Course Description/ Course Goals
This course will survey the major historical events in African American history from the end of the Civil War up through the present.

Major themes addressed in the course will include: African American identity construction, the relationship of people of African descent to American political and social institutions, black resistance, white oppression, the “long civil rights movement,” class v. caste issues, the impact of gender on the black historical experience, and significance of African American cultural expression.

By the end of the semester, students should possess not only a broad familiarity with the experiences of black Americans during the time period but should also possess a more sophisticated understanding of how to interpret both primary sources and historiographical texts.

Required Reading
Holt, Thomas and Elsa Barkley Brown, Major Problems in African-American History, Volume II
Moody, Anne. Coming of Age in Mississippi
Wright, Richard, Black Boy
Other readings will be distributed via Blackboard

Class Format
The ethos of the class will be participatory and collaborative. My role as an instructor is to guide you through the process of gathering and analyzing data, not merely to dispense historical data and ask you to memorize it. Students are expected to come to class having read the material and ready to listen actively and to participate in discussions. The class will consist of lectures and discussions of assigned readings.

Academic Honesty
Students are expected to strictly adhere to the UNT Student Code of Conduct, which prohibits lying, cheating, and plagiarism. Honor code violations may result in a failing grade for an assignment on the first offense. The second offense will result in failure of the course.

Please be particularly careful to avoid plagiarism—taking credit for another person’s intellectual property without giving her proper credit.

The American Historical Association’s “Statement on Professional Conduct” defines plagiarism in the following way:

“The word plagiarism derives from Latin roots: plagiarius, an abductor, and plagiare, to steal. The expropriation of another author’s work, and the presentation of it as one’s own, constitutes plagiarism and is a serious violation of the ethics of scholarship. It seriously undermines the credibility of the plagiarist, and can do irreparable harm to a historian’s career.
In addition to the harm that plagiarism does to the pursuit of truth, it can also be an offense against the literary rights of the original author and the property rights of the copyright owner... **The real penalty for plagiarism is the abhorrence of the community of scholars.**

Plagiarism includes more subtle abuses than simply expropriating the exact wording of another author without attribution. Plagiarism can also include the limited borrowing, without sufficient attribution, of another person’s distinctive and significant research findings or interpretations. Of course, historical knowledge is cumulative, and thus in some contexts—such as textbooks, encyclopedia articles, broad syntheses, and certain forms of public presentation—the form of attribution, and the permissible extent of dependence on prior scholarship, citation, and other forms of attribution will differ from what is expected in more limited monographs. As knowledge is disseminated to a wide public, it loses some of its personal reference. What belongs to whom becomes less distinct. But even in textbooks a historian should acknowledge the sources of recent or distinctive findings and interpretations, those not yet a part of the common understanding of the profession. Similarly, while some forms of historical work do not lend themselves to explicit attribution (e.g., films and exhibitions), every effort should be made to give due credit to scholarship informing such work.

Plagiarism, then, takes many forms. The clearest abuse is the use of another’s language without quotation marks and citation. More subtle abuses include the appropriation of concepts, data, or notes all disguised in newly crafted sentences, or reference to a borrowed work in an early note and then extensive further use without subsequent attribution. Borrowing unexamined primary source references from a secondary work without citing that work is likewise inappropriate. All such tactics reflect an unworthy disregard for the contributions of others.

No matter what the context, **the best professional practice for avoiding a charge of plagiarism is always to be explicit, thorough, and generous in acknowledging one’s intellectual debts.**

(See: [http://www.historians.org/pubs/free/professionalstandards.cfm#Plagiarism](http://www.historians.org/pubs/free/professionalstandards.cfm#Plagiarism))

If you have any questions about what constitutes plagiarism while you are in the process of writing your final exam, **see me. In the past I have had to assign failing grades for plagiarism. I do not want to do be forced to do that again.**

**Grades and Assignments**

- Four tests, 50 points each—200 points
- Four reading quizzes, 20 points each—80 points
- Black History Month Speaker response paper—20 points
- Final Paper —100 points
- **400 points total**

**Final Grades:**
- 315-350 = A
- 280-314 = B
- 245-279 = C
- 210-244 = D
- Below 210 = F

**Tests:** There will be four short tests, approximately one a month, during the course of the semester. Each is worth 50 points for 200 points total. Please see the schedule for specific dates. During the class period before each short test, I will give you some clues about what you should review to prepare. The tests will
cover the lectures, the films, and the reading assignments. The tests will consist of essay questions, short answer questions, and objective questions.

**Quizzes:** I will give four reading quizzes worth 20 points each for a total of 80 points.

**Black History Month Speaker Response Paper:** You will write a 1½ to 2 page response to the Black History Month lecture by David Roediger titled "From the General Strike of the Slaves to Black Lives Matter" at 4pm in ESSC 225 on Wednesday, February 22, 2017. The paper is worth 20 points. **Attendance at this lecture is required. Please make plans accordingly. Excused absences will need to be documented. Anyone who misses the lecture and is excused will be given an alternative make-up assignment.**

**Final Paper:** You will be asked to write a 5-7 page paper answering the question “Was the civil rights movement a success?” More detailed guidelines will be distributed later in the semester. The paper will serve as your final examination and will be due on May 12 by 12:30pm. I will not accept this paper late. I will not accept it via email.

**Late/Missed Quizzes or Assignments and Attendance**

I will allow you to make up tests and quizzes only if arrangements are made in advance and proper documentation explaining your absence is provided. **Please do not ask me to make exceptions to this or any other stated policy. Out of fairness to the entire class, I must strictly adhere to the rules stated on this syllabus.**

I will not offer any extensions for the final paper. May 12 is the absolute deadline. I will not accept final papers via email.

Please note that I do not take attendance, but attendance and doing well in the class are closely correlated. Students are expected to attend class to pick up assignments or returned papers and to become aware of any changes made to the syllabus.

**How to Reach Me**

Please always feel free to come and see me during my office hours if you have any comments, questions, or concerns. E-mail is the best way to reach me to set up an appointment or to ask a quick question. You should also feel free to email or visit Kyle Edelbrock during his office hours.

**Special Needs**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

**Schedule**

****Please note: This schedule is tentative and may be adjusted. Please stay informed by attending class regularly.****
Week 1— Introduction
Class meetings:
January 18— Introduction to the Class; How to Analyze a Primary Source

Week 2— Reconstruction; Defining Freedom in the Aftermath of Slavery
Class meetings:
January 23— Lecture: Reconstruction; Read Major Problems, Chapter 2, Herbert C. Gutman, “Schools for Freedom”

January 25— Lecture: Segregation and Disenfranchisement; Read Major Problems, Chapter 3, “Richmond Planet Reports a Streetcar Boycott, 1904-1905”

Week 3— The Experiences of African American Women During Reconstruction
Class meetings:
January 30— Lecture: Racial Violence in the Early Part of the Twentieth Century; Read Major Problems, Chapter 3 “Black Southerners Appeal to President William McKinley” and “Representative George White of North Carolina Delivers His Final Speech on the Floor of Congress, 1901”

February 1— Read Major Problems, Chapter 2, Elsa Barkley Brown, “The Labor of Politics;” Chapter 3, Tera W. Hunter, “The Politics of Labor,” Reading Quiz #1

Week 4— Political Mobilization
Class meetings:
February 6— Test #1


Week 5— The Great Migration
Class meetings:
February 13— Lecture: Political Mobilization Continued


Week 6— Black History Month Lecture
Class meetings:
February 20— No class meeting. Please watch Richard Wright: Black Boy, available online at the UNT Media Library
Read: Black Boy, Chapters 1-14

February 22— We will not meet as a class today. Instead you are required to attend the Black History Month lecture by David Roediger titled “From the General Strike of the Slaves to Black Lives Matter” at 4pm in ESSC 225 today. After the lecture you will write a response paper due on Monday, February 27 that is worth 20 points. Attendance at this lecture is required. Please make plans accordingly. Excused absences will need to be documented. Anyone who misses the lecture and is excused will be given an alternative make-up assignment.
Week 7 — The Case Study of Richard Wright
Class meetings:
February 27 — Read: Black Boy, Chapters 15-20
Reading Quiz # 2
Response Paper to Black History Month Lecture Due

March 1 — Test #2

Week 8 — The Harlem Renaissance and the Great Depression
Class meetings:
March 6 — Lecture: The Harlem Renaissance, Read Major Problems Chapter 6, Tera W. Hunter, “The Blues Aesthetic and Black Vernacular Dance”


Week 9 — Spring Break
Class meetings:
March 13 — No Class

March 15 — No Class

Week 10 — Black Activism during the 1930s and 1940s and the Birth of the Civil Rights Movement
Class meetings:

March 22: Lecture: Rosa Parks: From Grassroots Activist to National Icon
Reading posted on Blackboard: Jacquelyn Dowd Hall, “The Long Civil Rights Movement and the Political Uses of the Past” (It’s OK to skim this reading. Read for the main idea rather than for the details.)

Week 11 — The Classical Phase of the Civil Rights Movement
Class meetings:
March 27 — Lecture: The Little Rock Crisis
Read Major Problems, Chapter 9, “Melba Patillo Beals Recalls Her First days at Little Rock Central High School”

March 29 — Lecture: Confrontations in Birmingham, Albany, and Selma, Read Major Problems, Chapter 9 “Martin Luther King, Jr., Writes from His Jail Cell, 1963” and Clayborne Carson, “A Leader Who Stood Out in a Forest of Trees”

Week 12 — The Movement Heats Up
Class meetings:
April 3 — Lecture: The Sit-ins, the Freedom Rides, and the Founding of SNCC, Read Major Problems Chapter 9, “Chapter 9, Charles M. Payne, “Challenging the Politics of Spokesmanship”

April 5 — No class. Watch Negroes with Guns: Rob Williams and Black Power available streaming at UNT Media Library
Week 13— The Evolving Movement
Class meetings:
April 10— Test #3

Final Paper Assignment Distributed

Week 14—The Case Study of Anne Moody; Culinary Black Nationalism
Class meetings:
April 17—Discussion: Anne Moody, *Coming of Age in Mississippi* (entire book)
Reading Quiz #3

April 19—Lecture: Soul Food, Vegetarianism, and Culinary Black Nationalism

Week 15— Contemporary Struggles
Class meetings:
April 24— Film: *Tulia, Texas*

April 26— Discussion: *Tulia, Texas*
Reading Posted on Blackboard: Excerpt from *The New Jim Crow* by Michelle Alexander
Reading Quiz #4

Week 16— Conclusion
Class meetings:
May 1 - Test #4

May 3—Lecture/ discussion: How to write the final paper

Final Papers due in my office Wooten 247 by 3:30pm on Monday, May 8. Please note: I will not accept final papers late. I will not accept papers via email. Please slide your paper under my office door.