

University of Texas at El Paso
African American Studies Program
Fall Term 2020
African American Leaders of the 20th Century
Course Numbers: AFST 3300 (CRN:18786)/AFST 3390 (CRN:11991) HIST 3390
(CRN:17772)

I. Professor's Information

Name: Dr. Michael Vinson Williams

Session: Fall (2020)

Course Location: **Online**

Virtual Office hours via the Zoom option in Blackboard: Tuesdays and Thursdays 1:30-2:50 p.m. and by requests. I will also be reading Blackboard and email messages daily and will respond within a 24-hour period.

Phone number: 915-747-7822

E-mail: mvwilliams@utep.edu

UTEP Technology Support: <https://www.utep.edu/technologysupport/>

II. Technology Requirements:

Course content is delivered via the Internet through the Blackboard learning management system. 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, with a camera and a microphone. 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.

IMPORTANT: If you encounter technical difficulties beyond your ability to solve, please contact the UTEP [Help Desk](#) who have trained individuals who can assist you with any technological needs. However, please let me know of any problems you are having accessing the course.

Class Recording:

This class will require students to meet as a group via Blackboard **Four** times over the course of the semester, not including the midterm and final exam. The virtual meeting times will be

August 27th; September 24th, October 20th; and December 3rd. All meetings will take place via Black Board at 1:30-2:50 p.m. Please know that if you have any problems over the course of the semester, we will work them out together. These virtual meetings will be recorded for the benefit of those who cannot attend. The use of recordings will enable students to have access to these discussions in the event you miss a synchronous virtual class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. As your professor, I will not share the recordings outside of course participants, which include your fellow students. **You may not share recordings outside of this course. Doing so may result in disciplinary action.**

III. Course Description:

The study of African American historical progress and development remains an integral piece of the American developmental landscape. By focusing on African American leaders, this course provides for a greater understanding of the overall struggle African Americans waged by examining the thought processes and ideas of some of its most outspoken and sometimes controversial leaders. Noted historian Dr. John Henrik Clarke argues that the significance of history is its importance as a starting point **“that people use to tell their time of day. [Furthermore, it] is a compass they use to find themselves on the map of human geography. It tells them where they are, but more importantly, what they must be.”** By focusing on the ideas and thoughts of African American leaders, students will have a better means of understanding the overall struggle against inequality and racism and the ideological origins of the larger movements of the 1950s and 1960s.

Course Objectives and Expected Learning Outcomes

As students, by the conclusion of the course you will:

- A. Have a sound grasp of the social, cultural, ideological and political aspects associated with African American leadership from the late 19th century through the 20th century and their impact upon the development of this country.
- B. Identify pertinent African American leaders, describe their specific philosophies and be able to discern the success, failure and opposition resulting from their ideas and methodologies.
- C. Be able to apply critical analysis to required reading and writing assignments and to apply the same skills for dissecting presented social and historical problems.
- D. Learn research methodologies and proper citation skills.
- E. Write a research paper that address specific issues and present a solid argument supported by facts and examples.

Academic Objectives:

- a.) Gain basic knowledge of the time period and the life experiences of those involved
- b.) Enhance critical thinking skills and its application towards dissecting and understanding the significance and impact of historical issues and leaders

IV. Required Readings:

Students should purchase the required readings at the very start of the semester to avoid difficulties resulting from availability issues. Any student who has trouble locating the material must notify the professor immediately. Lack of a book, however, does not equal a legitimate excuse for incomplete work.

Required Readings:

- John Hope Franklin and August Meier, eds., *Black Leaders of the Twentieth Century* (Urbana and Chicago, Illinois: University of Illinois Press, 1982)
- August Meier, *Negro Thought in America, 1880-1915: Racial Ideologies in the Age of Booker T. Washington* (Ann Arbor, Michigan: University of Michigan Press, 1998)
- Jacqueline Jones Royster, ed, *Southern Horrors and Other Writings: The Anti-Lynching Campaign of Ida B. Wells, 1892-1900* (Boston: Bedford Books, 1997)
- W.E.B. Du Bois, *The Souls of Black Folk* (Oxford and New York: Oxford University Press, 2008)
- Carter G. Woodson, *The Miseducation of the Negro* (Radford, Virginia: Wilder Publications, 2008)
- Thomas Holt and Elsa Brown, *Major Problems in African American History Vol. II: From Freedom to Freedom Now, 1865-1990s: Documents and Essays* (Wadsworth, 2000)

For references purposes, please see images of the book covers at the end of the syllabus.

The required books above are available at the UTEP Bookstore. If you are unable to acquire your textbooks through UTEP, feel free to consult an internet provider such as Amazon or Barnes and Noble. Make sure, however, that the editions are the same as those listed above.

- Please visit [UTEP Bookstore](#)

The UTEP Edge is our philosophy that acknowledges the many assets our students bring to the University. We provide a variety of high-impact experiences both in and out of the classroom environment through the work of our faculty, staff, alumni, and community partners that build on these assets and talents. Many of the assignments and discussions in this class will further develop the talents you bring to this course such as developing your communication skills, critical thinking, and problem solving.

Course Requirements:

Students are required to log in each day, read all assignments with a critical eye and complete and submit all assigned work by the given deadline. Students who do not log in can expect such an absence to negatively affect their overall grade. If a student **has** a problem with logging in for whatever reason, she or he must contact the professor immediately to explain the issue.

The University is committed to providing reasonable accommodations and auxiliary services to students 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. Students with disabilities, **verified through The Center for Accommodations and Support Services (CASS)**, should notify the professor immediately of any required accommodations. See, [Center for Accommodations and Support Services](#)

Submission of and participation in group discussions via Blackboard are required to pass this course. Assignments include **book exams, course quizzes, discussion boards, exams, and a research paper.**

Grades:

There will be a total of two major essay exams: a Midterm and a Final worth 100 points each. Each student will write a 2-3-page book review essay on W.E.B. Du Bois's, *The Souls of Black Folk* and Carter G. Woodson's *The Mis-education of the Negro* worth 50 points each (100 points total) and an 8-10-page research synopsis paper on a specific African American leader, approved by the professor, worth 85 points. **Neither the coversheet or reference pages can be counted towards satisfying the 8-10-page requirement.** There will also be five quizzes comprised of identification/short answer and fill in the blank questions from the readings worth 50 points total and discussion forum submissions worth (15 points total). Students have a total of 450 possible points over the semester. Please see below for point to grade equivalency:

Total Points earned:	Final Grade:
405-450	A
360-404	B
315-359	C
210-314	D
269-0	F

Evaluation Values:

Midterm Exam: 100 points	Book Review #1: 50 points
Final Exam: 100 points	Book Review # 2: 50 points
Research Paper: 85 points	Discussion Board Submission (15 points)
Five quizzes: 10 points each	

The grading scale used for this course reflects the standard A through F scale: 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59 and below = F. To calculate your final grade, I will add the total number of points scored on all assignments and divide that number by the total number of points possible. I will not percentage anything as everything is weighted the same.

It is highly recommended that students visit Blackboard on a daily basis. Students will find their grades, be able to post messages, participate in discussion groups and find test and assignment reminders. Blackboard provides you with access to course materials and the ability to engage with the professor and your classmates.

Late work policy:

Late work will not be accepted unless the professor is provided a legitimate excuse; it is the right of the professor to accept or reject presented excuses. Once assessments windows open, daily assignments must be posted through Blackboard on or before stated deadlines. **All time-based submission deadlines are on Mountain Daylight Time (MDT).** Thus, I strongly recommend 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. 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.

Below please find computer lab hours for the Liberal Arts Center for Instructional Technology (LACIT) and additional computer labs (Due to the current coronavirus pandemic, computer lab hours may be altered):

LACIT**Additional Labs and Facilities****Expectations for Examinations and Additional Assessments:****Blackboard forums (15 points):**

Forums are sites where the entire group meets for conversations on topics related to the readings. Read the instructions and prompts for each forum discussion before posting your reflection. The original posting must indicate (with footnotes when applicable) the sources of any information that supports your perspective. Write your posting in a word document before pasting it into the forum. After posting a reflection of at least 300 words, students will reply to two classmates (preferably two students without two or more replies so as to expand the conversation) in at least 150 words. Students must submit their original text before reading their peers' assignments.

Opening the forum before posting your first entry will result in a cancellation of your grade. You must read the instructions provided for each discussion and respond directly to the prompt.

All answers must integrate the knowledge acquired through the readings. Pay close attention to any feedback provided by the professor so that you can improve future forum reflections. Late postings will not be factored into the final discussion board grade. **Failure to participate in five forums, or recurrent late submissions, will result in an F in this course.**

Midterm Exam: 100 points

The Midterm Exam will be comprised of an identification section where the student is expected to answer (who or what, when, where and why important) for five identifications out of 15 provided. The second part of the exam will be an essay. Students will submit their completed exam by the stated deadline. **Exam date: September 29th from 1:00 p.m. to 3:45 p.m.** Students will submit their completed exam by **3:45 p.m. (MDT).**

Final Exam: 100 points

The Final Exam will not be comprehensive but rather will cover the material from the second exam forward and will follow the same format as the midterm. **Exam date: December 10th from 1:00 p.m. to 3:45 p.m.** Students will submit their completed exam by **3:45 p.m. (MDT).**

Book Reviews: 100 points (Total)

Each student will complete two book reviews on the books listed on this syllabus (Carter G. Woodson and W.E.B. Du Bois). Students who actively engage the readings will be best prepared for composing an effective and engaging review.

Research Paper:

Each student is required to write an 8-10-page research synopsis paper of your choice on an African American leader (**with professor approval**). **Again, please note that neither the coversheet or reference pages can be counted towards satisfying the 8-10-page requirement.** Students must get approval from the professor regarding your selected leader no later than September 8th. Each paper must discuss the ideology of the leader chosen, their impact upon America or their community, as a whole, and the African American struggle for social and political equality in particular. One must consider certain questions: Was the individual successful in his or her overall goals and objectives? If successful in their areas of struggle/leadership, in what ways were they successful? If they were not successful, why did they fail? If you believe it is not as cut and dry as this, explain why. Also, what is the individual's overall legacy and how did they alter American history? **I do not want you to take a book report approach;** you should provide a critical analysis of the individual's leadership style and ideology along with a clear and supported thesis. The sources used, primary and secondary, will be extremely important regarding the strength of your research analyses. Students should use a minimum of 7 primary and 7 secondary sources.

At all cost, students **MUST** avoid generalizations and support your position with a liberal use of examples (documented) and facts to support any conclusions made and any arguments presented. All papers must be typed double-spaced, clearly written, and use **12-point font and Times New Roman Script**. Grammatical errors and misspelled words will hurt your overall grade. Be sure to look over your work and correct any mistakes before submitting the final paper. **All papers must contain a coversheet with the student's name clearly visible, as well as a statement acknowledging it as the student's work or it will not be accepted.** By providing a statement of verification, each student is acknowledging that the work is his or her own and that they have not engaged in any unethical practices concerning the writing of the work. Please feel free to consult with the professor at any point during the term. I also encourage students to take advantage of the services offered by the writing center regarding this assignment if so available.

Book Review Requirements:

Book reviews should do more than inform the reader as to what the book is about. Truly effective book reviews provide a critical analysis of the author's core argument and the ideological structure of the book. In the reviews that you will write for this class, you must provide a clear and well-written analysis of the two books presented. Each review should clearly **define the author's argument, discuss strengths and weaknesses,** as well as **provide commentary on the overall presentation and effectiveness of the work.** I do not simply want

you to regurgitate what the author has written nor do I want you to merely summarize the books; each review should showcase your ability to critically analyze historical arguments, identify suppositions and dissect points of view. Both reviews should also discuss the relevancy of the arguments and solutions the authors present for the problems of their time to those same problems today or whether you believe the issues discussed continue to be problematic.

Plagiarism and Citation: In this course, **you are required to cite sources for any material quoted or paraphrased in any written work or assignment.** Please use the citation style relevant to your academic major. Those using footnotes, please use the *Chicago* style manual for citations. **Again, this course operates under an established and ENFORCED system of ACADEMIC INTEGRITY.** Please feel free to contact the professor if you have any questions. For further discussions regarding the *Chicago* style citation methods, see [Chicago-Style Citation Quick Guide](#).

V. Course Behavior:

Absences:

When you enroll in this course you are, in effect, agreeing to log in and fully participate. Although this is an online class, your attendance and participation is expected in the same manner as would be in a Face-to-Face course. Be forewarned that individual logins will be monitored as will participation and a lack of either will negatively impact your overall grade.

COVID-19 Protocols: Any student who contracts COVID-19, or who must care for someone who has contracted the COVID-19 virus, must let me know immediately so that I can plan with the impacted student regarding the class and coursework. As a means of protecting your privacy and that of your family, please do not email me any health-related information. Instead, I am asking that students send me an email with a viable phone number and a request that I call you back. UTEP also requires that any student who reports a positive COVID-19 test must report this via screening.utep.edu. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to campus when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations. In addition, any student who physically comes to campus must, prior to each visit, also log onto screening.utep.edu and answer a series of questions before coming to campus. I also encourage each of you to complete the COVID-19 student [training video](#).

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know anyone who should report any of these three criteria, encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to covidaction@utep.edu.

Face coverings are required when in common areas of campus or when others are present. You all may also find the following website helpful: <https://www.utep.edu/resuming-campus-operations/?home>.

Cheating:

University of Texas at El PASO has an approved Academic Integrity Policy that applies to all students. The policy states: “Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes is not limited to cheating; plagiarism; collusion; the submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the *Handbook of Operating Procedures* (HOP) and available in the Office of Student Life and the homepage of the Office of Student Life, [[Scholastic Dishonesty](#)], can result in sanctions ranging from disciplinary probation, to failing a grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.”

Under no circumstance will cheating of any kind be tolerated. Cheating on an assignment will result in an automatic **F** followed by appropriate university actions, so refrain from engaging in any unethical behavior as your work will be monitored. For further information regarding UTEP’S Academic Integrity policy, please see [Curriculum and Classroom Policies](#). Students please be aware that **ALL** suspected violations of academic integrity will be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#).

Copyright and Fair Use:

Regarding research and written work, students must avoid infringing upon the rights of others by violating the use and presentation of copyrighted materials. Please view the following from Stanford University Libraries regarding issues of Copyright and Fair Use to avoid plagiarism:

[Copyright and Fair Use](#)

Classroom Etiquette and Expectations:

1. Each student **MUST** demonstrate respect for their classmates at all time. One does not have to agree with all points presented, but students are expected to refrain from personal attacks or harsh language designed to degrade, denigrate or hurt any person. Criticizing the ideas of an individual by way of personal attacks will not be tolerated. See, [10 rules of netiquette for students](#).
2. Participate fully in course discussions.
3. Engage in discussions and analyze different perspectives and ideas.
4. Submit your assignments on time, participate in forums and complete your assessments before all deadlines.

Students should know that the syllabus is subject to changes or modifications but students will always be notified before any changes. **Keep in mind that failure to submit more than five assignments (including forums and quizzes) will result in a failing grade in this course.**

Procedures for Dropping a Course:

I will 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. Below, you will also find links that will be helpful as you navigate the course drop process:

[Course Drop Procedures for Fully Online Students](#)

[Course Drop Procedures](#)

Office Hours: Stay in contact with your professor via e-mail or Blackboard. Use the Help Forum to ask questions and get feedback. Make sure you have all software needed on your computer to use the chat feature. If chat doesn't work, contact your instructor by e-mail. All software related to UTEP sites for online courses will be provided by UTEP; contact the helpdesk/IT office if you have any problems using any Blackboard feature.

UTEP Library Room 300 (Helpdesk/IT technicians can assist you during person-to-person meetings.) Phone: 915-747-4357 or email: Helpdesk@utep.edu Be sure to call for hours due to the coronavirus pandemic as available times or the ability to visit offices may be affected.

How to use Blackboard:

https://www.utep.edu/technologysupport/ServiceCatalog/BB_Students.html

Available Student Resources:

UTEP provides a variety of student services and support. Familiarize yourself with the bookmarks on the left-hand side of the Blackboard student portal (visible before entering into a course) as well as the resources below.

- [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.
- [Chicago Manual of Style](#): A bibliographic citation tool.
- [University Writing Center \(UWC\)](#): Please use this resource for your research paper assignment and for assistance with writing style and formatting.

The History Tutoring Center (HTC) @

<https://www.utep.edu/liberalarts/history/resources/student-resource/history-tutoring-center.html>

- : Receive assistance with writing history papers, get help from a tutor and explore other history resources. Due to the ongoing pandemic, please check to see if this service is available during this term.

Discussion of Classroom Topics:

Due to the nature of this course, student participation is paramount. As a result, the course is structured to initiate student participation and to provide opportunities to engage in meaningful dialog regarding specific historical circumstances and events related to African American history, leadership and activism. The overall objective is to create and connect an online environment conducive to the expansion of ideas, arguments and to the development of individual perspectives regarding the period outlined. Thus, students who actively read all materials and participate in course discussion boards and discussion groups will benefit the most from this course.

Important Dates:

Exam # 1.....	September 29, 2020 @ 1:30-2:50 p.m. via Blackboard
Review Essay # 1 (Woodson).....	October 6, 2020
Review Essay # 2 (Du Bois).....	October 29, 2020
Research Synopsis Paper	November 19, 2020
Holiday (Thanksgiving).....	November 26-27, 2020
Final Exam.....	December 10, 2020 @ 1:00-3:45 via Blackboard

VI. Class Schedule for Required Readings and Assignments: (Schedule subject to changes.)

The class course map was sent to you as a separate document which outlines the completion dates for each reading assignment so that students are prepared to participate in course discussions and complete all assignments when due. Please consult the accompanied course map frequently. Both the syllabus and course map can also be found in Blackboard. Below you will find pictorial representations of the required readings for this course.

