HIST 550.01E African American History
COURSE SYLLABUS: Fall, 2015

Instructor: Dr. Derrick McKisick
Office Location: Ferguson Social Sciences #119
Office Hours: M 9 am to 10 am and 2 pm-3 pm, W 1pm-3pm, F 9 am – 10 am or by appointment
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Office Fax: 903.468.3230
University Email Address: derrick.mckisick@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required


Selected downloadable journal articles will be made available through the course’s eCollege site.
Course Description
This course traces the impact and responses to both emancipation and freedom from the end of the Civil War through the election of Barack Obama. The historical time periods, personalities, and perspectives will give the student an understanding of not only the struggle of African Americans for freedom but also their fight to be acknowledged as full citizens of the United States. Additionally, the ways that historians have investigated, written, and interpreted those struggles as an opening to gain an understanding of how history has been used to support both negative and positive views of African Americans. This course will examine the meaning of “freedom” and “equality” and their impact on the larger discussion of “race” and “racism” in the United States.

Student Learning Outcomes
1. Student will develop a familiarity with the historiographical development of African American History from Reconstruction to the Civil Rights Movement

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Essays
The students of this course are required to complete several essays during the course of the semester. All students will write a book review based on Levine, Black Culture and Black Consciousness. In the second book review, all students are required to review A Nation Under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration. For the reception report, each student will be assigned a book to deliver a reception report to the class. FYI: The reception report has the same form as a book review with the addition of the historical and public reception of the work.

Student Presentations
All students are required to make a class presentation regarding their research paper. Each presentation should include: a brief statement regarding the historical relevance of the topic, a statement of the research question, an analysis of the different historical arguments on the topic, a discussion of the primary and secondary sources, and finally, statement of the student’s position. Additionally, all presentations must include a PowerPoint presentation. The presentations will last approximately 10-15 minutes.
Participation

The student’s participation grade will be earned through taking part in classroom discussion sessions. Each student will lead discussions, participate in group led discussions, and present their own research. Although the student will not have a designated discussion leader role in each class, all students are encouraged to be prepared to participate fully in the class discussion and be prepared, if called upon, to take part in the class discussion. Class disruptions will not be tolerated.

Book Review

Introduction
- Introduction must include a brief statement placing the work under review in its appropriate historical context
- Brief overview of the monograph including information about the author and subject
- Restatement of author’s thesis
- Relevance to African American Studies

Strengths/Weaknesses
- Student must identify specific strengths and weaknesses
- What does the student see as a major strengths or weaknesses?
- Student must use specific examples from the texts to support or to illustrate examples of the strengths and weaknesses of the work

Conclusion
- Student must give an overall evaluation of the text
- What do you see as the most important aspects of the work
- Did the text help you to understand this historical topic any better?
- What is your opinion about the text?

Reception Report

Historical Reception
- Student must identify and use several professional historical reviews, which appear in peer reviewed academic journals and newspapers to describe the reception of the work by professional historians and the general public.
- Why was the work significant?
- Why was it important?
- Did the author support his arguments according to professional historians?
- What did professional historians identify as the strengths and weaknesses of the work?

Historiographical Paper

An eighteen to twenty page research paper is required of all students in the course. Students are free to consider any topic within the course theme, but the topic must be cleared with the instructor. The paper must have twenty secondary sources (history monographs - books and peer-reviewed journal articles). Students will turn in a prospectus (50 points) during the seventh week of class. A late prospectus will be docked (10 points) per day, regardless of the excuse. Bibliography and footnotes or endnotes are required in the prospectus and final draft of the
paper in accordance with *The Chicago Manual of Style* or Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*.

## GRADING

### Course Requirements

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<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Book Review</td>
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<td>Reception Paper</td>
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<td>Historiographical Proposal</td>
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<td>Historiographical Paper</td>
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<td>Presentation</td>
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<td>Participation</td>
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### Grades

A 400-359; B 358-319; C 318-278, D 276-238, F 237 – below

The grading criteria of all written work will be based on the following descriptions:

A = Superior mastery of content and reading material; clear organization and factual accuracy; innovative interpretation or argument that responds to the specific directions of the assignment, test, or essay; clearly written and great use of sources.

B = Excellent command of the content and reading material; factual accuracy; a generally solid historical argument backed with specific relevant evidence and sufficient use of sources.

C = Average command of content material; reasonable factual accuracy; ability to produce a specific argument that may not correctly reflect the argument of the selected sources.

D = Poor command of content and failure to follow directions; historical errors of fact; no real argument driving the essay.

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## TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course.

Internet access/connection high speed required (not dialup)

Word Processor (i.e. MS Word)

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0). Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems. Students using Google Chrome report consistent errors and failure to load. It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a
browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

**Turnitin**
All written work must be submitted to Turnitin.com. Submissions to Turnitin are made through drop box on eCollege. All written work will be submitted through the drop box. If you have any questions, please let me know.

**ACCESS AND NAVIGATION**
This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University – Commerce. To get stared with course, go to: https://leo.tamuc.edu.

Before you start, you will need you CWID and password to log in to the course. If you do not know you CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu

**COMMUNICATION AND SUPPORT**

**Interaction with Instructor Statement**
Students are encouraged to make use of the Instructors office hours. Otherwise, I will respond to emails within 24 hours Monday thru Friday between the hours of 9 to 5. Any emails sent on the weekend will be answered at my discretion.

**COURSE AND UNIVERSITY PROCEEDURES/POLICIES**

**Course Specific Procedures**
Texas A&M- Commerce does not tolerate plagiarism and other forms of academic dishonesty. “Academic dishonesty includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another person and passing them of as one’s own), cheating on exams or other course assignments, collusion (unauthorized collaboration with other in preparing course assignments), and abuse (destruction, defacing, or removal) of resource materials are serious offenses and may be punished by failure on the exam or the paper, failure in the course, and /or expulsion from the university. Cheating would include any communication between students during an exam concerning exam questions, looking at another student’s exam for the purpose of obtaining information about the exam, or using any material that might assist the student with answering a question. The instructor reserves the right to question any individual he suspects may have engaged in plagiarism or cheating.

http://www.plagiarism.org
University Specific Procedures

ADA Statement

Students with Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).
COURSE OUTLINE / CALENDAR

Week One:  Introduction, Historical Background and Focus of the Course

Week Two: Reconstruction
Required Readings:


Week Three: The Meaning of Freedom
Reading: Levine, Black Culture and Black Consciousness
Book Review Due: ( Entire Class)

Required Reading:


Week Four: Post-Reconstruction
Mitchell, Righteous Propagation, (Reception Report)

Week Five:
Hahn, A Nation under Our Feet, (Reception Report)

Week Six: The Rise of Jim Crow
Required Readings:


Week Seven: Progressivism, the Harlem Renaissance, and World War I
Required Readings:


Week Eight:
Huggins, Harlem Renaissance (Reception Report)
Lewis, When Harlem was in Vogue (Reception Report)
Proposal Due
Week Nine:
The New Negro and Black Separatism


Week 10:
Ellison, Invisible Man (Reception Report)

Week Eleven:
Required Readings: The Results of War


Week Twelve: The Modern Civil Rights Movement
Required Readings:


Presentations

**Week Thirteen: The Limits of Protest**
Marable, *Malcolm X: A Life of Reinvention* (Reception Report)

**Week Fourteen: Black Power Movement and Student Activism**
Required Readings:


**Week Fifteen: The Long Civil Rights Movement**


**Final Papers Due - December 14, 2015**

Instructor Rights: I reserve the right to modify/change this syllabus, as needed, over the course of the semester.