

**AFRICAN-AMERICAN HISTORY II SINCE 1865
HIST 320-01 / PAS 320 No. 1686 CD1**

Professor Bruce M. Tyler
Fall 2008
Class Hr. TU-TH: 2:30-3:45 p.m.
Room GH 202
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Syllabus statement:

The instructor reserves the right to make changes to the syllabus when necessary to meet learning objectives, to compensate for missed classes, or for similar reasons. The student is obligated to adjust to any new requirements.

Course statement:

This course is designed to promote historical knowledge and critical evaluation, and to help students write college-level essays. These skills can be achieved by the readings and examinations for this course. This is an elective course. Attend classes regularly. Slides and films will be shown periodically and if you object, take another class.

Students with Disabilities:

All students with a disability who require special accommodation to participate in and complete this course must contact the Disability Resource Center (852-6938) for verification of eligibility and for determination of specific accommodation.

Class Attendance:

Class attendance is required as part of the learning process. If you are not in class, you are not participating in the learning process. Your grade will be lowered one full letter grade if you miss three unexcused classes and lowered again for the same. Plan to attend class regularly or drop this class.

Class room and faculty office decorum

Students should be able to interact with one another and the faculty in the classroom and faculty office with respectful conduct in language, behavior and demeanor. Avoid hostile conduct or you may be asked to leave the classroom or office. Further action may be warranted in some cases.

Grades are private and will not be discussed in public or in classroom group discussion. Do not initiate discussions of your personal grade in the classroom. See instructor in his office or in private.

Grade disputes:

Student must see professor first in a grade dispute before going elsewhere to argue their case. Oral discussions over disputed grades generally will be avoided because of possible high emotions over grades. Instructor will re-read an exam at the request of the student where a grade is in dispute and write comments to affirm or change a grade. In any case, students will not be allowed to grade themselves.

Friendly discussions in instructor's office over improvement of work and grades are permissible and welcomed.

Class attendance dates: August 25 to December 9, 2008

Academic calendar 2008**Fall 2008 Semester**

Classes start	August 25	Monday
Last day of registration	August 25	Monday
Last day to add/drop a course	August 29	Friday
Labor Day holiday	September 1	Monday
Last day to apply for degree	September 12	Friday
Mid-Term Break	October 13-14	Monday, Tuesday
Last day to withdraw	October 16	Thursday
Election Day	November 4	Tuesday
Thanksgiving Vacation	November 26-30	Wednesday-Sunday
End of Classes	December 9	Tuesday
Reading Day	December 10	Wednesday
Final Examinations	December 11-17	Thursday-Wednesday
Degree Date	December 17	Wednesday
December Commencement	December 18	Thursday evening

2008

New Year's Day	Jan. 1, 2008	Tuesday
Martin Luther King Day	Jan. 21, 2008	Monday
Memorial Day	May 26, 2008	Monday
Independence Day	July 4, 2008	Friday
Labor Day	Sept. 1, 2008	Monday
Presidential Election Day	Nov. 4, 2008	Tuesday
Thanksgiving Holiday	Nov. 27-28, 2008	Thursday, Friday
Winter Break	Dec. 25-31, 2008	Thursday-Wednesday

Class dates: Classes will be held from August 25 to December 9, 2008
Final exams date: Dec. 5-11

COURSE GOALS AND OBJECTIVES:

Upon completion of this course, students should:

1. Understand the role African Americans played in Reconstruction era after the Civil War.
2. Understand that the fight for freedom was long, hard and bloody struggle
3. Have an understanding that class and race war against African Americans is part of American history.
4. Understand the political, economic and social policy of American society toward blacks and their response.
5. Note the co-existence of white democracy and racial apartheid.
6. Understand how African Americans made the transition from slavery to freedom and from rural life to urban life.
7. Appreciate the New Negro movement, especially in Harlem of the 1920s.
8. Understand the role of African Americans in the wars of the United States and their patriotic struggles.
9. Understand the emergence of the modern civil rights movement and the post-civil rights period with its conservative reaction white racial domination and special privileges over all minorities and women.

UNIVERSITY AND COURSE OUTCOMES:

Students should:

1. Understand the traditions of freedom and slavery and Apartheid in the United States history.
2. Have a broad, practical understanding of their chosen field in U.S. History.
3. Become familiar with the ideas and programs driving the U.S. concerning Reconstruction and racial democracy.
4. Understand complex global forces and ethnic conflict in American history.
5. Become familiar with the ideas, people, and programs driving African Americans in their quest for freedom.
6. Communicate effectively in speech and writing.
7. Have a constant attraction to new ideas.
8. Have articulated personal values.
9. Become effective self-evaluators for constant improvement.
10. Seek lifelong education.
11. Develop a commitment to liberty, fraternity, and respect for human life and the earth.
12. Consider adopting new traditions or modifying old ones.

Understanding Cultural Diversity:

Understanding cultural diversity means students will have a broad exposure to a variety of social systems, cultures, and subcultures, within both the United States and the rest of the world. This portion of the course encourages an appreciation of the realities of a racially and culturally diverse world.

Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Recognize that social and cultural systems develop out of adaptation to environmental and historical circumstances.
2. Recognize the role of race, class and gender as important historical issues.
3. Communicate an understanding of the ways in which race, ethnicity, and/or gender are socially constructed.
4. Communicate an understanding that different cultures may hold different views of the same issues. Your work should reflect this diversity and complexity.
5. Evaluate pertinent information and assertions for relevance, bias, stereotyping, manipulation, and completeness. Your work should reflect these concerns.

EXAMINATION MATERIALS:

1. Exams are on this course's materials.

2. To ignore these materials will result in a grade of "F".
3. Cite other sources when appropriate.
4. This statement is not meant to discourage you from consulting other sources.

EXAMINATIONS AND GRADING STANDARDS

ACADEMIC DISHONESTY:

Avoid plagiarism, which is the use of primary or secondary materials without proper citation in the footnotes, endnotes, or in the work. Submitting work found on an Internet site or submitting another student's work as one's own is unacceptable. Students must produce their own work employing their own ideas and words. All forms of academic dishonesty will result in an "F" in the course; such students will be reported to the Dean's Office for possible further penalties.

ACADEMIC PERFORMANCE EXPECTATIONS:

Standard Essay Format	Class Discussion	Art of Reading
1. Thesis statement	1. Understanding	1. Thesis
2. Body/proof	2. Reflection	2. Chapter themes
3. Conclusion	3. Correction	3. Persuasive or not

ESSAYS AND GRADING STANDARDS:

1. Heavy grammar problems can lead to an F grade, moderate problems one letter drop and light may only reduce grade by a few points or none.
2. Severe lack of key information can lead to an F grade.
3. Failure to answer the question can result in an F or a reduced grade, depending on the severity of the problem.
4. General essays can have heavy, medium or light problems that result in failure, a full letter grade drop, only a few points loss or none. For borderline grades, a few points can drop you one letter grade.
5. Take home essays must be typed, double-spaced, spell-checked, and a cover page with standard information.
6. Use 12 CPI typescript size generally. Avoid extra-large or small type.
7. Staple and number multiple pages. Use a cover page with full identification of course, instructor, use first and last name that you enrolled under (no nick names), date, exam title.

QUIZZES AND GRADING STANDARDS:

1. A few key words
2. First choice answers
3. Intelligible answers

EXAMINATIONS AND DATES: EXAMINATION QUESTIONS INCLUDED:

- #1. **Essay Due Sept. 18/Thurs. 16-pts. 3-pages.**
All essays must be typed and double-spaced.
African Americans and their organizations were allied with the Radicals in the Republican Party during Reconstruction, 1863-1877, to create a free society that included them. Critically discuss the role African Americans played in Reconstruction.
- #2. **Essay Due Oct. 2: Thurs. 16-pts. 3-pages.** Typed and double-spaced.
Critically compare and contrast the (1) ideology, (2) programs, (3) differing historical interpretations of slavery and Reconstruction to justify their ideology and programs of liberation of African-Americans and (4) the United States as a possible world model of democracy, race and reconciliation according to Booker T. Washington's, Up From Slavery and W.E.B. DuBois's, The Souls of Black Folk.
- #3. **Essay Due Oct. 16/Thurs. 16-pts. 3-pages.** Typed and double-spaced.
(1) African American soldiers and civilians fought for democracy at home and abroad during World War I and (2) in the 1920s during the New Negro (Harlem Renaissance) or Jazz Age movement. Explain their pro-democracy movement at home and abroad during World War I and

in the 1920s and its importance. (The ideological, military, social and cultural fronts for freedom and democracy are key parts of this exam).

- #4. **Essay Due Nov.6/Thurs. 16 pts. 3-pages.** Type and double-spaced. Critically evaluate the role of African-Americans and Louisville's role during World War II and the fight for the Double V: Victory at home and abroad for Democracy.
- #5. **Essay Due Nov. 20/Thurs. M.L. King. 16 pts. 3-pages.** Type and double-space. James Colaiaco argues that Rev. Martin Luther King's strategy of militant nonviolence destroyed legal segregation and discrimination beginning in the 1950s and ending with his death in 1968. If you agree or not, why and how did he do it or fail?
- #6. **ONE-page theme essays as "pop quizzes" for a total of 4-points each will be given. You must be in class and you have no right to a make up since these are considered "pop quizzes."**
- #7. **Final Essay exam due December 9TH/Tues. 16 Points. 4-5 pages.**
Note: You must take the Final exam to pass this course.
Typed and double-spaced.
Critically evaluate the post 1968 African-American society and culture and success of the modern civil rights movement and its leaders, policies and the conservative backlash, and the civil rights community's response up to the 1990s. (You must cover each decade. Do not leave out the 1990s under President Clinton and the Contract With America of 1994.)

Make-up exams: Doctor or lawyer's excuse in writing. Depending on problem, reasonable time will be given to make-up or drop one full letter. Alternative test may be given. You do not have an unlimited right or time to make-up exams. If your problems overwhelm you, drop this course and take it later.

BOOKS REQUIRED FOR THIS CLASS:

1. John Hope Franklin, **From Slavery To Freedom**. Vol. II
2. J.H. Franklin, ed., **Three Negro Classics**: (1) B.T. Washington, *Up From Slavery*; W.E.B. DuBois, *The Souls of Black Folk*; James Weldon Johnson, *The Autobiography of An Ex-Colored Man*
3. Bruce M. Tyler, **Louisville in World War II** (Arcadia, 2005)
4. James Colaiaco, **Martin Luther King, Jr.**
5. **Lecture notes, where appropriate, are required information on exams**

WEEKLY LECTURES THEMES AND READING ASSIGNMENTS:**WEEK DATES****Wk 1: Aug. 26-28:**

Intro to Course & Materials. The Freedmen's Bureau & Reconstruction, Read Franklin, Ch. 12-13.

Wk 2: Sept. 2-4

Reconstruction & Collapse: Douglass' Lamentation, Frkln, Ch. 13.

Wk 3: Sept. 9-11:

Knights of Labor & Populism, Frkln, Ch. 14-15.

Wk 4: Sept. 16-18

The Black Crisis of the 1890s & the Atlanta Compromise, 1895, Frkln, Ch. 14-15; Film.

#1 Essay Due Sept. 18/Thurs. Reconstruction.**Wk 5: Sept. 23-25:**

World War I: At Home & Abroad, Frkln, Ch. 16-17.

Wk 6: Sept. 30 & Oct. 2

Harlem Renaissance, Goin' Back To T-Town; Frkln, Ch. 18

#2 Essay Due Oc. 2/Thurs. On DuBois & BTW.**Wk 7: Oct. 7-9:**

The 1930s: depression & FDR's New Deal; film; Frkln, Ch. 19

MIDTERM BREAK OCT. 13-14: Mon.--Tues. of WK 8**Wk 8: Oct. 16**

The Black Double V and World War II

#3 Essay DUE Oct. 16 Thurs. On WW I & the New Negro**Wk 9: Oct. 21-23**

Cold War, Frkln, Ch. 19-22; Black Louisville, slides. Read J. Baldwin.

Wk 10: Oct. 28-30

The Civil Rights Movement, Frkln, Ch. 23.

Wk 11: Nov. 4-6

The Black Student Union Movement & The Black Panthers

#4 Essay Due Nov. 6th/Thurs.: on World War II Tyler JHF**Wk 12: Nov. 11-13**

The Rise of the Black Voter & Politicians

Wk 13: Nov. 18-20:

The Black Elected Officials Movement

#5 Essay Due Nov. 20-THURS. REV. M.L. King**Wk 14: Nov. 25-27**

The Black Woman & Family & the White Backlash Frkln, Ch. 24.

Wk 15: Dec. 2-4

Pro-Democracy & The Conservative anti-Racial Democracy Reaction

Wk 16: December 10 Reading Day**#6 FINAL EXAM ESSAY DUE DEC. 9TH/TUES. 3 to 3 & 1/2 PAGES.**

BRING EXAM TO MY OFFICE GH-102A OR TO THE HISTORY DEPARTMENT SECRETARY. YOU MUST SIGN YOUR EXAM IN WITH INSTRUCTOR OR STAFF AS PROOF YOU TURNED IT IN!!!!

(LATE PAPER RULE APPLIES!!!) African-American History II
BEST WISHES: Professor Bruce M. Tyler

7X16 = 112 points (quizzes and exams)

Total of 4 points "pop quizzes" at one point (1) each: One page critical commentary & turned in next class meeting after pop quiz is given!!!

Total points of 112 + 4 = 116

16	=	100%
15	=	93.75%
14	=	87.5%
13	=	81.25%
12	=	75%
11	=	68.75%
10	=	62.25%
9	=	56.25%
8	=	50%
7	=	43.75%
6	=	37.5%
5	=	31.25%
4	=	25%
3	=	18.75%
2	=	12.5%
1	=	6.25%
0	=	0

Final grades are calculated on the following scale:

**A=116-105,
 B=104-93,
 C=92-80,
 D=79-70,
 F=69-0**

SYLLABUS CONTRACT AGREEMENT:

I AGREE TO COMPLY WITH THIS AGREEMENT AND UNDERSTAND ITS REQUIREMENTS. REMAINING IN THIS COURSE MEANS I ACCEPT THIS AGREEMENT AND MUST ABIDE BY IT. I ALSO AGREE TO FILL OUT THE STUDENT EVALUATION NEAR THE END OF CLASSES.

STUDENT SIGNATURE:

DATE: