

Syllabus

Course: **HISTORY 405: The African American Experience**

Instructor: Kris Matsumoto, MA, JD

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Textbooks: A History of the African American People: The History, Traditions and Culture of African American
(Detroit: Wayne State University Press, 1995, 1997) edited by James Oliver Horton and Lois E. Horton

Movin' On: The Great Migration North (Carlisle, Massachusetts: Discovery Enterprises, Ltd., 1997)
Edited by Mitch Yamasaki

Civil Rights Movement 1954-1968: We Shall Overcome, Some Day (Carlisle, Massachusetts:
Discovery Enterprises, Ltd., 1997) Edited by Mitch Yamasaki

Course Description and Objectives: This course is designed to examine the uniqueness of the African American experience and show the integral part African Americans played in the history, politics, and culture of the United States. Using a variety of sources, this course will explore the public and private lives of African Americans and their impact on American society.
Prerequisites: Any 100 or 200 level history course.

Class Format: The students will read the assigned portions of the text each week and respond to discussion questions posted on the course website that relate to the reading assignments.

Student Responsibilities:

- It is important that you read this syllabus very carefully, and follow the guidelines for the assignments.
- College standards apply to all of the assignments.
- It is imperative that you read, review and digest the assigned course materials and restate the material in your own words for all assignments.
- Failure to restate the material in your own words constitutes plagiarism.
- Plagiarism is an ongoing problem in online classes: do not cut and paste responses to discussion questions, the research paper, presentation or any other assignment for this class.
- No credit ("0") will be given for work that is plagiarized, and plagiarism may result in disciplinary action by the college.
- Plagiarism includes, among other things, direct quotes and paraphrased material without proper reference to the sources.
- Scores for work that is not submitted when due, i.e., late work, will be reduced by one letter grade, unless documentation from a supervisor or health care professional is provided.
- This is an accelerated-not abbreviated—course. Do not procrastinate: Make note of the deadlines and plan ahead; do not leave things to the last minute; you may find it a daunting task to catch up.

Course Evaluation: Student Work will be evaluated in the following manner:

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| 1. Meaningful and timely participation in online discussions | 15% |
| 2. Presentation based on Research Paper (MS PowerPoint recommended; due in Week 8) | 15% |
| 3. 12-15 page Research Paper (due in Week 10 at the time of the Final Examination) | 30% |
| 4. Cumulative Proctored Final Examination (Short and Comprehensive Essay) | 40% |

Calculation of Final Grades: Letter grades are given in all courses except those taken on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports, and the final examination. They are interpreted as follows.

- A Outstanding scholarship and an unusual degree of intellectual initiative.
- B Superior work done in a consistent and intellectual manner.
- C Average grade indicating a competent grasp of subject matter.
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work.
- F Failed to grasp the minimum subject matter; no credit given.
- P Satisfactory completion of course.
- W Withdrawal before published deadline.
- I Did not complete a small portion of the work or final examination due to circumstances beyond the student's control. The issuance of an 'I' grade is not automatic. Prior to reporting of grades a contract must be made between the student and the instructor for the completion of the course. Sufficient time should be allowed to permit completion of the work, evaluation, and reporting of the final grade within 90 days after the end of the semester or term. This limit may not be extended. If a new grade for the course is not submitted by the instructor prior to the deadline, the alternate grade indicated in the contract will be recorded.

Research Paper Requirements:

- Each student will submit one research papers at the end of Week 10 (at the time of the Final Examination).
- Each paper must be at least 10 (ten) pages in length. (This is a minimum requirement.)
- This does not include cover pages, illustrations, pictures, lengthy quotations, endnotes or bibliographies.
- A formal outline identifying your thesis statement must be submitted with each paper.
- Each paper must be typed and double-spaced, and pages must be numbered.
- Margins--top, bottom, left and right--may not exceed one-inch.
- Font: Times New Roman 12; do not justify the text.
- You must consult and make reference to at least five (5) library sources.
- It is recommended that you purchase and consult an English reference manual in order to conform the format of your paper to a system of uniform citation (e.g., Chicago Manual of Style, MLA or APA)
- Please be sure to restate the material you use in your own words. (Avoid plagiarism.)
- Please do not use general encyclopedias or children's books.
- Your research should be balanced. When possible, you should consult different types of materials (primary sources, secondary sources in the form of monographs, periodicals, etc.).
- Do not write your paper exclusively from one source; do not write your paper exclusively from Internet sources.
- Your paper should contain some critical analysis and should not be primarily a recitation of historical facts.
- Proof read your paper for grammatical and typographical errors, and make the necessary corrections before submission.
- Do not turn in a paper you prepared for another class or a paper prepared by someone else. **See Chaminade University's policies on Academic Honesty, Plagiarism and Writing Standards (Attached)**
- Please see me if you would like me to review an outline or draft of your paper.
- Points will be deducted for failing to conform to the standards enumerated above.
- This is a college course and the appropriate standards apply to all work prepared for this class.

Chaminade University's Policies on Academic Honesty, Plagiarism and Writing Standards: The following are excerpts from the 2004-2005 Student Catalog, which is available in its entirety at <http://www.chaminade.edu/catalog/>. Please familiarize yourself with the Academic Honesty, Plagiarism and Writing Standards provisions provided below and be sure to adhere to the enumerated standards while preparing work for this class.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and cannot be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a university official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with

recommendations to the Chair of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Chair of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Plagiarism

Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgment.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

In the cases of alleged academic dishonesty (such as plagiarism, cheating, claiming work not done by the student, or lying) where a faculty member observes or discovers the dishonesty, the faculty members may choose to confront the student and handle the matter between the faculty member and the student, or the faculty member may choose to refer the incident to the Chair or Graduate Program Director. (If the Chair or the Director is the instructor in question, the concern should be directed to the Associate Provost; if the Associate Provost is the instructor in question, the concern should be directed to the Executive Vice President and Provost.) If the faculty member chooses to confront the situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the Chair or Director.

In either case, the Chair or Graduate Program Director may choose to 1) resolve the matter through a meeting with both the student and the faculty member, or 2) refer the matter to the Executive Vice President and Provost. The findings, in either case, are final.

Writing Standards

All work submitted by Chaminade University students is expected to meet the following writing standards:

1. Written assignments should use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Written assignments should develop ideas, themes, and main points coherently and concisely.
3. Written assignments should adopt modes and styles appropriate to their purpose and audience.
4. Written assignments should be clear, complete, and effective.
5. Written assignments containing material and ideas drawing upon sources should carefully analyze and synthesize that material. In addition, the sources of the borrowed material must be correctly acknowledged to avoid plagiarism.

Course Schedule and Reading Assignments and Final Examination Study Guide:

Note: The final examination will be based on the study guide. The study guide is included so you will know what material to focus on when you are reading. You do not have to submit them to me. The items on the study guide will be reinforced by the discussions.

Holidays: Columbus Day, October 10, 2005; Veterans' Day, November 11, 2005; and Thanksgiving Day, November 24, 2005. None of these holidays impacts our class.

Week 1: Read Chapter 1 in *A History of the African American People*

Key Words and Phrases: Bartolomeo de las Casa, *asiento*, Pedro Alvarez Cabral, *sclavus*, "Middle Passage", South Carolina, Chesapeake, Manumission, Francis Payne, Bacon's Rebellion

Essay Questions:

1. Daniel C. Littlefield asserts that "[t]here was a continuous progression in the institution of slavery in Iberia from the time of Roman empire to the modern era." Explain.
2. Most imported Africans came from a particular part of the western coast. Describe the principal features of their world.

3. Describe indigenous African servitude. In what ways was it like or different from institutions of bondage elsewhere?

Week 2:

Read Chapter 2 in A History of the African American People

Key Words and Phrases: Seven Years War, Dunmore's Proclamation, James Forten, Sierra Leone Company, emigrationists, superannuated slave, Jupiter Hammon, Absalom Jones, Free African Society of Philadelphia, St. Domingue, War of 1812

Essay Questions:

1. Explain the impact the Revolutionary War had on the institution of slavery.
2. What was Dunmore's Proclamation? Explain the motivations for its issuance.
3. In the years following the Revolutionary War, thousands of black Americans wrestled to find an identity, trying to reconcile their consciousness of being African with that of being American. Describe and evaluate the different approaches.

Week 3:

Read Chapter 3 in A History of the African American People

Key Words and Phrases: Second Great Migration, "weapons of the weak", "quarters", Chesapeake, "the slaves' economy", endogamy, "titles", African-American Christianity, "settling-up time", conjuring

Essay Questions:

1. Explain the impact the Industrial Revolution had on the southern economy in the early nineteenth century and describe the kind of work slaves performed on southern plantations.
2. Describe the social hierarchy on the southern plantation and the manner in which slaves tried to increase their independence.
3. Describe the features of the slave family; what are some of the challenges slave families faced? What practice set slave families apart from those of the planter elite?

Week 4:

Read Chapter 4 in A History of the African American People

Key Words and Phrases: Mulattoes, Denmark Vesey, American Colonization Society (ACS), Liberia, Free African Union Society, William Lloyd Garrison, American Anti-Slavery Society (AASS), Henry "Box" Brown, Harriet Tubman, Sojourner Truth, Frederick Douglass, Fugitive Slave Law (1850), Dred Scott Case (1857)

Essay Questions:

1. Your text asserts that "[s]lavery defined the lives of all black people in the decades before the Civil War, even those who were nominally free." Discuss.
2. Although the majority of free blacks lived in rural areas in the first half of the nineteenth century, the greatest opportunities for the development of the free black community were to be found in urban areas. Discuss.
3. Describe the process whereby a cadre of black political activists emerged in the north during the first few decades of the nineteenth century. Also, explain why wealthy black and mulatto men and women in the Deep South were less likely to become abolitionists or advocates for black equal rights.
4. In the antebellum period, plans for the colonization of blacks in West Africa received support from different segments of American society. Discuss the motivations behind African colonization and the extent to which such plans were embraced by blacks in America.

Week 5:

Read Chapter 5 in A History of the African American People

Key Words and Phrases: Hannibal Guards, "contraband of war", Julia Ward Howe, Emancipation Proclamation, Battle of Antietam, Buffalo Soldiers, 54th Massachusetts Regiment, Freedmen's Bureau, Reconstruction Amendments, "Carpetbaggers", "Scalawags", Ku Klux Klan, "southern redemption",

Sharecropping System, Populist Movement

Essay Questions:

1. David W. Blight asserts that “the Civil War might rightly be considered the ‘Second American Revolution,’ and the emancipational pivot by which blacks took a giant stride into the modern age.” Discuss.
2. When the conflict between the states came, free black communities across the North organized militia companies and offered their services. Discuss the response of the states and the federal government, and the events that forced them to reevaluate their racial policies.
3. Your text states that “[n]othing so typified the eventual antislavery character of the Civil War as the black soldier in Union blue.” Discuss the role of blacks in the Union army and some of the challenges they faced throughout the conflict.
4. In a speech given in Washington, D.C. in 1875, Frederick Douglass mused, “If war among the whites brought peace and liberty to the blacks, what will peace among the whites bring?” Our text concludes that answers to Douglass’ question determined the character of American race relations in the late nineteenth century, i.e., as the sections reconciled, the races divided. Explain.

Week 6:

Read Chapter 6 in *A History of the African American People* and pp. 5-35 in *Movin’ On*

Key Words and Phrases: Sharecropping, “night riders”, Knights of Labor, Spanish-American War, segregation, Jim Crow laws, Booker T. Washington, Tuskegee, Hampton, “Atlanta Compromise”, W.E.B. DuBois, Niagara Movement, NAACP, “Great Migration”, Albert Crew

Essay Questions:

1. Historian Rayford Logan has called the last decade of the nineteenth century “the Nadir” in American race relations. Why?
2. In 1890 one half of all African American males and almost one-sixth of all African American females who worked were engaged in some form of agricultural employment, predominantly in the South. Describe the features of the sharecropping system and what life was like for African Americans living in the South.
3. Your text asserts that the philosophical differences between Booker T. Washington and W.E.B. DuBois seemed more pronounced because it symbolized a division among African American elites as to the most effective response to the rising tide of racism at the end of the nineteenth century. Discuss.
4. What factors fueled the “Great Migration” and what socio-cultural impact did it have for African Americans?

Week 7:

Read Chapter 7 in *A History of the African American People* and pp. 36-65 in *Movin’ On*

Key Words and Phrases: “New Negroes”, “Negro jobs”, restrictive covenants, Okeh Record Company, Ida B. Wells-Barnett, Harlem Renaissance, Marcus Garvey, Universal Negro Improvement Association (UNIA), “Back to Africa”, “Raw Deal”, Scottsboro Boys, John L. Lewis, Marian Anderson, Ralph Bunche, Costigan-Wagner Anti-Lynching Bill, Messman Dorie Miller, “Zoot Suit Riots”, “Double V”, March on Washington Movement (MOWM), Tuskegee Airmen

Essay Questions:

1. Nearly one million blacks left the South for northern and western cities between 1920 and 1930. Describe the opportunities and obstacles they encountered.
2. Your text asserts that during World War I, African Americans had “closed ranks,” supported the war, and postponed their grievances in the national defense, but after the war, they revived and extended their struggle against racial and class inequality. Discuss.
3. Explain why President Franklin Delano Roosevelt’s New Deal was initially regarded by many African Americans to be a “raw deal.” Explain the factors that transformed the “raw deal” into a “new deal” for African Americans by the mid-1930s.
4. African Americans participated in existing labor organizations and also formed organizations of their own. Describe these organizations, and explain whether there was a difference between the northern urban labor movement and southern rural movement in terms of tactics.

5. Unlike World War I, when African Americans “closed ranks” and supported the war effort, during the Second World War, they waged a militant “Double V” campaign for social justice at home and abroad. Discuss.

Week 8: **Presentation due; Read Ch. 8 in *History of the African Am. People* and pp. 5- 45 in *Civil Rts. Movement***

Key Words and Phrases: *Brown v. Board of Education of Topeka, Kansas* (1954), Earl Warren, Thurgood Marshall, Mohandas K. Gandhi, Emmett Till, Montgomery Bus Boycott Movement, Rosa Parks, Reverend Martin Luther King, Jr., Southern Christian Leadership Conference (SCLC), Gov. Orvis Faubus (Ark.), “Little Rock Nine”, Student Nonviolent Coordinating Committee (SNCC), Congress of Racial Equality (CORE), “Freedom Riders”, Albany Movement, Ralph Abernathy, Birmingham Campaign of 1963, “Project C”, Eugene T. “Bull” Connor, March on Washington, Mahalia Jackson, John Lewis, Civil Rights Act (1964), James Meredith, Medger Evars, Fannie Lou Hamer, 1964 Mississippi Summer Project, James Chaney, Mickey Schwerner, Andrew Goodman, “White Cover”, “Bloody Sunday”, Voting Rights Act (1965), Nation of Islam, Malcolm X, Elijah Muhammad, Stokely Carmichael, Black Panther Party, “Black Power”, “War on Poverty”, Huey Newton, Bobby Seale, 10-Point Platform and Program, “Black Messiah”, Kwanzaa, Shindana Toys

Essay Questions:

1. In the middle of the twentieth century African Americans and those sympathetic to their cause began the long struggle to bring an end to prejudice and discrimination and to procure equality. Discuss.
2. Despite the passage of the Civil Rights Act of 1964, substantial racial barriers remained in the South, especially in the rural areas of Mississippi and Alabama where blacks comprised a majority of the population. Describe the important events and discuss the historical significance of the voting rights movement in Mississippi and Alabama.
3. Describe the changes in black activism in the period following the enactment of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. What accounts for these changes?

Week 9: **Read Chapter 9 in *A History of the African American People* and pp. 46-66 in *Civil Rights Movement***

Week 10: **Final Examination; Research Paper Due**

Final Examination Information and Instructions:

Date: Saturday, December 10, 2005
Time: 1:00 – 5:00 PM
Location: Chaminade University

The final examination is comprised of two parts.

Part One is short answer and is based on the key terms and phrases that appear in the Reading Assignments and Study Guide section of this Syllabus. Your responses ought to be expressed in complete sentences and should consider the historical context and historical significance for each term. For example, if you were to respond to the term “Storming of the Bastille,” some mention of the French Revolution would have to be made. You may have to consult several sections of the book in order to respond to some of the terms. This section will account for twenty-five percent (25%) of your grade for the final examination.

Part Two of the examination is comprehensive essay. Evaluation will be based upon how well you organize your responses and the degree to which you support your statements with concrete historical data. Responses to each question should be two to three pages in length and should be organized into paragraphs and include an introduction and conclusion. Also, your essay should include some critical analysis and not be primarily a recitation of historical facts. It is recommended that you prepare an outline before you start to compose; an outline will help you to stay focused and organized. This section will account for seventy-five percent (75%) of your grade for the final examination.

The examination is closed-book, closed notes. Please bring your own notebook paper and pens, and be sure to bring a picture

I.D.

Submit an electronic AND hard copy of your paper at the time you take the final examination.

Please send me a copy of your research paper as a MS Word document AND submit a hardcopy of your research paper to me at the time of the final examination. If you are not in Honolulu, you must make arrangements with Donna Yoshimura in Skip Lee's office to arrange for a proctor; the AUP office must approve the proctor and will fax your examination to the appropriate location. E-mail Donna Yoshimura at dyoshi@chaminade.edu to arrange for your proctor. Submit your research paper to your proctor or mail a hardcopy of your paper to me in care of Skip Lee's office:

Ms. Kris Matsumoto, Instructor
C/O Mr. Skip Lee, Director
Off-Campus Evening Program
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Finally, toward the end of the quarter, you will have the opportunity to sign up to take the final examination at selected military bases. You are welcome to take advantage of this opportunity—you do not need to ask for my permission—but let me know and remember to submit both an electronic and a hardcopy of your paper with your final examination.

Please do not hesitate to contact me if you have any questions or if I can assist you in anyway. I look forward to your participation in the class. Have a great quarter.