

## General Education Course Approval Cover Sheet

Date of Submission 9/29/10

### 1. Check which area(s) this course applies to

Inquiry – Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry – Humanities	<input type="checkbox"/>	Quantitative Foundations	<input type="checkbox"/>
Inquiry – Nat/Math/Phys Sci	<input type="checkbox"/>	Statistical Inferential Reasoning	<input type="checkbox"/>
Inquiry – Social Sciences	<input type="checkbox"/>	U.S. Citizenship, Community, Diversity	<input checked="" type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Global Dynamics	<input type="checkbox"/>

### 2. Provide Course and Department Information.

Department: History

Course Prefix and Number: HIS 261 x AAS Credit hours: 3

Course Title: African American History 1865-Present

Expected Number of Students per Section: 40 Course Required for Majors in your Program (check one)? Yes  No

Prerequisite(s) for Course? N/A

This request is for (check one) A New Course  An Existing Course

Departmental Contact Information

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### 3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website <http://www.uky.edu/gened/forms.html> for these forms. Proposals prepared prior to September 15<sup>th</sup>, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

### 4. Signatures

Department Chair: Francie Phares Hogg Date: 10/5/10  
Anna R. K. Bosch ARKBosch

Dean: \_\_\_\_\_ Date: 10/5/10

All proposals are to be submitted from the College Dean's Office  
 Submission is by way of the General Education website <http://www.uky.edu/gened>

**Course Review Form**  
**U.S. Citizenship/Diversity/Community**

**Course Name:** African American History 1865- Present

**College:** Arts and Sciences

**For Review Committee Use Only**

Accept  Revisions Needed

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

- Evidence that demonstrates student understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.

Date/location on syllabus of such evidence:

Weeks 1-15 of syllabus assignments and readings

Brief description or example:

The class provides a history of the life of African Americans since 1865. It demonstrates the ways in which the nature and meaning of race have affected African Americans in American society, politics, and culture. For example, weeks 1 and 2 explore why race is not a biological concept but rather is socially constructed. Also why race matters in American and how the meaning of race has changed over time.

- Materials and processes that foster student understanding of how these differences influence issues of social justice and/or civic responsibility.

Date/location on syllabus of such evidence:

Week 10 of syllabus assignment and readings.

Field Trip: Tour of closest prison or men's correctional facility.

Brief description or example:

Week 10 of syllabus covers the 1980-90s, the prison industrial complex, and other urban issues, all of which tackle questions of social justice. The class will tour a prison so that students can apply what they learn in the classroom and classroom material/readings to the field (a real prison) where they can speak with prisoners, correctional officers, wardens, and people who work at the facility for a more nuanced understanding of how and why prisons are such a huge part of the American society, economy, and social justice movements.

- Readings, lectures, or presentations that encourage student s to demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.

Date/location on syllabus of such evidence:

Weeks 1-15 of the course syllabus.

Brief description or example:

For example, week 3 of syllabus examines Reconstruction and its failure. During this week, readings by W.E.B. DuBois, Booker T. Washington, and Ida B. Wells provide arguments and analysis of African American's inability to be fully incorporated into American society. I also provide a presentation on lynching (from a collection of postcards) to highlight the challenges of African Americans during this era.

- Processes and assignments that engage students in understanding at least two of the following, as they pertain to the subject matter of the course:
- a. Societal, cultural, and institutional change over time
  - b. Civic engagement
  - c. Regional, national, or cross-national comparisons
  - d. Power and resistance

Date/location on syllabus of such evidence:

Weeks 7-9 of syllabus

- a. Societal, cultural, and institutional change over time.
- d. Power and resistance

Brief description or example:

During the aforementioned weeks the civil rights/black power movements are examined. These movements provide examples of resistance to power (represented by institutional and societal forces) and the change over time of our society and institutions as a result of such resistance.

- At least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects should require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

Date/location on syllabus of such evidence:

Leading Discussion and Primary Source Review/Final Papers located on syllabus under "Grading".

Brief description or example:

Students are required to pick two topics from the syllabus and lead discussion as a group. The weekly topics cover areas of racial conflict and other American societal dilemmas. For the Primary Source Review/Final Papers students are provided with a prompt on race and citizenship in our diverse American society and students are required to write an argumentative paper on a subject of their choosing that answers the prompt. First students must gather primary sources then utilize the sources to produce a final paper.

- Evidence that students make effective use of library and other information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

Primary Source Review Paper located on syllabus under "Grading".

Brief description or example:

Students are required to utilize the library, special collections, and digital databases to complete the primary source review paper. The primary sources review paper project is designed to familiarize students with the process of identifying and qualifying potential primary sources. But it is also designed to have students analyze how traditional sources have already been employed and to identify new potential that the sources may hold when approached with new analytical tools and approaches.

Reviewer Comments:

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HIS/AAS 261: African American History Since 1865  
Instructor: Jakobi Williams  
T/TH 11:00 - 12:15 PM  
CB: 242  
Office Hours: Tuesday/Thursday 2:30-4:30 or by appointment  
Office: POT 1757

Course Description:

This class provides a history of the life of African Americans since 1865. We will examine the nature and meaning of race in U.S. society and its affect on the lives of African Americans. Our aim is to understand that the concept of race is of recent origin, resulting from the ways of thinking that emerge in Europe and North America over the past few hundred years. We focus on race as a social and cultural category for the manner in which it shapes contemporary American life.

Expected Learning Outcomes for Students

- A. A complex understanding of the nature and meaning of race in the history of America since 1865.
- B. A familiarity with key concepts, themes and events of African American history since 1865.
- C. The ability to critically evaluate primary sources and utilize them as evidence of historical development.
- D. Disciplinary information literacy including evaluation secondary sources, citing texts and utilizing both primary and secondary sources in one's own writing.

Course Requirements:

Each student is required to complete the assigned readings and arrive at class on-time and be prepared to discuss that week's assigned readings. This is a discussion-based seminar and class participation is a significant factor in each student's overall grade for the course (see grade breakdown below). Therefore, regular class attendance is required.

Required Readings:

The books listed below are required readings. They can each be purchased at the campus book store. Articles and primary sources for this class are posted on the course website. You are responsible for purchasing and/or knowing how to access web copies of all assigned readings.

Timothy Tyson, *Radio Free Dixie*  
Bakari Kitwana, *Hip Hop Generation*

Joanne Gibson Robinson, *The Montgomery Bus Boycott and the Women Who Started It*

Grading:

Your grade will consist of four parts: midterm, leading class discussion, primary sources review paper /final paper, and class participation. **Midterm:** There will be one midterm exam. **Lead Discussion:** You will be responsible for leading at least one discussion. **Primary Sources Review Paper/Final Paper:** The primary sources review paper project is designed to familiarize students with the process of identifying and qualifying potential primary sources. But it is also designed to have students analyze how traditional sources have already been employed and to identify new potential that the sources may hold when approached with new analytical tools and approaches. Finally, each student is required to submit a 6-8 page final paper. For the final paper you may either select to answer the question provided by the instructor or you may design your own question. If you design your own question, however, you must submit the question for approval by week eight. **Participation:** As mentioned previously, this is a discussion based course. Class participation is required and consists of a significant portion of your overall grade! **Class attendance is part of your participation grade. There will not be make up work for class participation**—one cannot make up for a discussion when one did not participate in a discussion due to an absence. **Possible pop quizzes will be applied to your Final grade.**

1. Lead discussion (50 points)
  2. Class participation (150 points)
  3. Midterm (100 points)
  4. Primary Sources Review Paper (100 points) **Due Week 8**
  5. Final Paper (100 points)
- Total 500 points

0-299=E      300-349=D      350-399=C      400-449=B      450-500=A

AGAIN, students must attend class regularly in order to pass this course. **Three or more unexcused absences will result in the loss of 5 points for each absence.**

**Attendance:**

We meet together 30 times during the semester. One absence is acceptable for any reason. Any more than one absence must be excused by written documentation of an emergency. Obviously, if you miss class, the participation portion of your grade will also suffer. Two unexcused absences earn you an automatic “E” for the the class.

**Participation:**

Your participation is essential, not only in terms of your grade, but also in order to make our discussions enjoyable, interesting, and useful. Obviously, the less reading and thinking you do, the less useful and interesting your contributions will be. In our discussions, feel free to offer your own interpretations of the readings, films, and lectures. All thoughtful comments,

courteously expressed, are welcome; irrelevant outbursts are not. Quality is preferable to quantity.

**Courtesy:**

Crucial to our collegial endeavor is to respect your fellow scholars and respect yourself by always giving your best effort and by treating everyone with consideration. In a classroom, such consideration includes, among other things: arriving a few minutes early so that our discussions can begin on time; treating all opinions with the respect you trust your own opinions will receive; not creating distractions, such as extraneous private conversations and ringing cell phones or beepers. Food and drink are permitted, as long as you consume them courteously.

**Expectations:**

At the minimum, you are expected to do the assigned readings and viewings each week, complete assignments on time with your best effort, and contribute every week to our discussions. Beyond the minimum expectations, you should strive to contribute further by being an active participant -- curious, imaginative, creative. In your readings and in our discussions use the gift of your intelligence. When there is anything you feel you do not fully understand, ask questions. In our class, there are no dumb questions, no wrong answers; there are only opportunities to learn. As scholars, in a community of scholars, we are here to help each other learn. Whenever you feel you need it, always seek help from your fellow students and your professor.

**As Your Professor:**

You can expect me to set the agenda for our discussions each week and to lead us through that agenda. I will do my best to make our discussions valuable and engaging for you. You can expect me to keep you informed as to your progress and current grade in the class. You can expect that, on our intellectual journey, I will be your companion and your ally. I'm here to help you in every way I can, and I'm happy and honored to do it.

**Office Hours:**

I invite each of you to take advantage of my office hours. At that time, we can expand upon our class discussions, or talk about whatever you have on your mind. Office hours are also a very useful time to discuss your writing assignments. Writing is a fundamental element of the historical craft, and your grade will depend on the quality of the arguments you develop in the writing assignments and exams, as well as your skill in expressing your ideas and arguments. Especially in the preparation of your assigned essays and the mid-term and final exams, I encourage you to discuss with me your ideas and any questions you may have.

**Honesty (Plagiarism):**

Your work must be precisely that, YOUR work. In our discussions, and especially in your writing, when your argument is based on a passage, a quotation, or an idea from a book, article, or film, you must attribute that material -- tell us where it comes from.

As a scholar, a valued and respected member of a community of scholars, you are expected to specify the source(s) of your intellectual product. This is required not only to ensure intellectual honesty, but also to allow others to penetrate to the roots of your thought and ideas, so that, from those roots, their own ideas may branch, bud, and ultimately blossom to produce new knowledge.

Intellectual honesty is essential to the work of the scholar and to the life of the academy. Consequently, the penalties for plagiarism are severe. These include, but are not limited to, failing this class, being expelled from the university, losing the respect of others, squandering your self-respect, and betraying your intellectual potential.

The most insignificant, most clumsily conceived product of your own intelligence is infinitely more valuable and more worthy than the greatest and most graceful concept stolen from another. Therefore, it is far better to ask for an extension than to turn in a plagiarized paper on time. A respectable scholar will never plagiarize or cheat in any way.

**Reading:**

The readings are essential. If you have not yet bought the books, buy them today! Begin reading immediately. Don't fall behind in your reading. If you do, you will have a very difficult time following what is going on in the class. So that you can more readily attribute your comments, you are expected to bring your books and printed on-line class content with you to class.

**Confidence:**

Especially if this is your first year, these expectations and requirements may seem intimidating. Don't worry. You have earned a place in this university because you are equal to the challenge.

**There is no doubt you have the talent. It is up to you to make the effort.**

EXTRA

*We will do this using a variety of tools. Among these will be brief writing assignments, quizzes, and group discussions of the assigned readings, all of which are intended to aid in your development of the skills of critical thinking.*

This is a discussion seminar, not a lecture.

*Learning to complete assignments on time develops knowledge and self-discipline. Learning to express yourself well in conversation and in writing develops your intellect and will prove essential to your future success in whatever you choose to do.*

**Week 1: Why Race Is Not a Biological Concept/ Why Race Is Socially Constructed**

Lucius Outlaw, "Toward a Critical Theory of 'Race'", 58-78

*Race: The Power of an Illusion: The Difference Between Us*



## **Week 2: Race Matters**

Mary Waters, "Immigrants and American Race Relations", 326-344

Joe R. Feagin and Melvin P. Sikes, "The Continuing Significance of Race", 1-36

*Race: The Power of an Illusion: The Story We Tell*

## **Week 3: Reconstruction and Its Failures/Race Riots and the Great Migration**

W. E. B. Dubois, *Souls of Black Folks*, in *Norton Anthology of African American Literature* (1997)

Booker T. Washington, *Up From Slavery*, selections

Ida B. Wells, *A Red Record*, in *Norton Anthology of African American Literature* (1997)

### **Lynching-Presentation**

## **Week 4: WWII and Race/Southern Segregation and the Roots of Black Power**

Timothy Tyson, *Radio Free Dixie* 1-136

Robin Kelley, "Riddle of the Zoot," in *Race Rebels*, 161-181

Darlene Clarke Hine, *African American Odyssey*, 536-560 (Recommended)

Film: *Zoot Suit Riots*

## **Week 5: Civil Rights and Montgomery, AL**

Joanne Gibson Robinson, *The Montgomery Bus Boycott and the Women Who Started It*

Darlene Clarke Hine, *African American Odyssey*, 568-633 (Recommended)

Film: *Race: The Power of an Illusion: The House We Live in*

## **Week 6: From Civil Rights to Black Power**

Mary Dudziak, *Cold War Civil Rights*, 18-78

Martin Luther King, "Letter From Birmingham Jail", in *Why We Can't Wait* (1964)

Malcolm X, "Ballot of the Bullet" speech—Reading and Audio

"Burn Baby Burn", in *Understanding the Riots: Los Angeles Before and After the Rodney King Case*, 9-11, 15-16, 21

### **MIDTERM**

## **Week 7: From Civil Rights to Black Power cont.**

Timothy Tyson, *Radio Free Dixie*, 137-308

Stokely Carmichael and Charles V. Hamilton, "Black Power: Its Needs and Substance", *Black Power: The Politics of Liberation in America*, 34-56

Film: *Negroes with Guns*

## **Week 8: Black Panther Party**

Charles E. Jones and Judson L. Jeffries, "'Don't believe the Hype': Debunking the Panther Mythology", in *The Black Panther Party Reconsidered*, 24-47

JoNina M. Abron, "'Serving the People': The Survival Programs of the Black Panther Party", in *The Black Panther Party Reconsidered*, 177-192

Philip Foner, *Black Panthers Speak*, 1-6, 39-41, 137-144

Panther Propaganda

COINTELPRO Images

**BPP 10 Point Platform**

*Primary Sources Review Paper DUE*

**Week 9: Black Urban Communities, De-industrialization, and Emergence of Hip Hop**

Robin Kelley, 558-583

Bakari Kitwana, *Hip Hop Generation*, 3-141

Film: *Bastards of the Party*

**Week 10: 1980-90s, Prison Industrial Complex, and other Urban Issues**

Bakari Kitwana, *Hip Hop Generation*, pp. 145-215

Eric Schlosser. "The Prison Industrial Complex" a three-part series in the *Atlantic Monthly* (December 1998). <http://www.theatlantic.com/issues/98dec/prisons.htm>

Jeff Cohen, "R.I.P. Gary Webb -- Unembedded Reporter", *Common Dreams News Center*

Film: *Letter to the President: Streets Get Political*

**Field Trip: Tour of local prison or correctional facility.**

**Week 11: 1990s, Race and Urban Turmoil (O.J. Simpsons Trial)**

Darnell Hunt, *O.J. Simpson: Facts and Fictions*, 17-51

George Lipsitz, *Possessive Investment in Whiteness*, p. 99-117

Michael Novak, "Police Killings and the Media: A Tale of Three Killings", *Turning the Tide: Journal of Anti-Racist Action, Research and Education*. Vol. 12, No.2, Summer 1999. (5 pages)

Anne-Marie O'Conner, "Not Only Natalee is Missing", *Los Angeles Times*, August 5, 2005, E1. (4 pages)

Film: *O.J. Simpson: A Lesson in Black and White*

**Week 12/13: Hurricane Katrina/Jena 6**

Michael Eric Dyson, *Come Hell or Highwater*, 16-33

David Dante Troutt, *After the Storm*, 87-110

Film: *When the Levees Broke: A Requiem in Four Parts* [Parts 1 & 2]

Film: *Jena 6*

**Week 14: Black and Brown Voter Disenfranchisement (2000/2004 Bush Elections)**

Ronald Walters, *Freedom is Not Enough*, 88-105, 166-183

Cynthia McKinney, "*We Must Resist!*"

Film: *American Blackout*

**Week 15: Race in America since the Election of President Obama (Course Summary)**

George Lipsitz, "The Possessive Investment in Whiteness: Racialized Social Democracy and the 'White' Problem in American Studies", *American Quarterly*, Vol. 47, No. 3, Summer 1995, 369-387.

Film: *People and Power: White Power USA*