

Syllabus
Bowie State University
College of Arts and Sciences
Department of History and Government

Professor: Dr. Karen Cook Bell

Course: African American History 115

Office: MLK 0216

Office Hours: Tu/Th 1:00-4:00 (and by appointment)

Semester/Year: Fall 2020

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COURSE PREREQUISITES: Students must have successfully passed English 101 to enroll in this class.

COURSE OVERVIEW

This course is an examination of the African American experience in the United States from the mid-nineteenth century through the present era. It will include discussions of the major developments that have influenced the economic, political, social, and cultural position of African Americans with a special emphasis on African American political thought and protest movements of the period after 1930.

The course will consist of discussions, readings, quizzes, writing assignments, and two examinations. The discussions will be on a topic related to the reading assignments for the week.

REQUIRED TEXTS

The required reading, listed under "Schedule of Assignments," will include sections or chapters from the E-Book of John Hope Franklin and Evelyn Brooks-Higginbotham, From Slavery To Freedom: A History of African Americans, Volume 2; Tenth edition (New York: McGraw Hill, 2020) [hereafter cited as FSTF] **E-Book must be used with the McGraw Hill Connect Platform. See Blackboard for purchasing directions. Choose the Digital Option.**

Optional Textbook for Extra Credit-Karen Cook Bell, *Claiming Freedom: Race, Kinship, and Land in Nineteenth Century Georgia*, (University of South Carolina Press, 2018) Copy on Reserve in the Marshall Library.

Study Website: <http://highered.mcgraw-hill.com/sites/00729637>

SPECIFIC LEARNING OBJECTIVES

1. Identify what constitutes plagiarism.
2. Identify sources for citing correctly.
3. Identify key concepts and terms that describe the information discussed in recorded lectures.
4. Analyze and discuss critical issues and recurring themes in the history of African Americans.
5. Identify primary sources.
6. Analyze and discuss primary source documents.
7. Demonstrate the retention of historical knowledge.

General Education Competencies:

- I. Written and Oral Communications
 - a. Analyze and discuss critical issues and recurring themes in the history of African Americans.
 - b. Analyze and discuss a primary source document.
- II. Information Literacy
 - a. Identify key concepts and terms that describe the information discussed in recorded lectures.
 - b. Identify what constitutes plagiarism
 - c. Identify sources for citing correctly.
 - d. Demonstrate the retention of historical knowledge.
- III. Critical Analysis and Reasoning
 - a. Identify key concepts and terms that describe the information discussed in recorded lectures.
 - b. Analyze and discuss critical issues and recurring themes in the history of African Americans.
- IV. Technological Competency
 - a. Create a document using word processing software.

ACTIVITIES TO ACHIEVE THE EXPECTED OUTCOMES:

- Lecture and discussion of conceptual and factual information from the textbook and additional materials such as handouts, articles, and audiovisual material;
 - to help students' reading and comprehension skills through synthesizing large amounts of information from required reading materials;
 - to develop historical analysis skills and relate the past to contemporary events;
 - to help students develop listening and note taking skills.
- Examinations
 - to test the retention of historical knowledge.
- Research
 - to assist students in developing a thesis emphasizing critical thought with regard to a historical problem or question;

- to assist students in the synthesis of gathered detailed or factual information in a comprehensive and structured fashion.

TEACHING MODES:

This course presents African American history as a subject in its own right as well as an integral part of American and world history. African American History since 1865 examines the past to understand the position that African Americans occupied in American society, their efforts to cope with their status, and their successes and failures in pursuing full equality. It challenges the (now evolving) perception of African Americans as insignificant, non-contributors to American history with the goal of developing a new appreciation of persons of African descent as a people capable of influencing the direction of historical development.

This course will focus on critical thinking skills. These relate to students' ability to comprehend, analyze, synthesize, and communicate information from a variety of sources about the African American past. Students will apply these skills to solving problems or answering questions concerning the study of the African American historical experience. In the process, students will learn how to relate detailed or factual information within conceptual frameworks. This will be accomplished by asking questions such as how do historians know? Students will learn how to ask questions about the past and then to begin the process of learning to address these questions. Finally, students will learn how to effectively communicate their conclusions to a general audience through the development of written presentations. The course also emphasizes reading historical texts as well as listening to other's ideas—all of which are important in the learning process.

The course information will be conveyed to students through lectures, assigned readings, written assignments, and computer work. Corresponding assignments will develop critical thinking, communication, and problem solving skills. Lectures will assist students in the process of comprehending general concepts and relating details or facts to these through the synthesis of information. Finally, the course will provide students with a foundation for lifelong learning.

To prepare for class, students should refer to the course outline and focus on the weekly topics and assignments. Students are responsible for completing all assignments, and should pay particular attention to the weekly topic of discussion and activity for focused reading and preparation.

STUDENT PREPARATION

This course emphasizes three competencies that help facilitate the student's role in a global, diverse contemporary American society. Students will receive instruction on identifying historical problems or questions; understanding broad historical concepts, gathering related details or facts, and synthesizing information; and testing their required and retained knowledge.

Course Expectations:

1. Timely assignment submissions serve as "attendance" for this online course.
2. Preparedness: Students are expected to read all assigned material and be prepared to take quizzes each week. If you are unable to meet the deadline, it is YOUR responsibility to notify the instructor as late assignments may not be accepted. **You are responsible for reading the course syllabus; following the course schedule and completing all assignments on time.** All
3. Late assignments: Students are expected to submit all assignments on time. Assignment received after the due date are considered late. Late assignments may not be accepted.
4. Conduct: Students are expected to conduct themselves in a professional and orderly manner. Students are expected to submit their own work. Cheating and plagiarism will not be tolerated. Inappropriate language on Blackboard is strongly discouraged and may result in a grade reduction.
5. **FINAL GRADES:** I do not raise your grade for any reason including academic probation, financial aid loss, or loss of scholarship.

EVALUATION

Course Evaluation:

Midterm and Final Exam	33%
Assignments, Research Paper	33%
Chapter Quizzes	33%

If you are not serious about completing the requirements for this course, which includes readings, and writing requirements, etc. Do Not Take This Course.

Course Policies and Procedures

1. Cheating. Cheating on examinations/quizzes/assignments and plagiarism will not be tolerated. Such behavior will result in a score of zero (0) points that will be figured into the final grade accordingly. Furthermore, disciplinary action may also be pursued if deemed appropriate by the instructor. Please review the University policy on cheating and academic dishonesty in the University Undergraduate Catalog.
2. Attendance, Make-ups, and Late Assignments. Late assignments will not be accepted. I will arrange makeup exams only in cases of documented medical emergencies. On-line Attendance is required.
3. Participation. Students are expected to participate in on-line activities and discussions.
4. Students with Disabilities. This course is in compliance with University policies for students with disabilities. Students with disabilities are encouraged to register with Disability Support Services (DSS). Students who suspect that they have a disability but do not have documentation are encouraged to contact DSS for advice on how to obtain appropriate evaluation. A memo from DSS authorizing your accommodation is needed before any accommodation can be made.

Note: In the event of a University-wide emergency, including the impact of the COVID pandemic, classes, deadlines and grading schemes are subject to changes that may include alternative delivery methods, alternative methods of interaction with the instructor, class materials, and/or classmates, a revised attendance policy, and a revised semester calendar and /or grading scheme.

COVID Policy: Students should not attend classes or other university events from the onset of symptoms until at least 24 hours after the fever subsides without the use of fever reducing medications. Such absences will be considered excused absences; however, students are responsible for the material covered after the period of their absence.

Sources of Help: Bowie State University Help Labs/Learning Centers and Tutors/SmartThinking on BB (except history!)

What I Expect From You

Read all assignments.

Be courteous and professional when communicating with me and other members of this class.

Turn assignments in on time. If you need to communicate with me regarding an assignment on any other issues, please use your bowiestate.edu email. This is the only email that identifies you as a student at Bowie State University and the only email I will respond to.

This class welcomes all types of learners. Persons with disabilities that might affect learning should contact me during the first week of class.

Work honestly. All assignments must be your own work and not the product of internet download!
Remember: I know how to Google, too!

Finally, use this syllabus as a class resource. Refer to it frequently to ensure that you are caught up on reading and exam preparation. A copy of the syllabus is posted on our class blackboard site for your convenience.

Course Schedule (See Blackboard Lessons for all Assignments)

With the exception of Week 1, All assignments are due each Sunday at 11:59 p.m.

Week 1	Syllabus Quiz Plagiarism Quiz Chapter 11 Quiz	Questions Chapter 11	Read Plagiarism Assignment
Week 2	Chapter 12 Quiz	Questions Chapter 12	Research Guidelines
Week 3	Chapter 13 Quiz	Questions Chapter 13	Research Topic Due
Week 4	Chapter 14 Quiz	Questions Chapter 14	Annotated Bibliography
Week 5	Chapter 15 Quiz	Questions Chapter 15	Claiming Freedom Assignment-Optional X Credit
Week 6	Chapter 16 Quiz	Questions Chapter 16	Claiming Freedom Assignment-Optional X Credit
Week 7	Midterm Exam		
Week 8	Chapter 17 Quiz	Questions Chapter 17	
Week 9	Chapter 18 Quiz	Questions Chapter 18	Claiming Freedom Assignment -Optional X Credit
Week 10	Chapter 19 Quiz	Questions Chapter 19	
Week 11	Chapter 20 Quiz	Questions Chapter 20	
Week 12	Chapter 21 Quiz	Questions Chapter 21	
Week 13	Thanksgiving Break		
Week 14	Chapter 22 Quiz	Questions Chapter 22	
Weeks 15-16	Research Assignment Due Dec 11th	Final Exam Dec. 14-18	

Midterm: Oct. 19-23
Final Exam: Dec. 14-18

Note: I reserve the right to change or modify the course schedule!

Grading Scale:

A=100-90

B=89-80

C=79-70

D=69-60

F=59 and below

Select Bibliography for Additional Readings

RECONSTRUCTION

David Blight, *Race And Reunion: The Civil War In American Memory* (2001).

W.E.B DuBois, *Black Reconstruction in America* (1935).

Laura Edwards, *Gendered Strife & Confusion: The Political Culture Of Reconstruction* (1997).

Eric Foner, *Reconstruction: America's Unfinished Revolution, 1863-1877* (1988).

William Gillette, *Retreat from Reconstruction: A Political History, 1867-1978* (1979).

Thomas Holt, *Black over White: Negro Political Leadership in South Carolina during Reconstruction* (1977).

Otto Olsen, ed. *Reconstruction and Redemption in the South* (1980)

Peyton McCrary, *Abraham Lincoln and Reconstruction : the Louisiana Experiment* (1978).

Michael Perman, *The Road To Redemption : Southern Politics, 1869-1879* (1984)

Roger Ransom and Richard Sutch, *One Kind Of Freedom : The Economic Consequences Of Emancipation* (1977 or 2001 edition).

James L. Roark, *Masters Without Slaves : Southern Planters In The Civil War And Reconstruction* (1977).

Kenneth Stampp, *The Era Of Reconstruction, 1865-1877* (1965)

Kenneth M. Stampp and Leon F. Litwack. eds. *Reconstruction; An Anthology Of Revisionist Writings* (1969).

Amy Drew Stanley, "Conjugal Bonds and Wage Labor: Rights of Contract in the Age of Emancipation," *Journal of American History*, 75 (1988), 471-500.

C. Vann Woodward, *Reunion and Reaction; the Compromise of 1877 and the End of Reconstruction* (1956)

Gavin Wright, *Old South, New South: Revolutions in the Southern Economy since the Civil War* (1986).

THE SOUTH/ RACE RELATIONS BEFORE WWII

Mia Bay, *The White Image In The Black Mind : African-American Ideas About White People, 1830-1925*

Kathleen Blee, *Women of the Klan: Racism and Gender in the 1920s* (1990)

W. F. Brundage, *Lynching in the New South: Georgia and Virginia, 1880-1930* (1993)

Kevin Gaines, *Uplifting the Race: Black Leadership, Politics, and Culture in the Twentieth Century* (1996)

Glenda E. Gilmore, *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920* (1996)

Grace Elizabeth Hale, *Making Whiteness: The Culture of Segregation in the South, 1890-1940* (1998)

Robin D. G. Kelley, *Hammer and Hoe: Alabama Communists During the Great Depression* (1990)

Robin D. G. Kelley, "'We Are Not What We Seem': Re-thinking Black Working-Class Opposition in the Jim Crow South," *Journal of American History*, Vol. 80, No. 1 (June 1993), 75-112.

Louis M. Kyriakoudes, *The Social Origins of the Urban South: Race, Gender and Migration in Nashville and Middle Tennessee* (2003).

Daniel Letwin, *The Challenge of Interracial Unionism: Alabama Coal Miners, 1878-1921* (1998)

David Levering Lewis, "Parallels and Divergencies: Assimilationist Strategies of Afro American and Jewish Elites from 1910 to the Early 1930s," *Journal of American History*, Vol. 71, No. 3 (1984), 543-564.

-----, W. E. B. DuBois: *Biography of a Race, 1868-1919* (1993)

Nancy MacLean, *Behind the Mask of Chivalry: The Making of the Second Klu Klux Klan* (1994)

Nancy MacLean, "The Leo Frank Case Reconsidered: Gender and Sexual Politics in the Making of Reactionary Populism," *Journal of American History*, Vol. 78, No. 3 (December 1991), 917-948.

Joe William Trotter, Jr., ed., *The Great Migration in Historical Perspective: New Dimensions of Race, Class, & Gender* (1991).

Deborah Gray White, *Too Heavy a Load: Black Women in Defense of Themselves. 1894-1994* (1999).

Jonathan Wiener, *Social Origins of the New South* (1980).

Joel Williamson, *A Rage for Order: Black-White Relations in the American South Since Emancipation* (1986).

Gavin Wright, *Old South New South: Revolutions in the Southern Economy since the Civil War* (1986).

CIVIL RIGHTS MOVEMENT AND BLACK POWER

Clayborn Carson, *In Struggle: SNCC and the Black Awakening of the 1960s* (1981).

William H. Chafe, *Civilities and Civil Rights: Greensboro, North Carolina and the Black Struggle for Freedom* (1980)

John Dittmer, *Local People: The struggle for Civil Rights in Mississippi* (1994)

Adam Fairclough, *To Redeem the Soul of America: The Southern Christian Leadership Conference and Martin Luther King, Jr.* (1987)

David Garrow, *Bearing the Cross: Martin Luther King, Jr., and the Southern Christian Leadership Conference* (1986)

Richard Kluger, *Simple Justice* (1975)

Steven F. Lawson, *Running for Freedom: Civil Rights and Black Politics in America Since 1941*, (Second edition, 1997)

- Steven F. Lawson, Freedom Then, Freedom Now: The Historiography of the Civil Rights Movement, *American Historical Review* 96 (1991): 456-71
- Chana Kai Lee, *For Freedom's Sake: The Life of Fannie Lou Hamer* (1999)
- Charles M. Payne, *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Struggle* (1995)
- Belinda Robnett, *How Long? How Long?: African-American Women in the Struggle for Civil Rights* (1997)
- Scott A. Sandage, A Marble House Divided: The Lincoln Memorial, the Civil Rights Movement, and the Politics of Memory, 1939-1963, *Journal of American History*, 24(1993): 135-67.
- Thomas J. Sugrue, *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit* (1996)
- Timothy B. Tyson, *Radio Free Dixie: Robert F. Williams and the Roots of Black Power* (1999)
- Van Deburg, *New Day in Babylon: The Black Power Movement and American Culture, 1965-1975* (1992)
- Brian Ward, *Just My Soul Responding: Rhythm and Blues, Black Consciousness, and Race Relations* (1998)

Reference

Alkalimat, A. *The African American Experience in Cyberspace: A Resource Guide to the Best Web Sites on Black Culture and History*. London, 2004.

