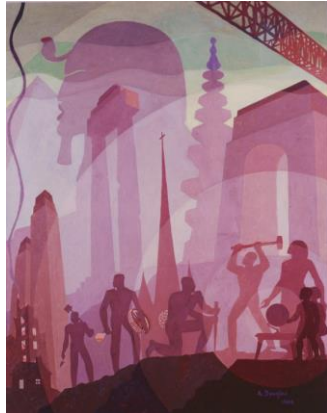


HIST 2381 AFRICAN AMERICAN HISTORY



[Aaron Douglas](#), “Building More Stately Mansions” (1944)



Professor Dr. Kimberly Hill
Term Spring 2025

Lecture Meetings Tuesdays & Thursdays
 11:30am - 12:20pm
 Hoblitzelle Hall (HH 2.402)

You must enroll in one of the following sections:
Discussion Section Meetings Friday, 10-10:50 am, ATC 2.101 (M. Rufino)
 Friday, 11-11:50 am, ATC 2.101 (M. Rufino)
 Friday, 12 to 12:50 pm, ATC 2.101 (T. Hill)
 Friday, 1 to 1:50 pm, ATC 2.602 (T. Hill)

PROFESSOR’S CONTACT INFORMATION

Office Phone 972-883-6908
Office Location JO 3.928 (ground floor across from the Science Building, look for colorful flyers on the door)
Email Address kimberly.hill@utdallas.edu
Office Hours Tue., 4:15-5:15 pm or by appt. (in-person or via Teams)
Other Information I check email during business hours on weekdays, but I am away from email during the weekends.

TEACHING ASSISTANTS’ CONTACT INFORMATION

	Maria Rufino	Travis B. Hill
Name	maria.rufino@utdallas.edu	travis.hill@utdallas.edu
Email Address	Thu., 1-2 pm or by appt., JO 5.306 or by Teams	Fri. 2-3 pm or by appt., JO 5.310 or by Teams

INTRODUCTION:

Welcome to HIST 2381! This semester, we will use a cultural history approach to explore major themes in the ways that people of African descent have experienced American life. The assigned readings will help us identify historical arguments and discuss patterns that scholars trace across various time periods. The assignments will further these discussions through practice analyzing primary sources, scholarly sources, relevant current events, and key terms.

General Core Area 060 American History

Description: Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

Course

Description: (3 semester credit hours) An examination of the history of African Americans in the United States from the sixteenth-century transatlantic slave trade through the present. Prominent themes will include early settlement patterns, origins of slavery and racism, Emancipation and Reconstruction the Jim Crow South, black life in the urban North, and the development of the modern Civil Rights Movement and its aftermath. (3-0) R

Objectives: **Critical Thinking (CT)**—to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information

Communication (COM)—to include effective development, interpretation, and expression of ideas through written, oral, and visual communication

Social Responsibility (SR)—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Personal Responsibility (PR)—to include the ability to connect choices, actions, and consequences to ethical decision-making

REQUIRED CLASS MATERIALS:

- Joshua Farrington, Norman W. Powell, Gwendolyn Graham, and Ogechi E. Anyanwu, *Slavery to Liberation: The African American Experience*, 2nd Edition (Richmond: Eastern Kentucky University, 2019). **This is a free open-access e-book. Find the PDF download and the Table of Contents here:** <https://open.umn.edu/opentextbooks/textbooks/863>
- Internet Access for the E-Learning site, digitized primary sources, and occasional e-mailed announcements.

CLASS ASSIGNMENTS:	GRADE PERCENTAGE:	DUE DATE:
Participation during Discussion Sections	12% total	Based on attendance and participation throughout the semester
Three Primary Source Analysis Assignment (2-3 pages each)	30% total	Due during your discussion section: Feb. 14, Mar. 28, April 18
Two Key Term Short Answer Quizzes (25 minutes max)	30% total	To be completed during your discussion section: Feb. 28, Apr. 4
Scholarly Lecture Analysis Multimedia Assignment (8 slides or 4-minute video)	14%	Due during your discussion section: May 9
News Article Analysis Essay (3 pages max)	14%	Due on Thursday, May 15 th

We will use historical facts as *tools*. Each of the assignments is designed to help you learn to evaluate information and represent your opinions well in any profession.

- **Your Participation** will be evaluated based on attendance and contributions to activities led by your teaching assistant during the Friday discussion section. [Relevant Objectives: Critical Thinking, Communication, and Social Responsibility]
- **The Primary Source Analysis Assignments** will be evaluated based on how you identify notable details in the recommended documents and images, compare them to class material, and ask relevant questions. [Relevant Objectives: Critical Thinking, and Communication]
- **The Key Term Short Answer Quizzes** will be evaluated based on how you answer certain discussion questions from our textbook using the definitions and historical context of some of the assigned key terms. [Relevant Objectives: Critical Thinking and Communication]
- **The Scholarly Lecture Analysis Multimedia Assignment** will be evaluated based on how you demonstrate clear understanding of a historian's academic argument, evaluate that argument using multimedia like YouTube or PowerPoint, and relate it to an ongoing controversy or

ethical issue. [Relevant Objectives: Critical Thinking, Communication, and Personal Responsibility]

- **The News Article Analysis Essay** will be evaluated based on how you revise previous assignments to explain the relevance and historical significance of a recent news article. [Relevant Objectives: Critical Thinking, Communication, and Personal Responsibility]

WEEKLY SCHEDULE, REQUIRED READING, AND ASSIGNMENTS:

All listed readings are in the free e-book *From Slavery to Liberation*.

Jan. 21-24/ Week 1: OVERVIEW

CH. 13 "The Origins of Africana Studies: A Brief History of a Scholar Activist Tradition," by Sekhmet Ra Em Kht Maat and Shelby Pumphre -- p. 300-308

DEFINING THEMES

Jan. 28-31/ Week 2: FREEDOM STRUGGLES

CH. 13 The Origins of Africana Studies -- p. 287-300

Feb. 4-7/ WEEK 3: RADICALISM

Ch. 19: Black Radicalism, Black Consciousness, Black History, Black Liberation, Black YouTube: A New Age Revolution, by Cheryl Mango -- p. 473-484

Feb. 11-14/ WEEK 4: LOCAL HISTORY

Ch. 9: Eco-ability: The Complex Embodiment of Blind Lemon Jefferson, by Jonathan S. Lower -- p. 176-196

ASSIGNMENT: Primary Document Analysis due Friday

Feb. 20th- 21st / WEEK 5: INDEPENDENCE ABROAD

- NO CLASS ON FEB. 18TH

Ch. 6: Race, Identity, and Choice: Black Voices on Liberia and the American Colonization Society, Thomas Keefe -- p. 100-120

Feb. 25-28/ WEEK 6: AFRICAN DIASPORA

Ch. 16: Black Martial Artists: Modernity in Pursuit of an African Fighting System in the African Diaspora, by Latif A. Tarik -- p. 384-404

ASSIGNMENT: KEY TERM QUIZ during discussion section Friday

Mar. 4-7/ WEEK 7: INDEPENDENCE IN THE BORDERLANDS

Ch. 8: "It is Our Freedom that Makes Us Different": Freedom and Identity in Post-Civil War Indian Territory and Oklahoma, by Leroy Myers -- p. 141-161

Mar. 11-14/ WEEK 8: SELF-HELP

Ch. 7: The Education of African Americans in the U.S., by Jayne Beilke -- p. 122-139

WEEK 9: SPRING BREAK

CULTURAL INFLUENCE

Mar. 25-28/ WEEK 10: LITERARY POWER

Ch. 17 Womanifesto: Historicizing the Literary Activism of Claudia Jones and Assata Shakur, by Kimberly F. Monroe -- p. 421-445

ASSIGNMENT: Primary Document Analysis due Friday

Apr. 1-4/ WEEK 11: MILITARY POWER

Ch. 10: "Fire on the Hills:" The All-Black 2nd Ranger Infantry Company, by James Sandy -- p. 207-229

ASSIGNMENT: KEY TERM QUIZ during discussion section Friday

Apr. 8-11/ WEEK 12: SPIRITUAL POWER

Ch. 11: Prophecy in the Streets: Prophetic Christianity and the Civil Rights Movement, by Richard Thomas -- p. 230-249

ENDURING CONTROVERSIES

Apr. 15-18/ WEEK 13: SPORTS AND ACTIVISM

Ch. 15: "Black Steel:" Intraracial Rivalry, Soft Power, and Prize Fighting in the Cold War World, by Andrew Smith -- p. 361-378

ASSIGNMENT: Primary Document Analysis due Friday

Apr. 22-25/ WEEK 14: SEXUALITY

Ch. 5: Some Notes on the History of Black Sexuality in the United States, by John P. Elia – p. 74-98

Apr. 29-May 2/ WEEK 15: BLACK POWER

Ch. 14: The Vanguard of the Revolution: A Retrospective Analysis of the Black Panther Party, by Umeme Sababu – p. 327-351

May 6-9/ WEEK 16: ENVIRONMENT AND PUBLIC HEALTH

Ch. 18: Critical Issues in African American Health, by Kevin McQueeney – p. 450-471

ASSIGNMENT: Scholarly Lecture Multimedia Analysis due Friday

Thursday, May 15th

- **FINAL ASSIGNMENT DUE: News Article Analysis Essay**

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

CLASSROOM POLICIES:

Instructors' Responsibilities: We will do our best to provide informative lectures, discussion sections, and academic guidance throughout the semester. Each lecture class will begin with a lecture outline to guide your note taking. During the discussion sections, the lesson will alternate between analysis of historical perspectives, assignment preparation, and review of textbook details. Though Dr. Hill cannot provide lecture notes, she will remain accessible during office hours and by e-mail to discuss history, class work, academic issues, and college resources. Unless there is an emergency, Dr. Hill will check e-mail twice a day between 10 a.m. and 6 p.m. except for weekends. Written assignments will be graded and returned within three weeks of the due date.

Your Responsibilities: You are expected to uphold the UTD standards of student conduct. Come to class prepared to take notes, ask questions, and discuss the assigned readings. You should attend every discussion session because the lessons will include assignment prep information that is not covered in the readings. Also, we gain a better understanding of people in the American past from listening and responding to each other's diverse perspectives.

Keep track of the lesson outlines and key terms for each class session. Ask a classmate for notes if you miss a class. If you have trouble understanding the readings or assignments, ask your teaching assistant for help or sign up for tutoring.

As a courtesy to other students, please sit near the door if you need to leave class early. Do not cross the front of the classroom if you arrive late; choose a seat near the side or the back. Please step outside if you must call or text and keep cell phones off or on vibrate during class. Do not use phones or other devices during quizzes.

ATTENDANCE AND LATE ASSIGNMENT POLICIES:

Email your teaching assistant or call 972-883-6908 ahead of time if you must miss your quiz or assignment deadline. An unexcused absence on the day of your essay assignment or final exam will result in zero credit for the assignment. Make-up quizzes will only be offered in exceptional and unavoidable circumstances, and you will need documentation such as a doctor’s note. No late essay assignments will be accepted without prior notice by phone or in writing. If you are granted an extension, the grades for late assignments will be reduced by one letter grade for each additional day. Do not plagiarize others’ work; your entire course grade may be withheld. If you need to drop the course, contact the Registrar’s office for the appropriate forms. We will not drop students from this course based on attendance. Please review the catalog sections regarding the [credit/no credit](#) or [pass/fail](#) grading option and withdrawal from class.

COURSE POLICIES

Class Materials	The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course; however, these materials are for registered students' use only.. Classroom materials may not be reproduced or shared with those not in class or uploaded to other online environments except to implement an approved AccessAbility Resource Center accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct .
------------------------	--

<p>Class Participation</p>	<p>Regular class participation is expected. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the Student Code of Conduct.</p> <p>(a) Texas Senate Bill 17, the recent law that prohibits diversity, equity, and inclusion programs and activities at public universities in Texas, does not in any way apply to academic course instruction. Students should not feel the need to self-censor or limit their participation in academic courses pertaining to topics of race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion, and related topics.</p>
<p>Class Recordings</p>	<p>Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the AccessAbility Resource Center has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved AccessAbility Resource Center accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.</p> <p>The instructors may record meetings of this course. These recordings will be made available to all students registered for this class if the intent is to supplement the classroom experience. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law</p>

Comet Creed	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.”
Accommodations for Students with Disabilities	Please review the section within the UT Dallas Syllabus Policies and Procedures webpage.
Academic Support Resources	Please visit the Academic Support Resources page to view the University’s academic support resources for all students.
SHARING CONFIDENTIAL INFORMATION	Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), the clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at http://www.utdallas.edu/oiec/title-ix/resources .

FREQUENTLY ASKED QUESTIONS:

- **Do I need to attend the Discussion Section?**

Yes -- Teaching Assistants will collect all assignments except for the news article analysis essay. Assignments will not be collected during the lectures. The Teaching Assistants will also provide specific guidance for completing

each assignment and explain additional scholarly perspectives that are not included in the lectures or the textbook chapters.

- **What if I do not memorize dates well?**

This class will ask you to remember key terms (important themes that connect historical events) more often than requiring memorization of dates. I suggest using flash cards and reading notes to remember key terms from the lessons.

- **How are the assignments graded?**

Key Term Quizzes will be graded out of 10 points based on completion and relevance. Essays will be graded using rubrics. Essay grades and final grade averages are on a 100-point scale: 97-100=A+, 93-96 =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

- **How can I make up missed assignments?**

You can only make up the quizzes and essays if you contact your instructor by phone or email in advance of the deadline.

- **What is a primary source?**

A primary source is a document, image, object, or interview that was created during the historical time period we study. Scholars base our arguments on interpretation of details in primary sources. For examples, see the Smithsonian National Museum of African American History and Culture [website](#).

- **How should I take notes on the textbook?**

Use the lecture outlines, key terms, and the primary source analysis assignments to guide how you take notes on the textbook. Focus on the parts relevant to the themes and assignments mentioned in class.

- **What is plagiarism, and what are the consequences?**

Plagiarism includes using other people's work without acknowledgment. Students are expected to maintain the integrity of the university by avoiding dishonesty in their own behavior and by expecting honest behavior from their fellow students. Possible consequences range from withholding your grade for assignments to zero credit for the overall course.

- **Is research required in this class?**

No research is required for any part of this class, including the essay assignment. You will practice analyzing primary and scholarly sources that will be provided in the instructions.

- **Are there cumulative exams in this course?**

No – there are no midterm or final exams in this course. The two key term quizzes will be based on key terms assigned in the previous weeks, and they will not be cumulative.