

**AFRICAN AMERICAN STUDIES PROGRAM**  
**INTRODUCTION TO AFRICAN AMERICAN HISTORY & STUDIES**  
**HIST 3329 and AFST 2300**

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**Class Time:** 01:30 pm-02:50 pm, LART 209  
**CRN:** 23368 and 23231

**Spring 2016 Syllabus**

This course is an introduction to African American Studies and includes the study of 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 racism and other relations of power. Lectures, audiovisual material and activities are presented in a strict chronological order. They are selected to examine persisting inequalities affecting African Americans access to rights, resources and representation. Prominent themes include the Reconstruction; African Americans' migration; the development of the modern civil rights movement and its aftermath; African American intellectuals; deindustrialization; and contemporary struggles. The intersections of gender, race, and class will be repeatedly visited in our analysis of African American History. We will have prominent scholars as guest speakers during the term; therefore, occasionally, we will meet at different locations outside of our classroom.

Objectives are:

- To **critically** analyze the social, cultural, and political development of the African American communities.
- To identify the African American contributions to the history, economy, and culture of the United States.
- To establish connections between the past of the African American communities and their present.
- 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.

**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.
- Understand that “race” is a social construction.
- Determine social and individual responsibilities in the democratization of society.
- Understand the difference between structural racism and prejudice.
- Evaluate past events and social processes as factors that shape our present.

- Develop strategies to improve independent study skills.
- Become familiar with social science terminology.

Time permitting, all topics listed below will be considered this semester, although not necessarily in the order presented. Students are responsible for all information provided in their textbook and documentaries. Students would be well advised to read several topics in advance of lectures and discussions. The primary textbook for the course is:

Nell Irvin Painter: *Creating Black Americans: African American History And Its Meaning, 1619 to the Present*, Oxford University Press, 2006.

In addition to this book, secondary scholarly essays may be placed on reserve in the library throughout the semester. 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.

Note also 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 this type of resources may change, but you are encouraged to still review them at home to enhance your analysis of our topics.

Course requirements are:

Homework and in-class quizzes	20%
Mid-term examination	30%
Final examination	30%
Student presentation	10%
Participation in classroom discussions	5%
Attendance to an extra-curricular event	5%

**Homework assignments** and in-class quizzes will not be accepted after the dateline. When our class meets outside of our regular classroom to attend a lecture by a guest speaker, students will submit a question for our guest speaker. In addition, students will submit a report describing the event and its relevance to our class.

**Student presentations** will take a maximum of seven minutes. A power point presentation with graphics is required. Submit your power point through Blackboard to receive your grade. Grade will be assigned until the end of the term, once I receive all power points from the class. PPT file must be free of grammatical errors, and the text must be original (not just copy and paste from a source). Citation of sources must be provided in a separate slide. Sources must be academic sources or sources considered reliable by your professor (not Wikipedia, ask.com). Please, consult with your professor if you find information in internet that is important, and no other academic source is validating it. Persons, communities or events must not be included in K-12 history textbooks, or the perspective must be different. Students must obtain approval from professor before presenting. When designing your PPT list main ideas in very few words that can be read from the last row of the classroom, with a maximum of five slides. One question must be presented to the classroom at the end of the presentation, in one last slide. If videos will be shown, they will not exceed three minutes and you must make sure that the volume will not

affect other classes. Students in the class will take notes of presentations. At the end of the class, students will submit a paper with the name of the presenter, the title of the presentation, the answer to the question and the fact that they considered most important. It is the student responsibility to make sure the presentation takes place as scheduled. If postponed, due to changes in our syllabus, students will reschedule with their professor to present before the end of classes, and before the final exam date.

**Exams.** Two exams will be provided. Students must submit a response that includes the historical significance of the event, persons, communities described. Responses must be formulated in the student's own words. Significance of each event, process or person must be provided to obtain full credit for the answer. The objective is to reflect on the information learned, to establish connections with contemporary social processes.

**Participation** in class discussions must generate respectful conversations. Avoid replying directly to other students and wait until all other students speak to take again your turn, even if the conversation takes a different direction. Conversations will always be unfinished, hopefully, as our aim is to generate permanent reflection on the topics at hand and to reflect as we are learning through our readings, lectures, and documentaries. We may disagree with other person's opinion but the objective is to ponder other perspectives. Participation points will not be accrued when students are absent.

Students must attend an event from our Race, Authority and Violence series, or our Black History Month at UTEP. That event will have to take place outside of our class time.

The grading scale is:

A=90-100

B=80-89

C=70-79

D=60-69

F=59 or less

**Absences will result in a deduction of 5% points from the student's final grade**, with the exception of the first absence. Lateness, or leaving the classroom for more than 5 minutes, or leaving the class early, will cause a loss of 2.5% points from the final grade, per instance, after the first event. It is particularly important to attend our special guest lectures punctually. Jury duty, UTEP official representation in sports or academic events, and military orders to leave the city are the only instances in which absences are excused. Four or more unexcused absences can result in the student receiving a failing grade for the course, and only if they are not excessive or limit the ability of the student to submit homework and demonstrate mastering the content of our texts and lectures. Please review your student handbook for policies pertaining to plagiarism. The policies will be adhered to strictly. The assignments and format for the tests will be discussed more thoroughly within the first week of the semester. Welcome!

Week 1 Introduction. Chapter 1: Africa and Black Americans

Week 2 Chapter 2: Captives Transported  
Video "A Son of Africa" =

Week 3 Chapter 3: A Diasporic People  
Student Presentations start.

Week 4 Chapter 4. Those Who Were Free

Week 5	Chapter 5: Those Who Were Enslaved
Week 6	Chapter 6: Civil War and Emancipation
Week 7	Chapter 7: The Larger Reconstruction
Week 8	Chapter 8: Hard-working People in the Depths of Segregation
Week 9	Chapter 9: The New Negro
Week 10	Chapter 10: Radicals and Democrats
Week 11	Chapter 11: The Second World War and the Promise of Internationalism
Week 12	Chapter 12: Cold War Civil Rights
Week 13	Chapter 13: Protest Makes a Civil Rights Revolution Video “Brother Outsider: Bayard Rustin”
Week 14	Chapter 14 Black Power Video “The Black Power Mixtape” Audio “Dr. Martin Luther King. Beyond Vietnam: A Time to Break Silence.”
Week 15	Chapter 15: Authenticity and Diversity in the Era of Hip-Hop
Week 16	Final Exam. Thursday, May 12 <sup>th</sup> . 1:00 – 3:45 PM

This syllabus is subject to modifications. If videos are not available they will be substituted or omitted.