DESCRIPTION

This course introduces students to major ideas, events, and personalities in African American history from the end of Civil War (1865) to the present. Some of the major themes will include: “double-consciousness” in African American thought, the struggle for educational equality, traditions of religious witness, the politics of respectability, and music as both a repository of African Diasporic identity and a discursive space for contemporary social realities.

GOALS

In this class, the instructor will work to help students develop and/or refine several skills. The first is the ability to craft and articulate well-reasoned arguments. The second is the ability to follow major current events pertaining to African American life and trace their origins back to relevant historical antecedents in the time period covered by the course. The third is the ability to recognize basic grammatical concepts that are essential to historical writing.

COURSE TEXT


Note: Older and/or unabridged editions of this textbook will generally contain the same essential information. However, it is the student’s responsibility to make sure that he or she follows the correct order of reading whenever there are inconsistencies between the chapter titles of different editions.

GRADING

Classroom Participation (10%)

Attendance is mandatory. Students should come to class prepared to discuss the assigned readings and answer questions pertaining to the material. Students will also be evaluated through unannounced pop quizzes and in-class writing assignments.
Historical Writing Grammar Skills Tests (10%)

Students will take two tests that examine their mastery of grammar skills that are essential to historical writing. Each test will be worth 5% of the total grade.

Response Paper (20%)

Students will write a response paper that will test their reading comprehension skills, writing skills, and the ability to follow directions. The instructor will provide more details.

Midterm Examination (30%)

Final Examination (30%)

MAKE-UP TESTS

Make-up tests will only granted if the student provides an excuse approved by the instructor. Examples of acceptable excuses include a coach’s letter or a doctor’s note.

FORMAT FOR WRITTEN WORK

Write your full name, course number, section number, and the date on ALL written work you submit to the instructor.

All homework assignments must be typed. Use 12-point font and double-spacing.

HONOR CODE EXPECTATIONS

Students should make sure to understand and strictly follow the standards of the university’s Honor Code as outlined in the Student Handbook. Cheating and plagiarism constitute violations of the Honor Code.

The Student Handbook defines cheating as: “using or attempting to use unauthorized materials, information or study aids.” It defines plagiarism as “representing the words or ideas of another as one’s own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged.”

SPECIAL NEEDS STUDENTS

Please submit an official Student Accommodations Report (SAR) to the instructor if the Office of Disability Services has authorized you to receive special assistance during regular class meetings and/or test dates. For testing purposes, appropriate arrangements will be made in accordance with the following procedures outlined by the Office of Disability Services:
“Most Students With Disabilities (SWD) are entitled to 1.5 time on all tests in classes in which they have presented their Student Accommodations Report (SAR) to their professor and made advance arrangements with their professor for this extra time per test…Students have two options for receiving testing accommodations. They can make arrangements directly with their professor or test at the Learning Support and Testing Center.”

LECTURE RECORDING POLICY

Students are NOT permitted to record the instructor’s lectures. Exceptions will be made for students who submit a Student Accommodations Report (SAR) that explicitly requests permission to create recordings.

EXTRA CREDIT

Periodic extra credit opportunities will be available. They may include documented visits to the UWG Writing Center, current events quizzes and/or written reports on topics approved by the instructor.

CURRENT EVENTS DISCUSSIONS

At the beginning of each class meeting, there will be a discussion period during which the class will work to compare and contrast historical events related to the course topic with current events.

Please come prepared to share at least one current event every class meeting. Your current event must come from a news report aired or published by a credible, professional news organization (e.g.: PBS NewsHour, New York Times, Atlanta Journal-Constitution, or Times-Georgian). Acceptable current events topics include: politics, sports, entertainment, business, technology/science, and international affairs.

Each current events discussion will begin with the stories shared by volunteers. After that, the instructor might begin “cold-calling” students from the roll. Be prepared for the instructor to ask you follow-up questions about the current events you share. Your fellow classmates might have some follow-up questions for you, as well.

Make sure you watch the news, read newspapers, read online news articles, and come to class ready to talk. Your performance during the current events discussion will be part of your participation grade.

IMPORTANT ADDITIONAL INFORMATION

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf
SCHEDULE OF CLASSES*

*Note: Students are expected to complete the assigned readings BEFORE the dates they appear on the class schedule. Please come to class ready to discuss the contents of the chapters. You may be asked to answer questions about the reading through oral questions from the instructor and/or pop quizzes.

This schedule is subject to change.

COURSE INTRODUCTION
Monday, June 30

RECONSTRUCTION
Chapter 12: The Meaning of Freedom: The Promise of Reconstruction, 1865-1868
Chapter 13: The Meaning of Freedom: The Failure of Reconstruction, 1868-1877
Tuesday, July 1

THE RISE OF JIM CROW
Chapter 14: White Supremacy Triumphant: African Americans in the Late Nineteenth Century, 1877-1895
Chapter 15: African Americans Challenge White Supremacy, 1877-1918
Wednesday, July 2

AFRICAN AMERICAN PROTEST THOUGHT IN THE EARLY TWENTIETH CENTURY
Chapter 16: Conciliation, Agitation, and Migration: African Americans in the Early Twentieth Century, 1895-1928
Thursday, July 3

FOURTH OF JULY HOLIDAY/NO CLASS
Friday, July 4

STUDENT STUDY DAY/NO CLASS
Monday, July 7

THE AFRICAN AMERICAN SOCIAL GOSPEL
Chapter 17: African Americans and the 1920s, 1918-1929
Tuesday, July 8

THE HARLEM RENAISSANCE
Wednesday, July 9

MIDTERM EXAM/HISTORICAL WRITING GRAMMAR SKILLS TEST #1
Thursday, July 10

LAST HIRED AND THE FIRST FIRED: THE DEPRESSION AND NEW DEAL
Chapter 18: Black Protest, the Great Depression, and the New Deal, 1929-1940
Chapter 19: Meanings of Freedom, 1930-1950
Friday, July 11

WORLD WAR II
Chapter 20: The World War II Era and the Seeds of a Revolution, 1936-1948
Monday, July 14

THE STEP-CASE STRATEGY AGAINST JIM CROW
Tuesday, July 15

THE POLITICS OF RESPECTABILITY AND THE CIVIL RIGHTS MOVEMENT
Wednesday, July 16

FROM THE CIVIL RIGHTS GENERATION TO THE HIP HOP GENERATION
Thursday, July 17

HIP HOP’S ARTISTIC ELEMENTS
Friday, July 18

HIP HOP’S GENDER POLITICS
Chapter 24: Black Politics from 1980 to the Present: The President Obama Era
Monday, July 21

HIP HOP: “THAT’S JUST THE WAY THE STORY GOES”
Tuesday, July 22

FINAL EXAM/HISTORICAL WRITING GRAMMAR SKILLS TEST #2
Wednesday, July 23