

African American History 1865 - Present

Fall 2015 Semester

His 204

Class Location: MON 206

Class Time: MonWed 1:50-4:30pm

Course Section No.: 16705

Instructor

Anthony Pratcher II

Office Hours: By appt.

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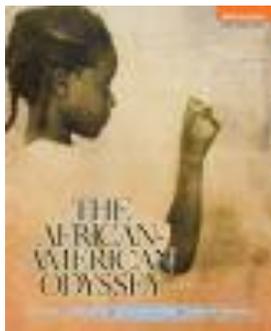
Course Description

This course offers a guided exploration into key narratives, theories, and themes related to African American history since the end of the American Civil War. Students will learn the central historical narrative of African American history during class lecture and discuss theoretical frameworks which explain the lived experience of black Americans during class seminar. Students will be assessed on traditional written responses as well as their curation of a Tumblr focused on a chosen thematic element of African American History. This structure is designed to encourage intellectual discovery in everyday life as a way to make our coursework relevant to contemporary society while developing assessment mechanisms to help ascertain student comprehension of course material.

Course Assignments and Grading

Tumblr Posts x (30)	30% of final grade
300-word Reading Responses x (5)	25% of final grade
1500-word Final Paper	25% of final grade
Digital History Project Presentation	20% of final grade

Required Textbook and Supplies



- **African-American Odyssey (V2) (Required)**
- 6th edition (2014)
- ISBN: 9780205947492
- Publisher: Pearson
- Author: Hine
- Type: Textbook
- Estimated Price: \$128.00 (new)
- Rental Retail Price is \$96.00; Ebook Available

All other materials are available on Canvas.

Classroom Policies

Assignment Policy:

The assignments for this course are paced so that coursework prepares students for the development of their final projects. To fulfill the spirit of this structure, students are expected to engage with course material and platforms before, during, and after class.

Students are also encouraged to include information from the broader digital community in their Tumblr posts and in class discussion **with proper attribution**. Students will primarily be assessed on their performance in these conversations and their participation in these digital structures.

We will have learning assessments at regular intervals throughout the semester. These assignments are designed to help prepare students for the penultimate assignments (Digital History Project Presentation/Final Paper) as well as regularly assess student comprehension in lieu of a traditional mid-term exam.

Tumblr:

- We will all personally curate a Tumblr focused on the intersection of a historical theme (electoral politics, professional sports, fashion, labor conditions, etc.) within African American History. Students are required to create a minimum of thirty (30) original posts on their Tumblr over the course of the semester and **will lose half a letter off of their final participation grade** per Tumblr post short of this requirement. Students are expected to work on their Tumblrs both during and outside of class.
- **Post Structure**
 - Students are given significant latitude in determining what content to include in their posts. The posts will be judged collectively on content delivery, post design, proper attributions, and grammar/style.
 - **Class Participation**
 - We will create original 50-word Tumblr posts (with at least one properly attributed external media item) which respond to interesting highlights from class discussion or posts written by other classmates prior to the end of each class. Students must submit twelve (12) of these posts before the end of the year to be eligible for their full participation grade.
 - **Tumblr Updates**
 - We will populate our Tumblr's with at least eighteen (18) additional Tumblr posts comprised of original material prior to the final week of the semester to be eligible for their full participation grade.
 - **Extra Credit**
 - Students who repost properly-attributed reposted content at least fifteen (15) times over the semester will receive an additional half-letter to their final overall grade.
- **Reading Responses**



- We will write reading responses to five (5) of the Canvas readings. Responses are original 300-word Tumblr posts which include at least two external media items (images, maps, audio, video) in the reaction to the assigned reading. The responses must be publicly OR privately shared with the instructor prior to the beginning of class. The reading responses are graded similarly to the other posts.
- **Digital History Project Presentation**
 - We all will plan a presentation of our Tumblr's during our final class. The goal of this presentation is to concisely synthesize the Tumblr site into a compelling narrative of our intellectual voyages during class.
- **Final Paper**
 - All students will write a 1500-word paper on how the readings influenced their understanding of "relationality" within African American History. The paper will be judged on argument, content, citations, and style/grammar. This paper is due the 2nd to last day of class.

Lateness & Extensions:

Extensions will only be granted in exceptional cases. Students must submit a request for an extension by email at least 48 hours *before* the assignment is due. One-half of a letter grade will be deducted for each day an assignment is late.

Citations:

All external attributions to our work must be appropriately cited.

Attendance Policy

Students are expected to arrive on time and be present at all class meetings. Students are **allowed two (2) absences** without impacting their final grade. Additionally, students who arrive more than **25 minutes tardy** are considered absent. **Each subsequent absence will lower the final participation grade by one full letter (A, B, C, D, F).** Furthermore, after the **second (2) tardy**, each additional tardy will be the equivalent of an absence. Finally, Absent students must submit work by the appropriate deadline to receive full credit for said work. In the end, it is the responsibility of the student to obtain missed class content from another student; you will not be able to make-up any in-class activities.

Academic Policies

Learning Outcomes

By the end of this class, students will be able to--

- Discuss the socioeconomic conditions and lived experience of African Americans at different historical periods within a narrative of American political development.
- Critically assess different source material(s) to contextualize information therein.
- Develop clear, concise, and correct analyses of data for a digital audience.
- Design and curate digital space dedicated to research and self-expression.

Course Competencies

1. Describe post-Civil War conditions that affected African- American. (I)
2. Define Jim Crow, and give examples of its violent impact on African-Americans. (II)
3. Identify key African-American leaders, writers, artists, and scientists associated with the Harlem Renaissance, and describe their contributions to American life. (III)
4. Explain important ideologies that have informed the African- American struggle for freedom, equality, and self- determination. (IV)
5. Describe the contributions of African-Americans during the World War I era. (V)
6. Describe the contributions of African-Americans during the World War II era. (VI)
7. Identify key events and leaders in the civil rights and human rights movements of the 1950s and 1960s. (VII)
8. Describe key issues that affected African-American life at home, in the workplace, and in society in the post-sixties generation. (VIII)
9. Identify and describe major challenges facing the African- American community in the United States in the twenty-first century. (IX)

Course Schedule

Week 1: Emancipation and Reconstruction

Mon 10/19 – Introduction to African American History

Textbook: N/A

Laura Tabili, “Race Is a Relationship, and Not a Thing,” *Journal of Social History* 37.1 (Autumn, 2003): pp. 125-130.

Wed 10/21 – Civil War/Radical Reconstruction

Textbook: Chapter XII (pp. 288-313)

W.E.B. DuBois, *Black Reconstruction* Ch. 4 (pp. 55-84)

Week 2: Old Masters, New South

Mon 10/26 – End of Reconstruction and the Rise of the New South

Textbook: Chapter XIII (pp. 314-337)

DuBois, *Black Reconstruction* Ch. 17 (pp. 711-729)

Wed 10/28 – White Supremacy and Racial Terrorism

Textbook: Chapter XIV (pp. 340-369)

Frederick Douglass and Ida B. Wells-Barnett, *The Reason why the Colored American is Not in the World's Columbian Exposition*, Ch. 1-4

Week 3: The Imposition of Jim Crow

Mon 11/2 – Racial Segregation and Progressive America

Textbook: Chapter XV (pp. 370-402)

Mary Frances Berry, *The Pig Farmer's Daughter*, Ch. 8 (pp. 202-243)

Wed 11/4 – Red Summers

Textbook: Chapter XVI (pp. 403-441)

Carter G. Woodson, *The Mis-Education of the Negro*, Preface – Ch. 5

Week 4: The Great Migration

Mon 11/9 – The Harlem Renaissance

Textbook: Chapter XVII (pp. 442-471)

Rudolph Fisher, "A City of Refuge," *The New Negro*, (pp. 57-74)

Wed 11/11 – Veteran's Day (No Class)

Week 5: Goodbye to the Party of Lincoln

Mon 11/16 – Race, Labor, and Capitalism in the Great Depression

Textbook: Chapter XVIII (pp. 474-504)

Lauri Johnson, "A Generation of Women Activists: African American Female Educators in Harlem, 1930-1950," *The Journal of African American History* 89.3, (Summer 2004), pp. 223-240

Wed 11/18 – World War II and Double Victory

Textbook: Chapter XX (pp.535-565)

Scott Kurashige, "The Many Facets of Brown: Integration in a Multiracial Society" *The Journal of American History*, Vol. 91, No. 1 (Jun., 2004), pp. 56-68

John Putnam, "White, Black, and Yellow: Rethinking Multiethnic Los Angeles," *Reviews in American History*, Vol. 37, No. 1 (Mar., 2009), pp. 110-116

Week 6: The Long Civil Rights Movement

Mon 11/23 – The Black Bourgeoisie and the Civil Rights Movement

Textbook: Chapter XIX (pp. 505-534)

E. Franklin Frazier, *Black Bourgeoisie* Ch. 8 (pp. 175-194)

Wed 11/25 – The Sixties

Textbook: Chapter XXI (pp. 566-603)

Charles Payne, "Ella Baker and Models of Social Change," *Signs*, Vol. 14, No. 4, (Summer, 1989), pp. 885-899

Bernice McNair Barnett, "Invisible Southern Black Women Leaders in the Civil Rights Movement: The Triple Constraints of Gender, Race, and Class," *Gender and Society*, Vol. 7, No. 2 (Jun., 1993), pp. 162-182

Week 7: The Fire Next Time

Mon 11/30 – Black Nationalism

Textbook: Chapter XXII (pp. 604-641)

David Hilliard and Donald Weise, eds., *The Huey P. Newton Reader*, pp. 44-78

Wed 12/2 – Neoliberalism and Racial Integration

Textbook: Chapter XXIII (pp. 642-673)

David Hilliard and Donald Weise, eds., *The Huey P. Newton Reader*, pp. 138-159, 200-208, 227-233, 331-336

Week 8: Post-Racial America

Mon 12/7 – The Carceral State and #blacklivesmatter

Textbook: Chapter XXIII (pp. 674-705)

Michelle Alexander, *The New Jim Crow*, Introduction (pp. 1-20)

Final paper(s) due

Wed 12/9 – Final Thoughts

Final Project Presentations

Institutional Policies

Assignment Grading Scale

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

00% - 59% = F

Grade Complaints:

Please email requests to regrade no sooner than 24 hours after receipt of assignment. A regraded assignment may rise or fall if the instructor formally reassesses graded work.

Communication Policy

Students are encouraged to schedule office hours to discuss course-related questions or concerns. Please email particularly substantive questions to the instructor prior to meeting to ensure a productive discussion.

All electronic communication should be responded to within 24 hours. The instructor may not respond to electronic communication sent after 7pm until the next day.

Disability Policy

Students with disabilities who believe that they may need accommodations in this class must request accommodations from the Disability Resource Center (KOM B-125) at 623.935.8863 or 623.935.8928 VP or drc@estrellamountain.edu When you receive the authorization forms from the DRC, please provide them to the instructor right away.

Technology Policy

The use of technology is permitted in class only as it relates to relevant course material. All other uses of technology shall be seen as a distraction and are not permitted.

Disclaimer

All provisions in this syllabus are subject to revision by the instructor. Such revisions, if any, will be announced in class. The student is responsible for making note of all such announcements concerning syllabus revisions and assignments, and, in the case of absence or tardiness, to contact the instructor to determine if any such announcements, revisions, or assignments were made while the student was absent from class.

Academic Support

We care about your success! In addition to meeting with your instructor, EMCC students may use the FREE Academic Success Center/Tutoring services located in Estrella Hall South, first floor, to reinforce and supplement classroom instruction. Free of charge on-campus and online tutoring services are available for most courses offered at EMCC. <http://www.estrellamountain.edu/students/tutoring>

How to get the most from your tutoring sessions:

- The sooner and the more often you come to tutoring, the better.
- Come prepared. Bring your class notes, textbook, and assignment instructions to your tutoring sessions. Look over the readings, try problems, and/or attempt an essay rough draft. If you can, bring a list of specific questions to tutoring.

Additional resources that may be beneficial to your success in this class are:

- [Library](#) - Estrella Hall North, First Floor (623) 935-8191
- [Computer Commons](#) – Estrella Hall North, First Floor (623)-935-8150
- [Counseling](#) – Komatke Hall (623) 935 -8909
- [Disability Services](#) – Komatke Hall (623) 935-8863
- [Veteran Services](#) – Komatke Hall (623) 935 -8937

NOTE: Students will be notified by the instructor of any changes in course requirements or policies.