

AFRICAN AMERICAN HISTORY

HIS 265-S01, Fall 2024

ONLINE

Hans P. Vought, Ph.D.

TEXTBOOKS: You should purchase the textbook at the college bookstore or retailer of your choice. You will be responsible for all material in the book in addition to the lectures. In college, you should develop the ability to read critically - that is, to determine what the author's thesis or argument is, and evaluate the evidence which he or she uses to support it. You will probably find it useful to take notes on the reading, both for the discussions and in preparing for the papers and exams. In addition, there will be shorter documents to read on Blackboard in the HIS 265 Documents and the Links section of each module, which will be discussed in the threaded discussions.

- **Deborah Gray White, Mia Bay & Waldo E. Martin, Jr., *Freedom on My Mind: A History of African Americans with Documents*, 3rd ed. (Macmillan, 2021). ISBN-13: 978-1-319-21015-1.** This is a textbook which will give you an overview of the topics we will examine in this course. It also includes historical documents and images.

CONTACT INFORMATION: This is an online class, so most communication will occur online. In the "real world," my office is in Vanderlyn 239D. My Office Hours are 11:40 – 1:00 on Tuesdays and Thursdays and 10:00 – 12:00 on Wednesdays, and by appointment (either in person or online via Zoom). My office telephone number is 688-1594. My e-mail address is voughth@sunyulster.edu. Website: <http://people.sunyulster.edu/voughth>. **Please note that all e-mail communication between faculty and students should occur through Brightspace or the mysunyulster.edu portal, which complies with federal law (FERPA).**

COURSE DESCRIPTION: This course surveys the development of the African American community in the United States from the Colonial era through the present. This course meets the SUNY General Education requirement for Diversity, Equity, Inclusion and Social Justice, as well as U.S. History and Civic Engagement.

LEARNING OUTCOMES: Upon completion of this course, the student should be able to do the following:

1. Analyze why and how the major developments in African-American history from African origins to the present occurred.
2. Describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class and gender.
3. Analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity.
4. Apply the principles of rights, access, equity, and autonomous participation to past, current or future social justice action.
5. Assess the interaction between blacks and other racial and ethnic groups.
6. Analyze the role slavery and black labor played in the economic growth and industrialization of the nation.
7. Describe changes in African-American society and culture.
8. Evaluate the successes and failures of the civil rights movement and its ongoing legacy.
9. Demonstrate the ability to communicate effectively in written English, to apply historical and contemporary evidence to draw, support, or verify conclusions.

SPECIFIC COURSE OBJECTIVES: At the completion of the course, students will be able to do the following:

1. Describe the African nations and cultures from which enslaved forced migrants came in the colonial and early national period.
2. Examine the transatlantic slave trade and its economic and social impact on the peoples and nations involved.
3. Explain the development of slavery in America and its impact on African Americans.
4. Analyze the effects of the Civil War and Reconstruction eras on the political, social and economic status of African Americans.
5. Examine the development of “Jim Crow” segregation and its effects.
6. Explain how African Americans were able to secure greater civil rights and liberties through the post-World War II civil rights movement.
7. Describe the current political, social and economic status of African Americans and understand how history shapes current events.

OUTLINE OF COURSE CONTENT:

Mon. 8/26 – Tues. 9/10 (Mon. 9/2 = Labor Day): MODULE 1: THE TRANSATLANTIC SLAVE TRADE & COLONIAL SLAVERY

- African Background (*Freedom*, ch. 1)
- Transatlantic Slave Trade & Latin American Plantations (*Freedom*, ch. 2)
- Slavery in the British North American Colonies (*Freedom*, ch. 3)

Wed. 9/11 – Wed. 9/25: MODULE 2: AFRICAN AMERICANS IN THE NEW NATION

- African Americans in the American Revolution (*Freedom*, ch. 4)
- New Nation, Old Slavery (*Freedom*, ch. 5)
- The Cotton Kingdom (*Freedom*, ch. 6)

Thur. 9/26 – Sun. 9/29: FIRST EXAM

Mon. 9/30 – Tues. 10/15 (Mon. 10/14 = Columbus/Indigenous Peoples Day): MODULE 3: CIVIL WAR & RECONSTRUCTION

- Free Blacks, Abolitionists, and the Sectional Crisis of the 1850s (*Freedom*, ch. 7)
- The Civil War (*Freedom*, ch. 8)
- Reconstruction (*Freedom*, ch. 9)

Wed. 10/16 – Wed. 10/30: MODULE 4: THE NADIR

- The Rise of Jim Crow (*Freedom*, ch. 10)
- The “New Negro” (*Freedom*, ch. 11)

Thur. 10/31 – Sun. 11/3: SECOND EXAM

Mon. 11/4 – Tues. 11/19 (Mon. 11/11 = Veterans’ Day): MODULE 5: CHANGES IN THE 1930s - 1950s

- The Great Depression (*Freedom*, ch. 12)
- World War II (*Freedom*, ch. 13)
- Fighting Segregation in the 1950s (*Freedom*, ch. 14)

Mon. 11/20 – Mon. 12/9 (Wed. 11/27 – Sun. 12/1 = Thanksgiving Break): MODULE 6: THE CIVIL RIGHTS MOVEMENT & BEYOND

- The 1960s Civil Rights Movement (*Freedom*, ch. 15)

- Civil Rights in the Urban North & Black Power (*Freedom*, ch. 16)
- Recent Trends (*Freedom*, ch. 17)

Thur. 12/12 – Sun. 12/15: FINAL EXAM

STUDENT REQUIREMENTS FOR COMPLETION OF THE COURSE:

Each of the 6 content modules contains reading assignments, lectures, and discussion boards. The discussions posts should be based on the primary source documents at the end of each chapter in the textbook as well as those in the “Links” section of each module.

You will write 10 short papers about the historical documents at the end of each chapter in the textbook. Each paper will be 2-3 pages (typed), and will be in response to one of the “Questions for Analysis” at the end of each chapter in the textbook. These questions ask you to compare several of the primary sources in that chapter. **You must write on 10 of the 17 chapters we will be reading in the *Sources* book.** The papers are due at the end of the module in which we read that chapter. You will submit them to the Turnitin drop boxes in the Paper Assignments folder on Brightspace. *Late papers will not be accepted.*

You will write three essay exams over the course of the semester. The three exams will include a choice of short answer and essay questions, covering material discussed in the readings as well as material discussed in class. The exams are closed-book and notes (including websites) and non-cumulative. I will be submitting your exams to Turnitin to check for plagiarism. Your essays should articulate a clear thesis (that is, an argument supported by evidence) in response to the questions. You are free to express any opinion; however, you must present historical evidence to support it.

N.B.: This syllabus is not a legal contract. Assignments and policies (other than college rules) are subject to revision at any time throughout the course.

LATE PAPER POLICY: The papers are due on the days noted in the schedule above.

Late papers will not be accepted.

ATTENDANCE POLICY: “Attendance” online and meaningful participation in the discussions is mandatory. If you need course adaptations or accommodations because of a disability please make an appointment with me as soon as possible. Please note the withdrawal deadlines set by the college.

ASSESSMENT: Grades will be based upon your meaningful participation in the discussions, the chapter journal papers and the three exams. Discussion will make up 10% of your final

grade, the papers will make up 30% of your final grade, and the exams will make up 20% each of your final grade. There will be no “extra credit” - in college, you are judged by the quality rather than the quantity of your work. Improvement will be taken into consideration in determining the final course grade.

The following grading scale is used:

93-100 = A	73-76 = C
90-92 = A-	70-72 = C-
87-89 = B+	67-69 = D+
83-86 = B	63-66 = D
80-82 = B-	60-62 = D-
77-79 = C+	< 59 = F

Please retain all graded papers from this course until you see your final grade posted on your College transcript. If I suspect you of plagiarism or cheating, you will receive a 0 for that particular exam. You will have an opportunity to meet with me and demonstrate that you are innocent. If a second offense should occur, you will receive a 0 for the course.

FINAL EXAM: The final exam will be given during the regularly scheduled examination period at the end of the semester. It will not be cumulative – It will simply be the third exam.

STUDENT RESPONSIBILITIES FOR ACADEMIC HONESTY: Academic honesty means that students are expected to do their own work and follow the rules regarding acts such as cheating and plagiarism. It is the student’s responsibility to maintain academic honesty. That is, ignorance of the standards of academic honesty is not an acceptable excuse for breaking these standards. Academic dishonesty - breaking the standards of academic honesty - is taken very seriously by the College. Breaking the rules of academic honesty will result in immediate disciplinary consequences.

Academic dishonesty includes, but is not limited to, the following actions:

1. Cheating on examinations or quizzes. Examples include (a) referring to materials that the instructor has not allowed to be used during the test, such as textbooks or notes or websites; (b) using devices the instructor has not allowed to be used during the test, such as cell phones, text messages, or calculators; and (c) copying from another student’s paper or asking another student for an answer.

2. Plagiarism. Plagiarism means the use of words or ideas that are obtained from other sources without giving credit to those sources. Not only do quotations have to be referenced, but also any use of the ideas of others, even if expressed in the student's own words, must be referenced. The College has a service to check for plagiarism. Any student paper can be submitted for this plagiarism check.

3. Submission of work that is not entirely the student's own work. Having another person write a paper or parts of a paper is one example of this offense; allowing another student to copy test answers is another example.

4. Theft or sale of examinations, falsification of academic records, and similar offenses.

5. Submitting work to more than one class without the permission of the second instructor. For example, a student who submits to a class a paper previously turned in to another class is in violation of academic honesty, unless the second instructor has given permission.

6. Unauthorized duplication of computer software or print materials. For example, turning in a term paper downloaded from a website is a violation of academic honesty.

7. Influence. A student should not attempt to get an instructor to change a grade or record for any reason except achievement. For example, trying to get an instructor to change a grade because of personal hardship - or because of a bribe - is a violation of academic honesty.

8. Practice of any other form of academic dishonesty not included in this list.

Basic Needs Statement

To learn effectively you must have basic security: a roof over your head, a safe place to sleep, enough food to eat. If you are having trouble with any of those things, please contact Samantha Chambers at chambers@sunyulster.edu or 845-688-1560.

Start Here. Go Far Boutique

VAN 154

Weekdays 8:30a-4:30p

A Dress to Feel Your Best resource. Free clothing, shoes, accessories, coats, scrubs, undergarments, and select personal care items. FREE for students.

Samantha Chambers, Assistant Dean of Student Affairs

StudentLife@sunyulster.edu, 845-688-1560

SUNY Ulster Food Pantry

VAN 155

Wednesdays 10:30a-1:30p, Thursdays 11:30a-12p

The Food Pantry provides free food and select personal care items to all SUNY Ulster Students, Faculty, and Staff regardless of race, color, creed, religion, citizenship, national origin, sex, age, gender identity, sexual orientation, or ability.

Samantha Chambers, Assistant Dean of Student Affairs

chambers@sunyulster.edu, 845-688-1560

Office of Mental Health

Zen Den (entrance through VAN 119)

Weekdays 9:00a-4:30p

Students are provided with short-term counseling for issues involving mental health, alcohol or substance abuse, careers, and life skills. When needed, referrals are made to outside agencies.

Ashley Brown, LCSW-R, Crisis Counselor/Case Manager Director

brownas@sunyulster.edu, 845-687-5192

Office of Accessibility Services

VAN 128F or VAN 128C

(Entrance through VAN 119)

Weekdays 8:30a-4:30p

At SUNY Ulster and in this class, we welcome a diverse student body and are committed to promoting access and inclusion for all members of our campus community. For more information and for students who plan to request academic accommodations, please contact Accessibility Services at Accessibility@sunyulster.edu Phone: (845) 687-5121. They will assist eligible students with the process of setting up accommodations.