GRADING POLICY:**

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

### **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 abide by the comet creed, particularly when it comes to honesty and integrity. Cheating (plagiarism) is not allowed and breaks the Comet creed. Examples of cheating, but are not limited to 1) using text from an artificial intelligence tool (such as ChatGPT or others) 2) Cutting and pasting identical sentences or phrases (even just changing a word here or there) from the Internet or material read in class.

Occasionally students will form study groups for exams in the class and collaboratively work on questions or create a Discord group. This is fine! But if students share answers with each other and submit identical answers, this is considered plagiarism.

According to university policy, if you engage in plagiarism, I am required to report you to the Office of Community Standards and Conduct. 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.

### **EPIDEMIC AND OTHER HEALTH ISSUES**

The coronavirus pandemic has evolved into an epidemic and the newest Omicron variant is highly infectious. Although Collin County currently rates the risk as low, infection and recovery can still be disruptive to your schooling. 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/>
- 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 need to let us know. 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>

### **CORE OBJECTIVES THAT MEET 060 CORE EXPECTATIONS:**

- 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.

**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>