

## HIST - 3331 - African American History Since 1865

### 3e. UH Core - Revising Existing Course to add to Core or Revise Existing Core Course and remain in Core (UGRD only)

#### 1. Course Ownership/Implementation/Justification

Department\* **History**

Required Approval Steps\*

- Undergraduate Studies Department Committee Review
- Undergraduate Studies Department Chair/Program Director
- Undergraduate Studies College Curriculum Committee

Will the course be cross-listed with another area?\*

- Yes
- No

If yes, has an agreement with department(s) been reached?

- Yes
- No

Department(s) and Course(s) that will be cross-listed with this course

Catalog year of implementation\*

- 2016 - 2017
- 2017 - 2018

Term(s) Course will be TYPICALLY Offered:\*

- Fall (including all sessions within term)
- Spring (including Winter Mini all sessions within term)
- Summer (including Summer Mini and all sessions within term)
- Contact Your Academic Advisor

Justification(s) for Adding/Revising Course for Core\*

**1k. Other (use field below)**

State the rationale

for creating this new Core course or revising the existing Core course:\*

Meets Texas Education Code Ch. 51 - Subchapter F  
**Sec. 51.302. AMERICAN OR TEXAS HISTORY. ....(b) Except as provided by Subsection (c), a college or university receiving state support or state aid from public funds may not grant a baccalaureate degree or a lesser degree or academic certificate to any person unless the person has credit for six semester hours or its equivalent in American History.**

Justification - if "other" selected above:

Course met former American History core requirement under old system. Adding to core to align with State-wide and University initiatives.

## 2. Course Catalog Information

**Instructional Area/ Course Prefix\*** HIST

**Course Number\*** 3331

**Long Course Title\*** African American History Since 1865

**Short Course Title (30 character limit)\*** African American History, 1865

**Instruction Type\*** Lecture ONLY

**Lecture\*** 3

**Lab\*** 0

**Course Credit Level\*** Junior

**Grade Option\*** Letter (A, B, C.....)

Can this course be repeated for credit?\*  Yes  No

If Yes, how often and/or under what conditions may the course be repeated?

Maximum number of credit hours required of this course in degree plan\* 3.0

Number of course completions (attempts) allowed\* 3

Are multiple enrollments allowed for course within a session or term?\*  Yes  No

CIP Code\* 05.0201.0001

Requisite Checks in PeopleSoft (functionality within PeopleSoft)\*  Need to adjust requisite checks already in place - Begin enforcement Fall  Need to adjust requisite checks already in place - Begin enforcement Spring  Need to create requisite checks for course - Begin enforcement Fall  Need to create requisite checks for course - Begin enforcement Spring  No adjustment required - requisites not being changed  No requisite check desired for course at this time

Prerequisite(s)\* junior standing or consent of instructor.

Corequisite(s)

**Course Description\*** Analysis of the experiences of Blacks in the formation and development of America since 1865: slavery, race relations, urbanization, war, politics, economics, and civil rights.

**Course Notes**

### 3. Authorized Degree Program(s)/Impact Study

**Is this a required course for any program (degree, certificate, or minor)?\***  Yes - enter additional information in field below  
 No

**If yes, for which program(s)?**

**Does this change cause a change in any program?\***  Yes - attach copy of program plan  No

**If yes, to which program(s)?**

**Does this change force changes in prerequisites for other courses?\***  Yes - enter additional information in field below  No

**If yes, which course(s) and is a proposal being submitted to reflect the change?**

**Impact Report\***

## U.S. Ethnic Studies Minor

#### 4. Core Curriculum Information

**Learning Outcomes\***

1. The primary course objective is the analysis of the African American experience in the formation, role and development of America since 1865, which includes race relations, urbanization, war, politics, economics, civil rights and self-defense.
2. Students will develop the basic skills in reading, writing and researching historical topics related to the African American experience.
3. Students will understand how scholars craft historical arguments, and weigh the merits of and critique alternative explanatory systems.

**Foundational Component Area for which the course is being proposed (select one)\***
**American History**
**Component Area Option (optional)**
**None Selected**
**UH Core: Single or Double Category Listing**

- List course in BOTH the Foundational Component Area and the Component Area Option categories
- List course in ONLY the Component Area Option category

**Core Objectives addressed by the course\***
**Communication Skills**
**Critical Thinking**
**Personal Responsibility**
**Social Responsibility**
**Critical Thinking, if applicable**

Students will demonstrate critical thinking through a five to seven page (double-spaced) essay using articles from Black Leaders of the Twentieth Century. The essay will contextualize the life of a civil rights leader in American History.

**Communication Skills, if applicable**

The same assignment will demonstrate communication skills by requiring students to organize and present the information in a persuasive manner.

**Empirical & Quantitative Skills, if applicable**

**Teamwork, if applicable**

**Social**

**Responsibility, if applicable**

The same assignment will demonstrate social responsibility by requiring students to engage various social categories and racial dynamics in their analysis.

**Personal Responsibility, if applicable**

The same assignment will demonstrate personal responsibility by requiring students to address issues of personal responsibility in their analysis.

**Will the syllabus vary across multiple section of the course?\***

Yes

No

**If yes, list the assignments that will be constant across sections**

## 5. Supporting Documentation

**Type of Attachments\***

Course Syllabus

Degree Plan

Memo

Other Document(s)



**"Other"  
documents:**

**6. Additional Information Regarding This Proposal**

**Contact person  
for questions  
about proposal:\*** Ramos, Raul - raramos@uh.edu

**Comments:** See American HIstory core memo.

**Administrative Use Only**

**(Administrative  
Use Only)  
Proposal ID#**

**Original Course  
Prefix**

**Original Course  
Code**

**Original Course  
Title**

**Original Course  
OID**

African American History Since 1865  
History 3331  
Spring 2015  
Dr. T. Tillery  
559 Agnes Arnold Hall  
Office Hours: 3-4 pm Monday & Wednesday or by appointment.  
713-743-3097  
[ttillery@mail.uh.edu](mailto:ttillery@mail.uh.edu)

Required Texts:

Franklin, John, Hope & Evelyn Brooks Higginbotham, *From Slavery to Freedom: A History Of African Americans*  
Franklin, John, Hope & Meier, August, Eds, *Black Leaders of the Twentieth Century*  
Thurman, Wallace, *The Blacker the Berry*

Lectures: Lectures will consist of a series of topics looking at the major issues and themes in African-American history since 1865. In presenting this material the instructor has attempted to include some of the major interpretations in the field. The use of audio-visual aids will also be used to provide additional perspectives on issues or topics. Students should check Blackboard Learn each week for announcements, additional notes and information. After each topic I will post a series of review questions that will be used for the examinations and quizzes.

Discussion: History 3331 is lecture driven but discussion is an important part of the course. Students will never be criticized on any attempt to contribute to the success of the class. On certain topics the instructor will expect students to come prepared to discuss those issues. The instructor will give students a week's notice of a topic he thinks vital for the class to discuss. The instructor also welcomes questions and exchanges on all the topics under discussion. Students are also welcomed to email the instructor with additional questions and comments about lectures or the readings.

Readings: Since history 3331 is not designed simply as a chronological narrative of African-American history I have assigned texts to give you some "sense of the times" and different perspectives and interpretations under discussion.

Paper: Students will be required to do a five to seven page (double-spaced) essay using articles from *Black Leaders of the Twentieth Century*. I will place additional information for the essay on Blackboard Learn.

Examinations: There will be three major examinations for History 3331. The exam dates are tentatively scheduled for February 18<sup>th</sup>, April 1<sup>st</sup>, and May 4<sup>th</sup>. Each examination will be worth 100 points. The format for the examinations will be identification, short answer and essay.

Attendance: Attendance is mandatory and will be taken during each class period. If you cannot meet the class time and times for the exams you should withdraw. Students with outstanding class attendance will be awarded 15 additional points (4 or fewer absences) to their point total. Punctuality is required. Chronically late or excessive absenteeism (unless the student has spoken with me of an extraordinary circumstance beyond their control) will result in mandatory class withdrawal. Before class begins students should take whatever measures necessary to remain in class until it is dismissed.

Students are permitted to tape the lectures, audios of movies, recordings, and use laptops to take notes. Students caught using laptops for any other purpose will lose the privilege.

Quizzes: There will be five pop-quizzes during the semester covering information from the previous lectures. Each quiz counts toward extra-credit and worth five points each for a total of 25 points. Students who do not take the quiz or is absent on that day cannot make a pop quiz up.

Course Grading: The final grades are computed using the three major exams (100 points each) and the formal essay (25 points) for a maximum of 325 points. All extra credit points will be added the student's total points from the major exams and paper.

Seniors: Graduating Seniors with an A average and excellent attendance will be exempt from taking the final examination on May 4<sup>th</sup>.

#### Learning Objectives:

The primary course objective is the analysis of the African American experience in the formation, role and development of America since 1865 including: race relations, urbanization, war, politics, economics, civil rights and self-defense. In addition students will develop the basic skills in reading, writing and researching historical topics related to the African American experience.

#### Topics:

##### I. Introduction

- A. The Nature of History
- B. African-American History in the context of American History

##### II. The Era of Reconstruction

- A. Abraham Lincoln a Racist?
- B. His impact on Reconstruction
- C. The Nation and Reconstruction
- D. White Restoration

##### III. Nadir 1877-1900

- A. The Evolution of Jim Crow Franklin, Chs, 10, 11, 12
- B. Black Exodus Franklin & Meier, Readings, 1, 2
- C. America's Empire of Color

##### IV. Booker T. Washington and the Age of Accommodation

- A. Ascendancy Franklin, Ch, 13
- B. Accommodation versus Protest F & M, repeat reading 1 and 4

##### V. Blacks at the Turn of the Century

- A. Social, Economic and Political Status Franklin, Ch. 14, 15
- B. Blacks and Progressivism
- C. Peonage: The Shadow of Slavery

##### VI. World War I Era

- A. Great Migration Franklin, repeat Chs, 14, 15
- B. Black Participation F & M, reading 5
- C. Protest

- VII. The New Negro  
 Franklin, Ch. 16  
 A. The Red Summer  
 F & M, reading 6, 7  
 B. The Harlem Renaissance  
 Thurman, *The Blacker the Berry*  
 C. Marcus Garvey: Black Moses
- VIII. The Depression Era  
 Franklin, Ch. 17  
 A. New Socks/Old Shoes  
 F & M, readings, 9  
 B. The New Deal  
 C. Religion: Black Gods of the Metropolis  
 D. Labor
- IX. World War II to the 1950s  
 Franklin, Ch. 18, 19  
 A. Tactics: New and Old  
 F & M, reading, 10, 11, 12  
 B. Transition
- X. Emergence of the Civil Rights Movement  
 Franklin, Ch. 20  
 A. The Rise of King  
 F & M, reading 13  
 B. The Origins of CORE  
 C. Tactics and Strategies
- XI. The Forgotten Struggle of Civil Rights in the North  
 Franklin, Ch. 21, 22  
 A. High Tide  
 F & M, reading 14  
 B. Black Power  
 C. Affirmative Action—Fair Game?
- XII. In Search of Direction  
 Franklin, Ch. 23  
 A. Farrakhan and the Rebirth of the Nation of Islam  
 B. Confused Vision  
 C. The Election of Barack Obama: The Politics of Symbolism?