

# SYLLABUS – HIST 480/580

African–American History  
Spring 2001

[Dr. Kurt Hackemer \(../index.html\)](#)

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## Course Time and Place:

This course meets in East Hall Room 220 on Tuesdays and Thursdays from 2–3:15 p.m.

## \*\*Office Hours

\*\* Monday/Wednesday 1–3 p.m. and Tuesday/Thursday 8:30–10 a.m., although you can arrange to see me anytime. I can almost always be reached via email.

## Required Readings

Hine, Hine, and Harrold, *The African–American Odyssey*. ISBN 0–13–571852–X.  
Finkenbine, *Sources of the African–American Past: Primary Sources in American History*. ISBN 0–673–99202–0.

Scott and Shade, *Upon These Shores: Themes in the African–American Experience 1600 to the Present*. ISBN 0–415–92407–3.

Selected readings will be placed on reserve at ID Weeks Library over the course of the semester.

## Course Objectives

This course is a survey of the African–American experience in the United States from colonial times to the present. Because it is a survey course, we will not have the opportunity to give as much attention as you may desire to every important, interesting, and controversial topic. However, we will discuss a wide range of issues about which you will be expected to think and form your own opinions. African–American history is challenging because it requires us to come to terms with a culture that is both unique and an integral part of American history. Your papers and exams will give you ample opportunity to wrestle with those ideas. Be forewarned: rote memorization of facts and dates will do you little good in this class. Because this course will be primarily discussion based, with lecture time included where necessary, be prepared to think for yourselves.

## Course Requirements – Undergraduates

The instructor expects each student to keep up with the schedule of readings that appears on this syllabus. You will have a much better idea of what's going on if you have done the reading. These assignments, along with information from our discussions and the occasional lecture, will provide the material for the papers and exams. There are 650 possible points to be earned in this class. There will be two (2) essay/ID exams, one at midterms and one during finals week. Each exam will be worth 100 points. You will also write two thought papers worth 100 points each. Over the course of the semester, you will develop a research project of some kind in consultation with the

instructor. It may take the form of a paper, lesson plan, or anything else that we can agree upon and will be worth 150 points. Finally, you can earn up to 100 points for class participation. (Please recognize that I understand the difference between quality and quantity when it comes to discussion.) Your course grade is determined by your average and is based on a standard 10-point scale.

### **THERE WILL BE NO CURVE.**

### **Course Requirements – Graduate Students**

Graduate students will meet the same requirements as the undergraduates. In addition, they will write outside reviews of three additional books related to their research project.

### **Makeups**

Makeups must be taken within two weeks of a missed exam or paper and will only be given if the student has a university-approved absence. **It is your responsibility to arrange the makeup.** Unless there are extenuating circumstances, makeups not completed within two weeks will have a score of zero entered on the gradesheet. Students with unexcused absences will not be allowed to take a makeup.

### **Writing Identification Exam Questions**

On identifications, keep three things in mind. First, identify the person, place or thing so that I know that you know what it was. Next, put the item in historical context so that your understanding of its place in history is apparent. And finally, if possible, demonstrate that you understand why the item was significant. Why did I ask you about it? What was its historical contribution?

### **Writing Essay Exam Questions**

When writing essays, it is important that you build your answer around some kind of thesis statement. Be blunt and put your thesis in the opening paragraph. The remaining paragraphs should strengthen your thesis while answering the question. I often write essay questions that ask you to explain different aspects of a basic question. You may find it easiest to make each of these aspects the subject of its own paragraph. Be sure to support your essay throughout with details from lectures and your readings. Make it **crystal clear** to me that you understand the material. Finally, include a strong conclusion where you tell me what you just told me in the rest of the essay.

### **Writing Thought Papers**

Twice during this semester you will be asked to write a thought paper. Each time, you will be assigned a broad question to think about. Your paper will give you the opportunity to answer the question in a very personal way. I will not assign a question with the intent of receiving a specific answer, but I will expect you to demonstrate a working knowledge of the materials covered to date. Each paper should be no less than 5 typed, double-spaced pages in length.

### **Semester Schedule**

Topics and dates are subject to change.

Additional readings may be placed on reserve at ID Weeks Library and will be announced in class.

**WEEK 1: 11 JAN**

Introduction to the Course

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**WEEK 2: 16–18 JAN**

The African Background

Readings: *African–American Odyssey*, ch. 1–2; Finkenbine, ch. 1; *Upon These Shores*, ch. 1.

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**WEEK 3: 23–25 JAN**

The Colonial Experience

Readings: *African–American Odyssey*, ch. 3; Finkenbine, ch. 2; *Upon These Shores*, ch. 2–3.

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**WEEK 4: 26–28 JAN**

Blacks and Revolutionary America

Readings: *African–American Odyssey*, ch. 4; Finkenbine, ch. 3.

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**WEEK 5: 30 JAN – 01 FEB**

Life in the Early Republic

Readings: *African–American Odyssey*, ch. 5; Finkenbine, ch. 4; *Upon These Shores*, ch. 13.

**First Thought Paper Due 01 FEB**

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**WEEK 6: 06–08 FEB**

Slavery and Free Blacks

Readings: *African–American Odyssey*, ch. 6–8; Finkenbine, ch. 5–6; *Upon These Shores*, ch. 4–5.

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**WEEK 7: 13–15 FEB**

Prelude to Conflict and the Civil War

Readings: *African–American Odyssey*, ch. 9–11; Finkenbine, ch. 7.

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**WEEK 8: 27 FEB – 01 MAR**

Success and Failure of Reconstruction

Readings: *African-American Odyssey*, ch. 12–13; Finkenbine, ch. 8; *Upon These Shores*, ch. 6.

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**WEEK 9: SPRING BREAK**

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**WEEK 10:**

**13 MAR**

The Jim Crow South

Readings: *African-American Odyssey*, ch. 14–15; Finkenbine, ch. 9; *Upon These Shores*, ch. 7.

**15 MAR: Midterm Exam**

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**WEEK 11: 20–22 MAR**

Blacks in Progressive America & WWI

Readings: *African-American Odyssey*, ch. 16; Finkenbine, ch. 10–11; *Upon These Shores*, ch. 8–9.

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**WEEK 12: 27–29 MAR**

The 1920s – Pan-Africanism, the Harlem Renaissance & Oscar Micheaux

Readings: *African-American Odyssey*, ch. 17; Finkenbine, ch. 11; *Upon*

*These Shores*, ch. 11–12.

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**WEEK 13: 03–05 APR**

The Great Depression and New Deal

Readings: *African-American Odyssey*, ch. 18–19; Finkenbine, ch. 12.

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**WEEK 14: 10–12 APR**

World War II

Readings: *African-American Odyssey*, ch. 20; Finkenbine, ch. 13.

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**WEEK 15: 17–19 APR**

Civil Rights, Part I

Readings: *African–American Odyssey* , ch. 21; Finkenbine, ch. 14–15; *Upon These Shores* , ch. 10.

**Second Thought Paper Due 19 APR.**

**WEEK 16: 24–26 APR**

Civil Rights, Part II

Readings: *African–American Odyssey* , ch. 22; Finkenbine, ch. 16; *Upon These Shores* , ch. 14–15, 19.

**WEEK 17: 01–03 MAY**

The 1980s and Beyond

Readings: *African–American Odyssey* , ch. 23; Finkenbine, ch. 17; *Upon These Shores* , ch. 16–18, 20–21.

**10 MAY**

**FINAL EXAM – 3:00–5:00 p.m.**

**Statement on Disabilities :**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Dr. Elaine Pearson, Director of the Office of Disability Services (Service Center 119, 677–6389) as early as possible in the semester.

KEEP THIS SYLLABUS AND REFER TO IT OVER THE COURSE OF THE SEMESTER.  
WHEN IN DOUBT, ASK QUESTIONS.

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Revised 8 January 2001