

**HIST 4450—African American History and Culture from 1865**  
**Online Course**  
Summer 2020

**Instructor:** Dr. Kerry Goldmann

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**Skype Office hours:** \*By Appointment (Skype Username: kerry.goldmann)

**Course Description/ Course Goals**

This course investigates African American history from the end of the Civil War through the present. We will explore the quest for black social, political, economic, and cultural liberation during Reconstruction, the Jim Crow Era, World War I, the Great Migration, the Great Depression, and World War II. We will also examine the methods, figures, and development of major social movements, such as the Long Civil Rights Movement, the Black Power Movement, the Prisoners' Rights movement, Black Lives Matter, and their bearing on present-day Black America.

Themes addressed in this course: the nature and problem of black identity, the emergence of a national leadership, the development of protest strategies, the impact of industrialization and urbanization, and the public significance of black cultural styles. We will broach an equally wide range of questions: How much agency did African Americans have in crafting their own experience, and what does this say about the nature of both their oppression and their resistance? In what ways have African Americans contributed to the formation of American society? Conversely, how have the institutions and values of American society influenced upon the African-American experience? We will be concerned with the important task of re-inserting the African American past into our national historical narrative. We will also be interested in understanding the depths to which American society has been predicated on the intersections of race, economy, and society. Throughout, we will try to work by listening to the neglected voices of African Americans themselves as we attempt to better understand this complex part of the nation's past. By the end of the semester, students should possess not only a broad familiarity with the experiences of African Americans during the time period but should also possess a more sophisticated understanding of how to interpret both primary sources and historiographical texts.

**Student Learning Objectives:** Upon successful completion of this course:

1. Students will be able to form substantive and evidence-driven arguments to propose solutions to problems or explain phenomena.
2. Student communication will follow conventions of grammar and syntax appropriate to the audience, purpose and message.
3. Students will demonstrate awareness of societal and/or civic issues.
4. Students will be able to understand their role in their own education.

**Class Format and Expectations**

The ethos of the class is participatory and collaborative. My role as an instructor is to guide you through the process of gathering and analyzing information, not merely to dispense historical data and ask you to memorize it. Students are expected to stay on track with reading material, watch lecture videos, and participate in discussions. The class schedule in this syllabus demonstrates how readings, lectures, and assignments will be organized in Canvas modules. Reading assignments, which you should complete before the lecture modules of that week, as they will be referenced. Your grade depends on your ability to synthesize the information from readings and lectures in order to participate meaningfully in Canvas discussions, perform well on quizzes/exams, and thoughtfully apply the material to written assignments.

**Required Texts**

The readings list for this course is comprised of primary sources posted in Canvas modules. Primary sources are imperative for historical analysis, especially when analyzing the history of groups who have had their voices silenced. The introductory video to this course will cover how to read primary sources, and students will be encouraged to conduct independent searches for more primary sources when putting together their final projects.

**Communication:** I want to be as accessible to you as I can be. I am happy to schedule an appointment with you to talk on Skype at a time on which we can both agree. I encourage you to Skype with me to discuss any aspect of this course or whatever else is on your mind. Additionally, please feel free to email me at any time during the run of this course. I will do my best to respond in a timely manner.

**Assignments:**

Canvas Discussions	20 (4 points each)
Quizzes (2)	20 (10 points each)
Midterm Exam	30
<u>Final Project</u>	<u>30</u>
<b>Total Points</b>	<b>100</b>

**Grade Breakdown:**

- A - 90-100
- B - 80-89
- C - 70-79
- D - 60-69
- F - below 60

**Midterm:** A review will be posted the week of the midterm.

**Quizzes:** Quizzes will consist of either 5 questions with a format of either fill-in-the-blank or multiple choice.

**Discussions:** Weekly discussions will be due every Thursday (5 total). You will create a “blog-style post” synthesizing lecture material and readings from that week. You will have a prompt with several questions that you must address in your response, and you are encouraged to pull from personal relevance, previous education on the topic, or your general experience in learning this material.

**Final Assignment:** This course attempts to reflect the diversity of careers in history through differentiated assessment. Students will be encouraged to select the final assessment that is most relevant to their professional ambitions, whether it is a historical research paper, teaching portfolio, or creative project. More details will be provided on Canvas.

**Note on Time Zones:** All deadlines for exams, assignments, etc. listed in any of the course materials, units and communications of all types will be in Central Standard Time (CST). If you are taking this course from another time zone, it is your responsibility to convert these times to those appropriate for your own area.

**Missed Assignments:** If you miss a quiz, you have 24 hours to contact me about how to make it up only if you can provide documentation for an excused absence. If you are aware you are going to miss the Midterm, please do not wait until the day of or after to tell me. If you let me know beforehand I will be able to accommodate you for extenuating circumstances.

**\*NOTE: All assignments will be discussed more in-depth in the Class Introduction video as well as subsequent videos.**

**Withdrawal Policy:** If you are unable to complete the course, you must withdraw by **July 5<sup>th</sup> for a refund**. A student wishing to withdraw from a course must initiate the process by filling out the official withdrawal form, which can be found on the University's website or at the Registrar's office.

**Academic Integrity Standards and Consequences.** The University of North Texas promotes the integrity of learning and embraces the core values of trust and honesty. Academic integrity is based on educational principles and procedures that protect the rights of all participants in the educational process and validate the legitimacy of degrees awarded by the University. In the investigation and resolution of allegations of student academic dishonesty, the University's actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence. Students should be aware that "acts of dishonesty" include cheating, plagiarism, furnishing misleading information, and forgery. We will uphold the policies and regulations of the University.

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.** 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>)

If you have any questions about what constitutes plagiarism while you are in the process of writing your final paper, see me. More information on academic integrity can be found in the Undergraduate Catalog.

### **Course-Related Academic Adjustments with the Americans with Disabilities Act**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable 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 a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. 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 subject to change. You are expected to attend class regularly and to be aware of any changes that may be made. You should pace yourself with reading assignments. Some readings are longer than others and you should begin them well in advance of the day they are due.*

	<b>Readings</b>	<b>Lectures</b>	<b>Assignments</b>
<b>Week 1</b>	(1) 13 <sup>th</sup> Amendment (2) 14 <sup>th</sup> Amendment (3) 15 <sup>th</sup> Amendment	Class Introduction; Reconstruction; The Rise of Jim Crow	(1) Discussion #1 [July 9 <sup>th</sup> ]
<b>Week 2</b>	(1) Washington's "The Atlanta Compromise" (2) Du Bois' "Talented Tenth" (3) Wells' "A Red Record" (4) Mary Church Terrell's "The Progress of Colored Women" (5) The NAACP's "Eruption of Tulsa"	Violence and Resistance; Community Development and Destruction; Migration and War	(1) Discussion #2 [July 16 <sup>th</sup> ] (2) Quiz 1 [July 16 <sup>th</sup> ]
<b>Week 3</b>	(1) Alain Locke's "The New Negro" (2) Elsie McDougald's "The Double Task" (3) Thurgood Marshall's "The Legal Attack"	Artistic Debates, the Depression, and New Deals; Double Victory Campaigns	(1) Discussion #3 [July 23 <sup>rd</sup> ] (2) Midterm [July 23 <sup>rd</sup> ]
<b>Week 4</b>	(1) "The Southern Manifesto" (2) Fannie Lou Hamer's "Testimony"	Mass Mobilization, Martin Luther King Jr., and Montgomery; The Second Phase in Civil Rights	(1) Discussion #4 [July 30 <sup>th</sup> ] (2) Quiz 2 [July 30 <sup>th</sup> ]
<b>Week 5</b>	(1) Stokely Carmichael's "Black Power"	The Rise of Nationalism; The War on Blackness; Black America Today	(1) Discussion #5 [August 6 <sup>th</sup> ] (2) Final Project [August 6 <sup>th</sup> ]