

HI 317L & AFR 317D
Introduction to African American History

University of Texas-Austin, Fall 2018
Tuesday/Thursday 12:30-2:00pm

Instructor: Dr. Ashley D. Farmer
She/ Her/ Hers

How to contact Professor:

- **Via Email:** adf@austin.utexas.edu
- **Via Phone:** 512-475-7971
- **In Person at Office Hours:** Wednesday, 12:00pm-3:00pm
 - Sign up for an appointment here: <https://ashleyfarmer.youcanbook.me> (this link is also on Canvas)
 - Office Location Gordon-White Building; 3.200J

Teaching Assistant: Tiana Wilson
She/ Her/ Hers

How to contact TA:

- **Via email:** wilsonstu@utexas.edu
- **In person at Office Hours:** Wednesday, 3:15pm-5:15pm
 - Come by any time during time period
 - Location: Caffè Medici (next to the CO-OP), 2222 Guadalupe St.

Course Description:

The course is a survey of African-American history from the slave trade to the recent past. It is an introductory examination of the black experience and is designed to bring to life the voices and history of African Americans. The class is organized chronologically, with an emphasis on the ideas, actors, and organizations that contributed to the African American experience. By the end of the semester, students should have a basic understanding of how African Americans have contributed to the making of America, the problems that they face, and how African Americans have defined themselves, their history and culture, and their struggle for equality.

Course Flag- Cultural Diversity in the United States

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

This course may be used to fulfill three hours of the U.S. history component of the university core curriculum and addresses the following four core objectives established by the Texas Higher Education Coordinating Board: communication skills, critical thinking skills, personal responsibility, and social responsibility.

Required Texts:

- A. Deborah Gray White, Mia Bay, and Waldo E. Martin, Jr. *Freedom On My Mind: A History of African Americans with Documents* – **Combined Volume**
- Available at UT CO-OP or online
- B. Barbara Ransby, *Ella Baker and the Black Freedom Movement: A Radical Democratic Vision*
- Available at UT CO-OP or online
 - Also Available online via UT libraries
- C. All other readings will be made available via the course website (**CANVAS**)

Grading:

Class Participation/History “Labs”	15%	Freedom Reflection- Part 1	10% (canvas)
Midterm Exam	20%	Primary Document Analysis	20% (2 on canvas)
Final Exam	25%	Freedom Reflection- Part 2	10% (canvas)

Class Participation:

Regular attendance in class is necessary in order to gain a firm grasp of the basic concepts of the course. In addition, there will be several history “labs” that will count toward your participation grade for the course. These are **in-class** individual and/or team exercises that offer you an opportunity to build critical reading and reasoning skills that you can use whether or not you continue to study history.

Some of these will be announced, such as analyzing a historical documentary on November 20th. Others will take place in-class at various points during the semester. Whatever form they take, they are designed to help you evaluate the merits of historical texts and images, understand the tools with which community members make historical arguments, and form your own opinions about major historical and social questions.

Freedom Reflection Part 1: Due September 6th via CANVAS by 5pm

This is your chance to think about your existing knowledge of African American history and how it shapes your understandings of race and social justice today. For this assignment:

1. Log on to Canvas
2. Find the “Freedom Reflection I” assignment
3. Post a 500 word (minimum) reflection online that speaks to:
 - a. How would you rate your knowledge and comfortability talking about African American History.
 - b. Which aspects of history you think account for racial discord in America today.
 - c. How you think these historical issues can be addressed in society today.

Primary Document Analyses: Due via CANVAS on October 4th and November 20th by 9pm

There will be **two** primary document analysis activities in this course—one before and one after the midterm. The goal of these assignments is to practice some of the critical reasoning skills that we develop in class and to help you learn how to discern how the texts and images that you come across can inform and shape your thinking. To complete this assignment:

1. Log onto Canvas and locate “Primary Document Analysis #1” or “Primary Document Analysis #2” in the “Assignments” tab or in the modules.
2. Review the document and instructions in detail
3. Answer the questions listed below the documents and submit the assignment via Canvas

Midterm Exam: In-class October 11th

The midterm exam will be administered in class and will consist of short and long answer questions about the material covered in the first half of the semester.

Final Exam: During Exam Period

The final exam will be held during exam period as dictated by the registrar. It will consist of multiple choice, short answer questions, and a choice of long-format essays.

Freedom Reflection- Part II: Due via Canvas on December 10th by 5pm

We will cover more than four centuries worth of different approaches African Americans’ quest for freedom. After you have reviewed the material, you will add to this discussion by positing your position on black liberation past and present. For this assignment:

4. Log on to Canvas
5. Find the “Freedom Reflection II” assignment
6. Post a min 500 word reflection online that speaks to:
 - a. How you would now rate your knowledge and comfortability talking about African American History.
 - b. Which approaches to black liberation you found most valuable though our course.
 - c. How you think this approach can address contemporary issues African Americans face.
 - d. Three things you will do differently (at the individual, family, and community level) now that you have new information about the black liberation struggle.

To get full credit, each assignment must be complete and submitted by the time and date deadline.

Rules, Regulation, and Respect:

Late Assignment Policy:

Please contact the TA well in advance of an assignment's due date if you think that you will have difficulty meeting a particular deadline. ***All assignments submitted late without written permission will automatically be marked down per the policy listed on the grading rubric.***

Academic Integrity:

A. Plagiarism:

The University's *Institutional Rules* (Section 11-802(d)) define plagiarism as including, "but not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any other means material that is attributable in whole or in part to another source . . . and presenting that material as one's own academic work offered for credit." In other words, **"handing in someone else's work and taking credit for it as if it were your own."** (Source: History Department statement on Academic Integrity).

Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

B. Submission of Online Assignments:

There are no group assignments in this course. All assignments submitted for this course should be the work of each individual and reflect their personal knowledge and analysis of course material. Students should not work together or use other forms of technology to complete assignments. If the instructor or TA finds that a student has violated these rules they will be subject to the penalties as mandated by the university.

C. In-Person exams

We will have two in-person exams during the course. The following are not permitted in the classroom or on your desk during exam time: baseball caps, cell phones, laptops, non-exam papers. If the instructor or TA finds that a student has violated these rules they will be subject to the penalties as mandated by the University.

Accessibility:

This course is intended for all students at UT Austin. This includes those with mental, physical, or cognitive disabilities, illness, injuries, impairments, or any other condition that tends to negatively affect one's equal access to education. If, at any point in the semester, you find yourself not able to fully access the space, content, and experience of this course, you are welcome (but not required!) to contact me by email, phone, or during office hours to discuss your specific needs. I also encourage you to contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone) or <http://www.utexas.edu/diversity/ddce/ssd>.

Preferred Names and Pronouns:

Courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor by the university. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Religious Holy Days

Religious holy days sometimes conflict with class and examination schedules. Students will be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. University policy requires students to notify each of their instructors as far in advance of the absence as possible so that arrangements can be made.

E-mail Correspondence:

E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are also responsible for keeping the university informed about changes to your e-mail address.

Email communication with the instructor and the TA should be considered formal, similar to other professional correspondence. You should remember to include a proper salutation and sign your name at the end of the email.

Instructor and TA Email Policy: We will both usually answer emails within 24 hours except during university-specified holidays. Typically we will not respond to emails between 9pm and 8am. Please keep this in mind when corresponding with the teaching staff.

Week 1: What is African American History?

Thursday August 30th: Introductions and Class Requirements

Week 2: From Africa to America & African Slavery in America

Tuesday September 4th:

- "From Africa to America," *Freedom On My Mind*
- Belinda, "The Petition of Belinda," *Freedom On My Mind*

Thursday September 6th: **Freedom Reflection I due via Canvas by 5pm**

- "African Slavery in North America," *Freedom On My Mind*
- Olaudah Equiano, "The Interesting Narrative of the Life of Olaudah Equiano," *Freedom On My Mind*

Week 3: African Americans in the Age of Revolution

Tuesday September 11th:

- "African Americans in the Age of Revolution," *Freedom On My Mind*
- Phyllis Wheatley, "A Poem to the Earl of Dartmouth," *Freedom On My Mind*

Thursday September 13th:

- Cassandra Pybus, "From Epic Journeys of Freedom Runaway Slaves of the American Revolution and Their Global Quest for Liberty" (**CANVAS**)

Week 4: Slavery and Freedom in the New Republic & Slave South

Tuesday September 18th:

- "Slavery and Freedom in the New Republic," *Freedom On My Mind*

Thursday September 20th:

- "Black Life in the Slave South," *Freedom on My Mind*
- Solomon Northrop, "Solomon Northrop Describes New Orleans Slave Auction" (**CANVAS**)

Week 5: The Civil War

Tuesday September 25th:

- "The Northern Black Freedom Struggle and the Coming of the Civil War," *Freedom On My Mind*
- Frederick Douglass, "What to the Slave Is the Fourth of July?" *Freedom On My Mind*

Thursday September 27th:

- "Freedom Rising: The Civil War," *Freedom On My Mind*

Week 6: Reconstruction

Tuesday, October 2nd:

- Reconstruction: The Making and Unmaking of a Revolution," *Freedom On My Mind*
- Letters to the Freedman's Bureau," *Freedom On My Mind*

Thursday, October 4th: PRIMARY DOCUMENT ANALYSIS #1 DUE via CANVAS

- Williard Gatewood, "'The Remarkable Misses Rollin'": Black Women in Reconstruction South Carolina" (CANVAS)

Week 7: Black Life and Jim Crow

Tuesday October 9th:

- "Black Life and Culture in the Nadir," *Freedom on My Mind*
- A Georgia Negro Peon, "The New Slavery in the South," *Freedom On My Mind*

Thursday October 11th:

- **IN-CLASS MIDTERM**

Week 8: The New Negro

Tuesday October 16th:

- “The New Negro Comes of Age,” *Freedom On My Mind*
- Chapters 1 and 2, *Ella Baker and the Black Freedom Movement*

Thursday October 18th:

- Chapter 3, *Ella Baker and the Black Freedom Movement*

Week 9: War at Home and Abroad

Tuesday October 23rd:

- “Fighting for a Double Victory in the World War II Era,” *Freedom On My Mind*
- “Letters to the Editor,” *Freedom On My Mind*
- “Black Women in the War,” *Freedom On My Mind*

Thursday October 25th:

- Chapter 4, *Ella Baker and the Black Freedom Movement*
- Erik S. McDuffie, “A ‘New Freedom Movement of Negro Women:’ Sojourning for Truth, Justice, and Human Rights During the Early Cold War” (CANVAS)

Week 10: Civil Rights Movement(s)

Tuesday October 30th:

- “The Early Civil Rights Movement,” *Freedom On My Mind*
- “Rosa Parks, Jo Ann Robinson, and the Montgomery Bus Boycott, 1955-1956” (CANVAS)

Thursday November 1st:

- Chapters 5 and 6, *Ella Baker and the Black Freedom Movement*

Week 11: Civil Rights Movement(s)

Tuesday November 6th:

- Chapters 8 and 9, *Ella Baker and the Black Freedom Movement*
- Diane McWhorter, “The Enduring Courage of the Freedom Riders” (BL)

Thursday November 8th:

- Chapter 10, *Ella Baker and the Black Freedom Movement*

Week 12: Black Power and Empowerment

Tuesday November 13th:

- “Multiple Meanings of Freedom; The Movement Broadens,” *Freedom On My Mind*
- The Black Panther Party, “Ten Point Platform,” *Freedom On My Mind*

Thursday November 15th:

- Chapter 11, *Ella Baker and the Black Freedom Movement*
- “Poor People’s Campaign: Non-Violent Insurrection for Economic Justice” (CANVAS)

Week 13: Empowerment in the Documents

Tuesday November 20th: **PRIMARY DOCUMENT ANALYSIS #2 DUE**

- Film Viewing: *The Black Panthers the Vanguard of the Revolution* – *online*
- **Instructions for film viewing**
 1. Log onto Canvas and download the film viewing handout located in Week 13 folder
 2. Search for “The Black Panthers : Vanguard of the Revolution” in UT libraries
 3. Use your UTEID To log in and view the film
 4. Answer the questions as you watch
 5. Bring this sheet to class on 11/27

Thursday November 22nd: **HOLIDAY/ NO CLASS**

Week 14: The Challenge of Conservatism

Tuesday November 27th:

- “The Negro Family: Case for National Action” *Freedom On My Mind*.
- “Combahee River Collective Statement,” *Freedom on My Mind*

Thursday November 29th:

- “Racial Progress in the Era of Backlash and Change,” in *Freedom On My Mind*.
- Joshua Guild, “To Make that Someday Come: Shirley Chisholm’s Radical Politics of Possibility” (CANVAS)

Week 15: African Americans and the New Century

Tuesday December 4th:

- "African Americans and the New Century," *Freedom On My Mind*.
- "The Despair of Hurricane Katrina," *Freedom On My Mind*

Thursday December 6th:

- "The Color of Justice" in *The New Jim Crow* (**available online through UT libraries**)
- Alicia Garza, "A Herstory of Black Lives Matter," *Freedom on My Mind*
- Darnell Moore, "Black Freedom Fighters in Ferguson: Some of us are Queer" (online)

****Freedom Reflection II due via CANVAS: December 10th by 5pm****

****Final Exam During Exam period****