

AFRICAN AMERICAN HISTORY
HIST 3329 (CRN 26214)
March 13 – April 28 - 2023

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Session: Spring 2023 – B
Virtual office Hours: T and Th 7:00 – 8:30 PM
Or by appointment.
Zoom link: <https://utep-edu.zoom.us/j/82615285062>

Syllabus

This course is an introduction to African American Studies focusing on the history, literature, arts, and material culture of people of African descent in the United States. Textbook, articles, and films will assist us to understand the role that African American men and women have in the history of the United States. Our analysis will center on the political, cultural, social, and economic strategies developed to challenge social relations of power affecting Black individuals. Your instructor has selected activities to examine persisting inequalities affecting African Americans as well as accomplishments in the struggle for equality. Prominent themes include the origins of the African Diasporas; African civilizations; the African Diasporas; the Civil War; Reconstruction; migration; the development of the modern civil rights movement and its aftermath; intellectual and artistic developments; deindustrialization; and, contemporary struggles. The intersections of gender, race, and class will be repeatedly visited in our analysis of African American History with an emphasis on the intellectual production of Black feminists.

Our course requires discipline and dedication: finding time for your weekly reading and writing will help you gain a deeper understanding of the topics at hand and earn you the highest marks.

Students can only take one section of this course under any department, regardless of the term in which the enrollment took place. Students are responsible for dropping this course or a section to avoid duplication of credits. Students can retake this course, or another section, when a failing grade for any section was recorded.

Textbooks:

Keep in mind that you are responsible for all information provided in the assigned texts, lectures, audio recordings and documentaries. You would be well advised to read several topics in advance of lectures and discussions.

Our course material will be provided through our UTEP virtual data base and other internet outlets. The reading assignments are by no means exhaustive; they will, however, provide clues to more detailed treatments of the great majority of issues and questions to be raised in the introductory course in African American Studies and History.

Objectives are:

- To **critically** analyze the social, cultural, and political development of the African American communities in a global context.
- To identify the contributions of African American individuals and communities to the history, economy, and culture of the United States.
- To assess the importance of Black intellectual productions in the construction of notions of human and civil rights and intersectional systems of oppression.
- To recognize diversity in experiences derived from gender, race, and economic class differences.
- To read historical texts and documents in order to use them as sources for clear, accurate, and informed discussion (in class and in your written reports);
- To learn in a cooperative environment the *relationship* and *significance* of historical persons, events, ideas, and concepts.
- To reflect on strategies to become effective educators.

At the end of this course I would like my students to be able to:

- Think critically about the social, cultural, and political development of the African American communities.
- Recognize the contributions of the African American community to the economy, culture, and history of the United States.
- Understand that “race” and “gender” are social constructions affecting African American individuals.
- Understand that racism is a real social structure that determines the quality of life of residents of the United States, intersecting with other relations of power, such as gender.
- Evaluate past events and social processes as factors that shape our present.
- Develop strategies to improve independent study and academic writing skills.
- Become familiar with social science terminology.
- Determine social and individual responsibilities in the democratization of society.

Learning modules:

This course is designed using a modular format—that is, each week is “packaged” as a single module so that all the materials, lecture notes, submission areas, discussion posts are in one area for a given week.

Timely submission of Blackboard and Packback assignments and participation in group discussions are compulsory to pass this course.

All texts assigned for this course will be available through Blackboard, our UTEP library or other internet sites.

The reading assignments are by no means exhaustive; they will, however, provide clues to more detailed treatments of the great majority of issues and questions to be raised in the introductory course in African American Studies and History.

Our study of African American history necessitates an interdisciplinary approach, drawing on paradigms and critical theories, and understanding the humanizing nature of learning about and

eradicating racism and other “isms” damaging to people. Material will not be introduced in a strict chronological order.

Note that films and sections of videos will be used to heighten our appreciation of historical eras and issues. As new material is emerging, our list of resources may change. Always contact your instructor if you do not understand an assignment. I will be glad to clarify any aspect of our homework or the content of our class material.

Grade distribution

Packback assignments	28%
Blackboard discussion board	42%
Quizzes	15%
Final paper	10%
Course evaluations	5%

- 90 – 100% = A 80 – 89% = B 70 – 79% = C 60 – 69% = D 59% and below = F

Assignments are designed to support your learning process in this class. When you do not submit your homework, your level of informed participation in the class is not the optimal. Missing more than five assignments, including journal entries and Packback submissions, will result in a failing grade or a withdrawal from the class. Every assignment must be proofread and processed through Microsoft Word Spelling and Grammar review system to ensure a college-level participation.

I will manage our course through Blackboard but a section of your homework will be submitted through our second platform, Packback. You can find your grades, post messages, form discussion groups and be reminded of assignments and events through our Blackboard platform. When your score is not perfect, make sure you read the feedback provided by your instructor in the field titled “my grades.” If the same errors in are repeatedly submitted, the rubrics applied to your work will be different, assigning a larger weight to the items in need of improvement. I will be working on a one-to-one basis with you. I develop a personal relationship with each of my students through different channels, and always in their own terms. Your intellectual growth is in your hands, take full advantage of my willingness to assist your educational objectives: reply to my comments, improve your homework according to my feedback, and meet with me through Zoom if you need face-to-face instructions.

Discussion board (one original post – one peer reply by Saturday):

Weekly participation in our Blackboard discussion board is required. Read the instructions and prompt for each discussion before posting your reflection. You must submit your first response before having access to the discussion. Your first posting must indicate the sources of the information that supports your answer(s) and perspective. Students majoring in History must cite their sources following the Chicago/Turabian format, in footnotes. Students in other majors may use any academic format (MLA, APA, for example), as long as the pages (or minutes in video) of the source is included along with other pertinent publication information.

After posting your response to the prompts provided in **at least 350**, students will reply to another post (preferably they will not answer to previous replies so we can distribute the conversation evenly) in at least **200 words**. Although detailed responses are encouraged and probably will yield higher quality responses, the 350 **minimum** required for the first posting is **a total that covers the weekly prompt(s)**. Students must submit their original text before reading their peers' assignments. Opening the forum before posting your first entry will result in the cancellation of your grade. Post your original text as early in the week as possible so your classmates can respond to your first submission on time.

Among the objectives of this type of assignment are practicing your argumentative reasoning skills, polishing your academic language, and sharing your knowledge with your peers. "Good point" or "I agree" type answers will not earn points. All answers, including your peer replies, must be text-based and address the connections with other areas of the course or texts while examining in depth how your classmates confirm, challenge, or complicate your own argument or interpretation of the texts assigned. If your score is less than perfect, read the feedback provided so you can improve your assignments and grades. I may invite you to resubmit your corrected text so you can raise your score. Follow our discussions protocols: they are basic requests to respect all opinions, use academic language, and keep in mind that ours is a scholarly forum, distant from Facebook, Tweeter and other media in scope and purpose. Late postings, when authorized, carry a 10% deduction per day, registered at the end of the course.

Chicago/Turabian format (for History majors)

If you are a History major and you have never used this citation format, you will do fine in this course since mastery is not required to complete it successfully. You will learn the basics as we go through the course if you are not familiar with it. Read my feedback so you can correct your texts, if needed. If you pay attention to my feedback, and the areas to polish are immediately corrected, you will have the opportunity to adjust your citations for a higher score. Citation is a small part of your score in each of your assignments but it is an important aspect of your training as historian.

You will maintain your participation status mainly by submitting your work on time and contributing to maintaining a collegial environment. In-class discussions must generate respectful and meaningful conversations. Conversations will always be unfinished since our aim is to generate permanent reflection on the topics at hand and to reflect on the readings, lectures, and documentaries provided as a point of departure. Applying the most current academic terminology to describe communities, except when outdated terms are properly quoted, allows us to observe how our language has evolved to reflect new perspectives in terms of race, ethnicity, and gender relations. When in doubt about the propriety of a term, consult with your professor.

First weekly Blackboard and Packback first posts must be submitted by Wednesday. This first-post due date does not apply to the first week of our term, which will require a first submission by Thursday. Peer responses must be completed by the end of the day on Saturday (11:59 PM). I suggest you start your first Blackboard discussion text and post your Packback question before Wednesday so your peers can submit their replies on time.

Late work policy:

- All assignments, including forum discussions and quizzes are due on or before the assigned dates.
- Late assignments will receive a 10% penalty per day.

It is important that you understand the reasons why you receive the grade you do. Assignments are assessed according to rubrics. You can find the rubrics by clicking on the appropriate assignment link in Blackboard and choosing to “View Rubric” from the button beneath the Points Possible for the assignment. I encourage students to discuss graded papers, quizzes or exams with me, but such conversation can only take place 24-hours after students receive their scores.

Course evaluations:

Our university administration will send you a message to request your course evaluation. Submit it using the link provided in the message. Once completed, you will receive another message stating that you have completed the evaluation. Copy that statement and upload it through Blackboard to receive the points assigned to this activity. Please, ponder carefully the meaning of each question in the evaluation since it is seriously considered by our administration. 3% of your final grade.

The African American Studies Program will also send you a request to complete an additional course evaluation. Please, follow the instructions and post proof of submission. 2% of your final grade.

Final reflection paper:

Students will submit a final reflection paper following the prompts posted one week before the final exam date. Submission of this paper is mandatory to pass this course.

Packback Questions

Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback Requirements:

Your participation on Packback will count toward **28%** of your overall course grade.

There will be a Saturday 11:59 PM MST (**midnight**) deadline to complete your weekly submission –one question and one answer. Submit your question by Wednesday so your peers can respond by Saturday. An exception to this due date is our first week of classes: you may post your question and its explanation on Thursday. In order to receive your points you should submit the following per each deadline period:

- One open-ended question specifically addressing the content assigned in your syllabus, African American history, with a minimum curiosity score of 80, each worth six points of each assignment grade.
- One peer response per week with a minimum curiosity score of 80 each worth 4 points of each assignment grade. You are welcome to submit more than one response if you are interested in other prompts. Invest the same attention to detail and argumentation skills you devote to your question. Cite your sources, integrate information from the material provided in each module.
- Your professor may override your grade if our Packback TA does not evaluate your questions and answers according to our course requirements.

- Cite your sources as you type your question explanation and answers. Then cite your sources again in the tab assigned by Packback for this purpose. This is an easy step since your sources consist of the readings and films needed to complete this assignment. Feel free to add other sources in addition to those assigned in our syllabus. Minimum length required: explanations, 275 words; responses, 225 words. Support your explanations and responses by incorporating information extracted from the material assigned or a credible source.
- No credit will be provided for questions and responses that do not meet the minimum curiosity score.

How to Register on Packback:

You can start by accessing the Packback platform from the tab in our Blackboard Home Page. Once registered you will have to access Packback from Blackboard so your grades can be transferred onto Blackboard My Grades.

You may register by following the instructions below:

1. Only access Packback through Blackboard in order to ensure your grades sync properly
2. Click “Packback” within Blackboard to access the community.
3. Follow the instructions on your screen to finish your registration.
4. In order for your grade to be visible in Blackboard, make sure to only access Packback via the tab in each Blackboard.

Packback will require a paid subscription of \$29.00. Refer to www.packback.co/product/pricing for more information.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: <https://www.youtube.com/watch?v=OV7QmkrD68>

If you need a deferment to pay your subscription to Packback, you can apply through this link:

[Packback deferment plan.](#)

You need to submit an application and enter a realistic date in which you will be able to pay for your registration.

Students' responsibilities

- Students will complete all procedures required to drop the course if they desire to obtain a “W.”
- Students will be active in their own learning process, obtain knowledge on their own, and share their knowledge with their peers and teacher.

- Students will show respect for the instructor, guests and one another regardless of opinion, cultural values and other group differences.
- Communications with your peers and your professor must follow the protocol you will read at <http://www.wikihow.com/Email-a-Professor>. The format to address your professor is “Dr. Chew.” Participation points will be deducted when your messages do not follow the conventions listed in the site referenced.
- When requested to meet with your professor, you must schedule a meeting or meet her during virtual office hours during the next 36 hours.
- Students should give one another equal opportunity to express opinions, experiences and ideas. Students will respond according to their turn, not in a ping-pong mode, or in a two-person discussion. The goal is not to win a discussion but to reflect on the information and perspectives presented during our group conversations.
- All students should be supportive of a cooperative learning environment in the classrooms.
- Students will acquire their subscription to Packback by the first Wednesday of our first week of classes.

Technology requirements

Course content is delivered via the Internet through the Blackboard learning management system. In addition, a subscription to Packback is needed to complete a section of our assignment. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to access, download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

The University of Texas at El Paso provides free 24/7 Helpdesk support to academic students and faculty members teaching on-line. The [Help Desk](#) can provide answers to questions about using technology and services as well as technical support. Please visit the [technical support](#) page for more information.

How are we going to communicate with our professor?

Because this is an online class, we won’t see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

- **Office Hours:** We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held on Zoom and during the times provided in our Blackboard tab. And first area of our syllabus.
- **Blackboard course messages:** We will use our Blackboard message system to communicate. I will make every attempt to respond to your e-mail within 24-48 hours of receipt.

- **E-mail.** If I do not respond during the next 48 hours, e-mail me through our UTEP system at sachewsmithart@utep.edu When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- **Discussion Board:** If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.
- **Phone calls.** When calling my office, please, clearly state your complete name, student id number, course number, and reason of your message. I will answer through our e-mail system within the next 24-48 hours.

Netiquette

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

Language: Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.

Be forgiving: If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

This is permanent: Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments before posting them.

Test for clarity: Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.

Remember your place: A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.

Follow the parameters/stick to the point: Follow the posting requirements and parameters set up by your professor. Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents.

Read first, write later: Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.

Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Attendance and participation

Your participation in the learning activities of the course represents attendance. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by your contributions to maintain a collegial environment in our course and by completion of the following activities:

- o Reading/Viewing all course materials to ensure understanding of assignment requirements.
- o Participating in every engaging discussion with your peers on the discussion boards. The grading rubrics are provided in the “grading information” area of each forum).
- o Other activities as indicated in each module’s folder.

Excused absences and/or course drop policy

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” In an on-line course attendance is evaluated through participation in our forums, punctual responses to your professor’s feedback and instructions, and timely submission of assignments. See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. I may not drop you from the course; however, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar’s Office to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

Make-up work

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed or will miss a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted. Packback assignments will not have make-up opportunities beyond the last day of our course, even when an “I” is assigned along with an extension to complete Blackboard assignments.

Alternative means of submitting work in case of technical issues

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort to prove timely completion of the assignment but you will upload it once your access to Packback and Blackboard are restored.

Incomplete grade policy

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines. Packback assignments will not be accepted after the last day of classes.

Accommodations policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

Scholastic integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#). **Assignments already graded are subjected to revision until the end of the course and will be reported to the OSCCR if academic dishonesty is suspected.**

Class recordings

Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

Test proctoring software

Quizzes may require the use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first test.

Please review the following guidelines:

- Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test.
- Respondus Monitor requires a webcam and microphone.
- You will be required to show the webcam your student ID prior to the start of the test.
- Your face should be completely visible during the test. Blocking the camera will disable the test.
- Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.)
- You should not have conversations with other people and/or leave and return to the area during the test.

Plagiarism detecting software

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

Copyright statement for course materials

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Course resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group modules as well as career and disability assessments.

This syllabus may be subject to modifications.

Approximate reading time is noted in the following schedule for your convenience; however, the length of time a student actually needs to achieve an adequate level of comprehension will vary widely. [Active reading](#) will help you develop a deeper understanding of this course content.

Schedule

Module 1: March 13 – March 18

Introduction:

Tools to Succeed. Reading time: 15 min.

Inclusive language guide. Reading time: 15 min.

Unit 1: The Origins

Read: “The Making of an Atlantic World.” In *Slavery and Remembrance*. Reading time: 3 min.

“Pre-Colonial Africa,” “Sahara Desert, and “Timbuktu.” In *Slavery and Remembrance*. Reading time: 10 min.

Unit 2: The Transatlantic Slave Trade

Read: “The African American Migration Story – Chapter 1: The Early African Diaspora.” Reading time: 3 min.

“African Participation and Resistance.” Reading time: 7 min.

“Children in the Slave Trade.” Reading time: 7 min.

Unit 3: Connecting past to present

Watch: Documentary [13th](#). From Start to 00:20:00.

Select your presentation topic

Module 2: March 20 – March 25

Unit 1: Life in the colonial world

Read: “The African American Migration Story - First Generations in America. (Chapter 2).” Reading time: 3 min.

“New World Racism.” Reading time: 5 min.

“New World Labor Systems: African Slavery.” Reading time: 3 min.

"Hidden Voices: Enslaved Women in the Lowcountry and U.S. South." Reading time: 30 min.
"Free(?) Black Americans in the Ante-Bellum." Reading time: 5 min.

Unit 2: The continued struggle for independence

Read: "Did African American (Enslaved Persons) Rebel?" Reading time: 7 min.
"Fighting their Way to Freedom." Reading time: 7 min.
"The Paradox of the Declaration of Independence." Reading time: 5 min.
"The Pro-slavery Constitution." Reading time: 5 min
"Connections Between the American and Haitian Revolutions." Reading time: 6 min.
"Texas Independence and Slavery." Reading time: 5 min.

Unit 3: Connecting past to present

Watch: Documentary [13th](#). From 00:20:00 to 00:41:00.

Module 3: March 27 – April 1

Unit 1: Abolitionist movements

Watch: "Frederick Douglass." (00:2:59 min.)
"Harriet Tubman." (00:07:27 min.)
Read: "Visiting Primary Sources: Abraham Lincoln Speeches." Reading time: 4 min.
"Black Abolitionists." Reading time: 15 min.
"How Women Abolitionists Fought Enslavement." Reading time: 4 min.

Unit 2: The Civil War – Origins and development

Read: "The Land of Dred Scott." Reading time: 25 min.
"A Nation's Story: 'What to the Slave is the Fourth of July?'" Reading time: 3 min.
"The Civil War Era." Reading time: 2 minutes.
"Black Soldiers in the U.S. Military During the Civil War." Reading time: 5 minutes.

Watch: "Voices of the Civil War." (00:05:08)

Unit 3: Progress and regression: The larger Reconstruction

Watch: "The Story of Reconstruction." (00:08:13)
"The Early Ku Klux Klan." (00:03:07)
Read: "Reconstruction and after." Reading time: 5 min.
"The Southern Black Codes." Reading time: 10 min.
"The Age of Booker T. Washington." Reading time: 5 min.
"The African American Odyssey: A Quest for Full Citizenship." Reading time: 10 min.

Unit 4: Connecting past to present

Watch: Documentary [13th](#). Minutes – 00:41:00 - 1:02:00 ** P

Submit your revised ppt and your script

Module 4: April 3 – April 8

Unit 1: Hard-working people

Read: *Creating Black Americans* (CBA), Chapter 8: Hard-working People in the Depths of Segregation, (Complete citation: Painter, Nell I. *Creating Black Americans: African American History and Its Meanings, 1619 to the Present*. New York: Oxford University Press, 2006.)

Reading time: 25 min.

“WWI and The Red Summer.” Reading time: 6 min.

Unit 2: The New Negro

Watch: Selected video clips in folder.

Unit 3: The Great Depression and the New Deal

Read: “African Americans in the Great Depression and New Deal” Reading time: 20 min.

Unit 4: Connecting past to present

Listen: NPR: *Interview with Robin Kelly*, February 16, 2010 . 17 min.

Module 5: April 10 – April 15**Unit 1: World War II**

Read: *Creating Black Americans* (CBA), Chapter 11: The Second World War and the Promise of Internationalism. (Complete citation: Painter, Nell I. *Creating Black Americans: African American History and Its Meanings, 1619 to the Present*. New York: Oxford University Press, 2006). Reading time: 25 min.

“Before Montgomery: Bayard Rustin and the Fight for Racial Justice During World War II.” Reading time: 17 min.

Watch: Selected video clips in folder.

Unit 2: Cold War Civil Rights

Read: *Creating Black Americans* (CBA), Chapter 12: Cold War Civil Rights. Reading time: 25 min.*

Watch: *Paul Robeson: The First Black Superstar*. (00:06:45).

Unit 3: Connecting past to present

Watch: *Brother Outsider: The Life of Bayard Rustin*, by Nancy Kates, 2002, 120 min.

Module 6: April 17 – April 22**Unit 1: A Civil Rights Revolution**

Read: *Creating Black Americans* (CBA), Chapter 13: Protest Makes a Civil Rights Revolution. Reading time: 25 min.

“Dr. Martin Luther King’s speech: *Beyond Vietnam. A Time to Break Silence*.” Reading time: 10 min.

Watch: “Malcolm X Addressing Police Brutality.” (00:2:48 min.)

I Am Somebody, by Madeline Anderson, 1970. (28 min.)

Unit 2: Black Power

Read: *Creating Black Americans* (CBA), Chapter 14: Black Power. Reading time: 25 min.

“Pathological Matriarchy? Black Women, The Moynihan Report and Black Power Anti-War Activism.”
By Amanda L. Higgins. In *Liberating Minds; Liberating Society: Black Women in the Development of American Culture and Society.*, ed. by Lopez. D. Matthews.

Reading time: 10 min.

“Contributions from Black Americans to America’s Food Culture.” Reading time: 3 min.

Unit 3: Progress and Poverty

Read: “Progress and Poverty” in *From Slavery to Freedom* by John Hope Franklin and Evelyn Brooks Higginbotham, McGraw Hill, 2011. Reading time: 25 min.

“The African Americans Many Rivers to Cross” – Chapter 5: The New Great Migration.
Reading time: 3 min.

Unit 4: Connecting past to present

Watch: “The Black Panthers Health Programs.” (00:9:52 min.)

Module 7: April 24 – April 28

Unit 1: Entering the Neoliberal Era

Read: “Shifting Terrains in the New Century” in *From Slavery to Freedom* by John Hope Franklin and Evelyn Brooks Higginbotham. Reading time: 25 min.

Unit 2: A Renewed Civil Rights Movement

Read: “The Reagan Era.” Reading time: 5 min.

“The Obama Administration.” Reading time: 5 min.

Watch: “Black Lives Matter: The History of a Movement.” (00:15:13 min)

“How do I explain America to my Black Son?” (00:2:45 min.)

Unit 3: African America Today

Read: “‘Where You Live Determines Everything’: Why Segregation Is Growing In The US.” Reading time: 7 min.

“On the Persistence of the Black-White Unemployment Gap”. Reading time: 8 min.

“The Economic State of Black America.” Reading time: 20 min.

Unit 4: Connecting past to present

Watch: “The Racial Wealth Gap.” (45:38)

Final paper: Submit by April 26.

Final grades will be posted on Goldmine by May 3, 2023.