

Bowie State University
Department of History and Government
African American History since 1865
History 115 Spring 2010 3 Credits

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

COURSE DESCRIPTION: This course is an analysis of the history of African American life from the end of the Civil War to the present.

REQUIRED TEXT: Franklin, John Hope, and Alfred A. Moss, Jr. *From Slavery to Freedom: A History of African Americans* (vol. II since 1865). 8th ed. New York: McGraw-Hill Publications, 2000. ISBN—13: 978-0-07-729952-1

SUPPLEMENTAL TEXT: Williams, Yohuru. *A Constant Struggle: African American History, 1865 – Present*. Dubuque, IA: Kendall/Hunt Publications, 2005. ISBN—0-7575-1759-5



EMERGING ISSUES: As Bowie State University strives to become a campus sensitive to the issues of preserving the environment, elements of the class will be conducted in accordance to this ideal. Moreover, through the study of history students will be able to determine their place within an ever changing diverse and global society.

**GENERAL EDUCATION
COMPETENCIES:**

- I. *Written and Oral Communications:*
 - a. Analyze and discuss critical issues and recurring themes in the discipline;
 - f. Conduct research and evaluate information using the appropriate methods of the discipline;
- II. *Scientific and Quantitative Reasoning:*
 - a. Analyze and understand the physical and biological world as they relate to the historical discipline;
- III. *Critical Analysis and Reasoning:*
 - b. Apply skill in analysis, synthesis, and problem solving;
 - c. Apply logical reasoning in the examination and resolution of tasks.
- IV. *Technological Competency:*

- a. Create a document using word processing software;
- V. *Information Literacy:*
- a. Identification of key concepts and terms that describe the information needed;
 - d. Understanding of the ethical, legal and socioeconomic issues surrounding information and information technology.

TECHNOLOGY REQUIREMENTS: This course is web enhanced and has components on the University's Angel system. This is a new pilot computer system, and there **may be** glitches during the semester. To access the course go to <http://angeltest.bowiestate.edu>.

LIBRARY REQUIREMENTS: Students will be required to utilize the holdings of the University's library as well as other accessible repositories to complete the assigned research project. The project and class assignments will introduce students to primary and secondary sources, reference materials, and tools that the historian uses in his/her craft.



STUDENT EXPECTED OUTCOMES:

Students will:

1. be acquainted with the historian's craft (*Ia, If, IIa, IIIb, IIIc, IVa, Va, Vd*);
2. be exposed to various historiographical writings (*Ia, If, IIa, IIIb, IIIc*);
3. develop an appreciation of the complex societal forces in operation during the 20th century such as racial segregation, enactment from federal and state law affecting black America, rural migration and technology that gave rise to civil rights era, black nationalism and the political dynamics presented by the new millennium (*Ia, If, IIa, IIIb, IIIc*);
4. have an understanding of the unique institutions, organizations and systems that were developed by the transplanted African to America that aided in their survival and adaptation to a new environment and culture after the Civil War (*Ia, If, IIa, IIIb, IIIc*); and
5. study the impact of the Reconstruction, the Gilded Age, and World War I and its aftermath upon the status of the freedmen who had been displaced from the plantation and thrust upon a new technologically advanced America (*Ia, If, IIa, IIIb, IIIc*).

SPECIFIC LEARNING OBJECTIVES:

1. to assist the student's understanding of the methodology and techniques of the historian's craft by utilizing the material culture of the African American experience from the Civil War to the present;
2. to develop the student's skills in research and library skills through the use of African American documents and bibliographic reference tools;
3. to strengthen the student's ability in the areas of critical thinking and abstract reasoning through the examination of historical problems that the confronted-the "displaced" *freedmen* in modern America; and
4. to aid in the student's understanding of the larger plight of humanity through the uniqueness of the African American experience in western culture.

Curriculum Themes	Corresponding Outcomes or Objectives
✓ Academic Scholar	Outcomes 1, 2, & all objectives
✓ Multicultural and Global Perspectives	Outcomes 3, 4, 5 & all objectives
✓ Personal and Interpersonal Perspectives	Outcomes 3, 4, 5 & all objectives
✓ Technological Applications	Outcomes 1 & 2; Objectives 1 & 2

ACTIVITIES TO ACHIEVE THE EXPECTED OUTCOMES:

- Lectures, written assignments, and discussions of conceptual and factual information from the textbook and additional materials such as handouts, articles, and audiovisual material (*Ia, IIa, IIIb, IIIc, IVa, Va, Vd*):
 - 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 (*Ia, IIa, IIb, IIIb, IIIc*):
 - to test the retention of historical knowledge.
- Research Project (*Ia, If, IIa, IIIb, IIIc, IIIc, IVa, Va, Vd*):
 - 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;
 - to assist students in the analysis of a historical question or problem;
 - to draw conclusions for the development of individual perspectives and interpretations of historical problems or questions.

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 and oral 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. In addition, students will produce an original research project to improve their 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. Follow Angel announcements, emails and and/or Twitter (<http://twitter.com/drtlbrown>) for any updates.

STUDENT PREPARATION ROLES

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. *In case of inclement weather or the cancellation of class, students should check Angel for corresponding assignments. **Students who have a disability and who would like accommodations should report immediately to Disability Support Services (DSS), located in Room 1328 in the Business and Graduate Studies Building or call Dr. Michael S. Hughes, DSS Coordinator at 301-860-4067.***

ATTENDANCE

Attendance is required to complete the course successfully. **University rules and regulations state that a student may fail a course if he/she misses a certain number of classes** [six (6) for a course that meets three (3) times a week; four (4) for a class that meets twice a week; and two (2) for a class that meets once a week]. Students are expected to attend (on time) and participate in all scheduled classes and activities. Quizzes and daily class activities are considered class participation and cannot be made up. All students are expected to take examinations and turn in all assignments at the scheduled time. Students who miss assignments because of tardiness will not be able perform make-up work without a valid excuse. Make-up work will be at the discretion of the instructor. For example, if a student misses a quiz, the instructor may, but is not required to, have the student write a paper that is equivalent to that particular activity.

STATEMENT OF ETHICAL AND PROFESSIONAL STANDARDS FOR THE COURSE

According to the "Code of Student Conduct," students are to achieve high standards of ethical and professional academic standards. This includes behavior and appearance in the classroom. For written and non-written scholarship, students are encouraged to be creatively responsible for making a contribution to the body of knowledge. This is accomplished through individual and group effort according to assigned activities. Students who commit acts of plagiarism or copying from other scholarship and/or violating academic standards in the classroom will be penalized according to the "Code of Student Conduct" for students as outlined by Bowie State University. "In cases involving academic dishonesty, a failing grade or a grade of zero (0) for either an assignment and/or course may be administered. Students who are expelled or suspended for academic dishonesty are not admissible to other institutions within the University System of Maryland." **Students engaging in academic dishonesty will fail this course!**

CLASSROOM DECORUM

Bowie State University "prohibits disorderly or disruptive conduct on University premises or at University sponsored activities, which interfere with the activities of others, including studying, teaching, research, and administrative operations." Students must not disrupt class for any reason such as excessive talking or continuously entering/exiting the classroom. Students should be dressed appropriately for an academic setting. Offensive or revealing clothing is not

acceptable in a learning environment. Please refrain from the use of cellular phones (talking and text messaging) and other similar electronic devices (e.g., iPods or other MP3 players) during class. These devices must be silenced prior to the start of class. Recording devices are not allowed in this class. Students who fail to adhere to these policies will be penalized accordingly.

COURSE REQUIREMENTS

Examination questions may be short answer/essay, true or false, or multiple choice. There will be two online, in-class examinations—a midterm and a final. Students are required to research and present a research project (specific guidelines to follow) based on the assigned topic and guidelines relevant to African American history since 1865. Homework discussion questions will be assigned with each lecture topic. Students must complete and turn in all homework at the stipulated time. Optional extra-credit assignments may be assigned during the semester.

Evaluations

Midterm Examination — 20%
 Research Project — 30%
 Final Examination — 30%
 Assignments, Attendance and Participation — 20%

Grading Scale

90 -100 — A
 80 - 89 — B
 70 - 79 — C
 60 - 69 — D
 under 59 — F

COURSE OUTLINE

NOTE: THE SCHEDULE MAY CHANGE GIVEN TIME CONSTRAINTS OR OTHER FACTORS.

ADDITIONAL READINGS WILL BE ASSIGNED AS NECESSARY. ALL CHAPTER ASSIGNMENTS CORRESPOND TO THE REQUIRED TEXT.

Jan. 26 – Feb. 9:	Chapter 12: The Effort to Attain Peace: Post-Civil War Reconstruction
February 11 – 18:	Chapter 13: Losing the Peace: The Post Reconstruction Era
Feb. 23 – Mar. 2:	Chapter 14: Philanthropy and Self-Help
March 4 – 9:	Chapter 15: The Color Line: Enter the Progressive Era
March 11:	Midterm Examination (Chapters 12-14)
March 15 – 19:	Spring Break
March 23 – 30:	Chapter 16: In Pursuit of Democracy: World War I
April 1 – 8:	Chapter 17: Democracy Escapes: Beginnings of a New Negro
April 9:	Last day to drop from a class with a “W” grade: Last day to change from credit to audit status.
April: 13 – 15	Chapter 18: The New Negro Renaissance
April 20 – 22:	Chapters 19/21: The New Deal & Dilemma Fighting for the Four Freedoms: World War II
April 22:	Research papers are due.
April 27 – 29:	Chapter 20: The American Dilemma
Apr. 29 – May 4:	Chapter 22: African Americans in the Cold War Era
May 6:	All extra-credit assignments are due.
May 6 – 11:	Chapter 23: The Black Revolution
May 11:	Last day of class
May 13 –19:	Final Exam (Chapters 15-23): Date & Time TBA

NOTE: AFTER COMPLETING ENGLISH 101 AND 102, STUDENTS MUST TAKE AND PASS THE BOWIE STATE UNIVERSITY ENGLISH PROFICIENCY EXAMINATION. TRANSFER STUDENTS WHO COMPLETED THEIR ENGLISH COMPOSITION REQUIREMENTS AT ANOTHER UNIVERSITY SHOULD TAKE THE ENGLISH PROFICIENCY EXAMINATION DURING THEIR FIRST SEMESTER OF ENROLLMENT AT BOWIE STATE UNIVERSITY. THE ENGLISH PROFICIENCY EXAM WILL BE ADMINISTERED FEBRUARY 18 & 20, 2010 AND APRIL 8 & 12, 2010.

GENERAL REFERENCE SOURCES

- ◆ Bennett, Lerone, Jr. *Before the Mayflower: A History of Black America*. Chicago: Johnson, 1982.
- ◆ Du Bois, W. E. B. *The Souls of Black Folk*. New York: New American Library, 1969.
- ◆ Foner, Eric. *Reconstruction: America's Unfinished Revolution, 1863-1877*. New York: Harper and Row, 1988.
- ◆ Franklin, John Hope. *From Slavery to Freedom: A History of African Americans*. New York: McGraw-Hill, 2000.
- ◆ Hine, Darlene Clark, ed. *The State of Afro-American History: Past, Present, and Future*. Baton Rouge: Louisiana State University Press, 1986.
- ◆ _____. *Black Women in United States History*. Brooklyn, NY: Carlson, 1990.
- ◆ Lincoln, Eric C., and Lawrence H. Mamiya. *The Black Church in the African-American Experience*. Durham, NC: Duke University Press, 1990.
- ◆ Litwack, Leon F. *Been in the Storm So Long: The Aftermath of Slavery*. New York: Alfred A. Knopf, 1979.
- ◆ Logan, Rayford. *The Negro in American Life and Thought: The Nadir, 1877-1901*. New York: Collier Books, 1965.
- ◆ Meier, August. *Negro Thought in America, 1880-1915*. Ann Arbor: University of Michigan Press, 1963.
- ◆ Myrdal, Gunnar. *An American Dilemma: The Negro Problem and Modern Democracy*. New York: Pantheon Books, 1975.
- ◆ Quarles, Benjamin. *Black Mosaic: Essays in Afro-American History and Historiography*. Amherst: University of Massachusetts Press, 1988.
- ◆ Sterling, Dorothy, and Benjamin Quarles. *Lift Every Voice: The Lives of Booker T. Washington, W. E. B. Du Bois, Mary Church Terrell, and James Weldon Johnson*. Garden City, NY: Doubleday, 1965.
- ◆ Woodson, Carter G. *The Mind of the Negro as Reflected in Letters Written during the Crisis, 1800-1860*. New York: Russell & Russell, 1969.
- ◆ Woodward, C. Vann. *The Strange Career of Jim Crow*. New York: Oxford University Press, 1974.

REFERENCE AND BIBLIOGRAPHIC BOOKS

- ◆ Aptheker, Herbert, ed. *A Documentary History of the Negro People in the United States*. New York: Citadel Press, 1951.
- ◆ Davis, Nathaniel, ed. *Afro-American Reference: An Annotated Bibliography of Selected Resources*. Westport, CT: Greenwood Press, 1985.
- ◆ Logan, Rayford W., and Michael R. Winston. *Dictionary of American Negro Biography*. New York: Norton, 1982.
- ◆ McPherson, James M., ed. *Blacks in America; Bibliographical Essays*. Garden City, NY: Doubleday, 1971.
- ◆ Newman, Richard, comp. *Black Access: A Bibliography of Afro-American Bibliographies*. Westport, CT: Greenwood Press, 1984.
- ◆ Porter, Dorothy B., ed. *The Negro in the United States: A Selected Bibliography*. Washington, DC: Library of Congress, 1970.
- ◆ Sims, Janet L., comp. *The Progress of Afro-American Women: A Selected Bibliography and Resource Guide*. Westport, CT: Greenwood Press, 1980.
- ◆ Work, Monroe Nathan, comp. *A Bibliography of the Negro in Africa and America*. New York: Octagon Books, 1965.