Division of Liberal Arts, Humanities, and Education
History Department
https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/history/

HIST 2381: African American History  | Lecture  | #20226
ONLINE
3 Credit Hours | 48 hours per semester

Instructor Contact Information
Instructor: Shawna Williams  Office Phone: 713-718-6232
Office: Stafford, Room 305  Office Hours: by appointment
HCC Email: shawna.williams@hccs.edu  Office Location: Stafford Faculty Area

Instructor’s Preferred Method of Contact
Email-If you have a question, please send me a message from your HCC student email. I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings. I will not respond to anything sent to me using a personal email address due to federal privacy issues. Your email should include a clear subject line, a formal greeting and a salutation in order to get a proper response. (professional organizational communication)

What’s Exciting About This Course
The lasting impression I want students to have from this course it is a journey. We will be looking at the “big picture” of United States history. American history from the beginning has been a process as well as today. The approach I use is for you to learn to think like historians. To develop a sophisticated desire and ability to read scholarly works and understand them. We will examine historical evidence, analyze its meaning, and use it to support convincing interpretations and arguments. We will work with primary source and secondary source evidence as would a historian.

Hist 2381 is what is known as a "survey" course; but we will be doing a whole lot more than simply covering material in the course. Hist 2381 is part of the Texas Core Curriculum. We will be exploring the ways in which African Americans created their highly original society and culture, the stunning geographical changes that marked the early decades of our new nation, documents that reveal the evolution of key African American concepts as well as the many controversies that characterized the African American history. One of the goals of this course is for students to come to understand the practice of historical thinking: a form of "reading" the past that you can also apply to any number of other aspects of your college work. These skills will be valuable for success in college and the workplaces beyond. Welcome.
My Personal Welcome
Welcome to African American History, it is my pleasure to take you on a journey into our past. It is my desire that you develop ways of thinking historically through critical analysis of primary and secondary sources; setting events, documents and people in their historical contexts; crafting historical narratives from the "raw materials" of the past. You should expect to do much more than memorize facts or dates-you will be actively doing history, not passively learning about history. The course involves reading, writing, and group discussions. Learning is not a spectator sport. I access your learning in several different ways due to the multiple learning styles of individuals. I want you to know how history applies to you and your future.

Prerequisites and/or Co-Requisites
Students enrolled in HIST 2381 must have passed ENGL 1301 (Composition I) or co-enrolled in ENGL 1301 as a co-requisite. (Exception: Dual credit students only need to be placed into college level reading and writing.)

Eagle Online Canvas Learning Management System
This section of HIST 2381 will use Eagle Online Canvas (https://eagleonline.hccs.edu) to supplement in-class assignments, exams, and activities. I will use Canvas in this course to post grades throughout the semester so use the provided rubric and sample for each assignment. I will post handouts and additional readings outside of the textbook readings. Lastly, you will complete online course discussions.

HCC Online Information and Policies
Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: http://www.hccs.edu/online/

Eagle Online Canvas Gradebook Notice
The gradebook tool in Canvas may not accurately reflect your current or final course grade. Consult your syllabus and your assignment grades to calculate your course grade and speak with the professor if you have questions.

Instructional Materials
You will need to access the required material through Canvas. In addition, you will need to acquire a monograph from the approved list posted on Canvas. (can be borrowed from HCC library, local libraries or purchase)

Textbook Information
Readings will be provided on Canvas.

Tutoring
HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the HCC Tutoring Services website for services provided.

Libraries
The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries’ resources and services is the HCCS library web page at http://library.hccs.edu

Supplemental Instruction
Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of the specified course, and who earned a grade of A or B. Find details at http://www.hccs.edu/resources-for/current-students/supplemental-instruction/

Course Overview
HIST 2381 is a survey of the social, political, economic, cultural, and intellectual history of people of African descent in the formation and development of the United States to the Civil War/Reconstruction era up to the present. African American History includes the study of African origins and legacy, trans-Atlantic slave trade, experiences of African Americans during Colonial, Revolutionary, Early National, Antebellum, Civil War/Reconstruction, segregation, disenfranchisement, civil rights, migrations, industrialization, world wars, the Harlem Renaissance, and the conditions of African Americans in the Great Depression, Cold War and post-Cold War eras. This course will enable students to understand African American history as an integral part of U.S. history. (May be applied to the U.S. History requirement)

Core Curriculum Objectives (CCOs)
HIST 2381 satisfies an American History requirement in the HCCS core curriculum. History courses
- Critical Thinking Skills—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- Communication Skills—to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Personal Responsibility—to include the ability to connect choices, actions, and consequences to ethical decision-making.
- Social Responsibility—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Program Student Learning Outcomes (PSLOs)
1. Discuss the origins of the African slave trade.
2. Explain the role of slavery during the colonial period.
3. Understand how slavery shaped the formation of the Republic.
4. Discuss the issue of slavery as the central cause of the Civil War.
5. Evaluate the effects of Reconstruction.
6. Summarize the impact of industrialization, urbanization, and the “Great Migration” on African Americans.
7. Analyze the New South and Jim Crow.
8. Understand the role of African Americans in WWI and WWII.
9. Evaluate and understand the Modern Civil Rights Movement.
10. Discuss the Black Power Movement and African American life in the Vietnam War Era.

**Course Student Learning Outcomes (CSLOs)**

Upon successful completion of this course, students will:
1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

**Student Success**

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.

**Instructor and Student Responsibilities**

**As your Instructor, it is my responsibility to:**

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

**As a student, it is your responsibility to:**

- Attend class in person and/or online
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Read and comprehend the textbook
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Attain a raw score of at least 50% on the departmental final exam
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook
Assignments, Exams, and Activities

Assessments
Assessment of your learning will occur through a variety of venues including the final project, discussions, quizzes, application activities, primary/secondary source document analysis, and class participation.

Digital History Project (20% of your grade)

For your final project you will perform historical research and reflections using various methods. Complete instructions will be found on Canvas. (20% of your grade)

Quizzes/Application activities (15% of your grade)

In order to assess and keep students on target, I will post weekly quizzes and activities related to the chapter readings.

Document Analysis (35% of your grade)

- **Film review:** You will watch one of the approved historical film from the list provided on Canvas and write a 2 to 3 page analysis not report on the film.

- **Annotated Bibliographies:** You will analysis several primary sources that I provide you and create an annotated bibliography.

- **Monograph Mixtape:** Students use their knowledge of a specific character or literary work to create a mixtape of songs that they feel reflect the development of the character or the major themes and ideas from the monograph. This assignment is a fun activity that helps students comprehend the text and draw connections to their personal tastes in music and prior experiences which help to create meaning within the text.

- **Museum Paper:** Students will visit at least three local museums or cultural centers and write a short critique. I will provide a list of evaluation questions that need to be address.

Final Exam Assignment (20% of your grade)

A final exam which will assess if you have mastered the objectives of this course.

Discussion Questions (10% of your grade)

In order to assess and keep students on target, I will post weekly discussions related to the chapter readings.
Grading Formula

Your grade will be determined by the following

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<thead>
<tr>
<th>Percent of Final Average</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
</tr>
<tr>
<td>History Labs &amp; Document Analyses</td>
</tr>
<tr>
<td>Final (Comprehensive)</td>
</tr>
<tr>
<td>Weekly quizzes</td>
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<tr>
<td>Digital History Project</td>
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<td>Museum Review or Film Review Extra Credit</td>
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Total 100%

I do not round up grades. Doing so is unethical.

Course Calendar

Quizzes—These will be performed through Connect via Canvas.

December 16
Assignment: Introduction/welcome to history
Reading: Pretest, Syllabus quiz, Welcome discussions

Reading: Primary and Secondary Source handouts

December 17
Assignment: chapter 1/library orientation
Reading: online discussion prompt

December 18
Assignment: From Africa to America-1
Reading: chapter 2

December 19
Assignment: Document Analysis #1(handout)
Reading: African Slavery in North America-2

December 20
Assignment: chapter 3
Reading: online discussion prompt

December 20
Assignment: African Americans in the New Republic-3
Reading: chapter 4
Assignment: Document Analysis #2 (annotated bibliography), Chp. 1-3 quiz

Reading: Slavery and Freedom in the New Republic

**December 21**
- chapter 4 cont.

Assignment: online assignment

Reading: Slavery and Freedom in the New Republic-4

**December 23**
- chapter 5

Assignment: Document Analysis #3 (annotated bibliography)

Reading: Black Life in the Slave South-5

**December 24**
- chapter 6

Assignment: online discussion prompt,

Reading: The Northern Black Freedom Struggle and the Coming of the Civil War

**December 26**
- chapter 7

Assignment: Film Review

Reading: Freedom Rising: The Civil War-7

**December 27**
- chapter 8

Assignment: online discussion, Chps. 4-7 quiz

Reading: Reconstruction: The Making and Unmaking of a Revolution-8

**December 30**
- chapter 9

Assignment: Museum Assignment

Reading: Black Life and Culture during the Nadir-9

**December 31**
- chapter 10
Assignment: online discussion
Reading: The New Negro Comes of Age-10

January 2
Assignment: Monograph Mixtape Assignment
Reading: Fighting for a Double Victory in the WWII Era-11

January 3 & 6
Assignment: online discussion, Chps. 8-11 quiz, online assignment
Reading: The Early Civil Rights Movement

January 7 & 8
Assignment: Digital History Project, online discussion
Reading: From Multiple Meanings of Freedom to the New Century

January 9-10
Assignment: final exam

Syllabus Modifications
The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.

Instructor’s Practices and Procedures
Missed Assignments
All assignments will be due on Mondays by 11:59 pm. As a student success courtesy, the assignment submission link will be available until Wednesdays so that students can submit. There will be a late penalty of 10 points on Tuesday and 20 points on Wednesday. After Wednesday, I will not accept the assignment or reopen the submission.

Academic Dishonesty, Plagiarism, Cheating
Plagiarism, cheating, and other forms of academic dishonesty are prohibited by HCCS policy. Plagiarism is the use of the ideas or words of another person (either in whole or in part) without crediting the source. Plagiarism amounts to the theft of another person’s work and its appropriation as one’s own. Students are also prohibiting from self-plagiarism or turning in work for one class in another class. Cheating involves fraud and deception for the purpose of violating legitimate testing rules. Cheating includes but is not limited to: copying from another student’s test paper, using materials not authorized by the instructor during an exam; collaborating with another student during an exam;
knowingly using, buying, selling, etc. whole or part of an un-administered test. Any questions about academic dishonesty should be referred to the Student Conduct section of the College System catalogue. Students caught violating standards of academic honesty will be given an F for the assignment and may be given an F for the course.

Here’s the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance): http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/

Attendance Procedures
I will take attendance daily in face to face classes and online class attendance will be evaluated by completing weekly online discussion.

If you stop attending classes after the "Last day to withdraw":

- Academic consequence – grade of “FX” (same impact on your GPA as an “F”)
- Financial consequence – required to repay all or a portion of your financial aid

**Future financial aid eligibility may be affected no matter when you withdraw.

Student Conduct
This class is a professional space that should have a relaxed and respectful atmosphere during learning. Any students who exhibit disruptive behavior will be asked to stop. Repeated issues after warnings will be reported to the Student Affairs Office.

By enrolling in History 2381 course you are agreeing to attend all lectures, be familiar with all of the course policies, due dates and grading criteria, come prepared to class with required readings and assignments when due, and fully participate in discussions in class and out of class. Demonstrate positive participation behaviors during classroom activities and discussions. Complete all assignments by the due dates. Respect the learning environment of all other class participants.

Electronic Devices
For the classroom there are appropriate uses of technology and I expect students to refrain from their use when not required for class activities -including laptops and smart phones. The following guidelines will help use with not letting these devices be a well know distraction:

In this course we will have activities that will require these devices, so I ask you stick to the activity and don’t multi task to other outside activities. During in class activities (that don’t require a device), lectures, viewing media clips, I will ask that students mute these devices.

HCC Policies
Here’s the link to the HCC Student Handbook http://www.hccs.edu/resources-for/current-students/student-handbook/ In it you will find information about the following:
EGLS3
The EGLS3 (Evaluation for Greater Learning Student Survey System) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS3 surveys are only available for the Fall and Spring semesters. EGLS3 surveys are not offered during the Summer semester due to logistical constraints.
http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/

Campus Carry Link
Here’s the link to the HCC information about Campus Carry:
http://www.hccs.edu/departments/police/campus-carry/

HCC Email Policy
When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go to HCC Eagle ID and activate it now. You may also use Canvas Inbox to communicate.

Housing and Food Assistance for Students
Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

Office of Institutional Equity
Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (http://www.hccs.edu/departments/institutional-equity/)

disAbility Services
HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to http://www.hccs.edu/support-services/disability-services/ 

**Title IX**

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual’s fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross  
Director EEO/Compliance  
Office of Institutional Equity & Diversity  
3100 Main  
(713) 718-8271  
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu  
http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/ 

**History Department Chair Contact Information**  
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