

University of Texas at El Paso
African American Studies Program
Summer I Term
May 18, 2020 through July 2, 2020
African American Women and the Black Freedom Struggle
Course Numbers: AFST 3302-001
CRN: 35123

I. Professor's Information

Name: Dr. Michael Vinson Williams

Session: Summer I (2020)

Course Location: **Online**

Virtual Office hours: I will be reading Blackboard and email messages daily and will respond within a 24-hour period.

Phone number: 915-747-7822

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

II. Course Description:

The study of the role that African American women played during the Civil Rights movement demands academic focus if we are truly to understand what the Movement meant, how it was organized and carried out and what sacrifice represented for all involved in social activism. By focusing on African American women activists, this course provides for a greater understanding of the overall struggle Black people waged to change the fabric of this nation and to place the moral compass of civil and human rights on a global scale. Through this course, students will come to know the tenacity and dogged perseverance African American women displayed and the influence they had on the actions of their male counterparts. Yet, this course also examines the problems women experienced within the movement regarding their "roles" which were often colored by ideals concerning women's perceived "limitations" and proper "place" within the male/female dichotomy. By focusing on the ideas and thoughts of African American women, students will gain a more comprehensive understanding of the encompassing nature and power of activism and the necessity of understanding history and the work of those who came before us as strength for our current struggles. As poet and writer, Alice Walker's words epitomize the internal power of Civil Rights activists in general and African American women in particular, *"We will be ourselves and free, or die in the attempt. Harriet Tubman was not our great-grandmother for nothing."*

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 women's activism from the late 19th century through the 20th century and their impact upon the development of this country.
- B. Identify pertinent African American women, describe their specific philosophies, leadership styles and discern the success, failure and opposition resulting from their ideas and methodologies.
- C. Apply critical analysis to required reading and writing assignments and to utilize 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 civil rights issues and present a solid argument supported by facts and examples.

Academic Objectives:

- a.) Gain 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, movements and leaders.

III. Required Readings:

Students should purchase the required readings at the very start of the term 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 make for a legitimate excuse for incomplete work.

Required Readings:

- Bettye Collier-Thomas and V.P. Franklin, eds., *Sisters in the Struggle: African American Women in the Civil Rights-Black Power Movement* (New York and London: New York University Press, 2001) ISBN: 0-8147-1603-2
- Belinda Robnett, *How Long? How Long?: African-American Women in the Struggle for Civil Rights* (Oxford and New York: Oxford University Press, 1997) ISBN: 978-0-19-511491-1
- Chana Kai Lee, *For Freedom's Sake: The Life of Fannie Lou Hamer* (Champaign: University of Illinois Press, 2000) ISBN: 0-252-06936-6
- **Supplemental Readings:** Additional readings listed on the syllabus are available on the database JSTOR provided by the UTEP Library while video clips are available on YouTube.
- See, [JSTOR](#)

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](#)

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. 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, exams, a research paper and participation in group discussions.**

Grades:

There will be a total of two major essay exams: a Midterm and a Final worth 100 points each. Each student will complete a two-part book exam on Chana Kai Lee’s *The Life of Fannie Lou Hamer* worth 50 points each (100 points total) and a 5-7 page research synopsis paper (cover and reference pages not included in the required page count) on a specific African American female activist approved by the professor (85 points). 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.

Total Points earned:

405-450
360-404
315-359
270-314
269-0

Final Grade:

A
B
C
D
F

Evaluation Values:

Midterm Exam: 100 points

Final Exam: 100 points

Research Paper: 85 points

Book Exam #1: 50 points

Book Exam # 2: 50 points

Five quizzes: 10 points each (50 points)

Discussion Board Submissions (15 points)

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 access to course materials and allow you 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).** 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, lab facilities 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 identification where the student is expected to answer (who or what, when, where and why important) for five identifications out of 15 presented. The second part of the exam will be an essay. Students will submit their completed exam by **11:59 p.m. Mountain Daylight Time (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: July 1st.** Students will submit their completed exam by **11:59 p.m. (MDT).**

Book Exams: 100 points

Each student will complete a two-part book exam on the book listed in this syllabus (Fannie Lou Hamer). The exam will consist of four questions: first two questions worth 12 points each with the final two worth 13 points each for a total of 50 points per exam. Questions will be of a wholistic nature rather than narrowly specific allowing students to effectively demonstrate their understanding of the book in its entirety. Students who actively engage the readings will be best prepared for the reading exams.

Research Paper:

Each student is required to write a 5-7 page research synopsis paper of your choice on an African American female activist (**with professor approval**). Students must get approval from the professor regarding your selected leader no later than May 23rd. Each paper must discuss the ideology of the leader chosen, their impact upon the United States, 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 their overall goals and objectives? If they were 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 overall.

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.

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 *Chicago* style manual for citations. I require that students use footnotes rather than endnotes or parenthetical citation formats. **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](#).

Examination Makeup Policy:

If you miss completing an assignment because of a legitimate excuse (supported by documentation) you must contact the professor immediately to schedule a makeup test. **Students have one day after the day of the missed exam to make it up**, after that he or she will earn a zero on the assignment unless an extended rescheduling period has been agreed upon. **If a student has a problem with an earned grade on an assignment, she or he must wait 24 hours before contacting the professor.**

If you have a disability and need course-related accommodations, please contact **The Center for Accommodations and Support Services (CASS) at 747-5148**, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [Center for Accommodations and Support Services](#).

IV. 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.

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.**

Procedures for Dropping a Course:

If a student feels the need to drop this course, please follow the instructions provided by the links below. The two sites cover students who are enrolled in UTEP Connect's fully online program as well as those who are not:

[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:

[Blackboard Information page](#)

Available Student Resources:

UTEP provides a variety of student services and support. Familiarize yourself with the bookmarks on the right-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.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.

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 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:

Book Exam # 1 (Hamer).....	May 25, 2020
Exam # 1.....	June 1, 2020
Book Exam # 2 (Hamer).....	June 4, 2020
Research Paper Due.....	June 19, 2020
Final Exam.....	July 1, 2020

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

The class schedule 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 schedule frequently.

