Assessments of the historic experience of African Americans from the Civil War and Reconstruction to the Civil Rights Era and the Second Reconstruction, i.e., the post Civil Rights Era from the 1970s through 2000, provide the focus of this course. Emphasis will be placed on the political, economic, including the business activities, as well as social and cultural activities of African Americans. The course begins with assessing the Black American experience during the Civil War and Reconstruction. In the immediate first post-Reconstruction, the Exodus of 1879 is considered along with the founding and building of Black Towns. Also, the legal and extralegal means, including violence, which led to the disfranchisement and segregation of Blacks, that is, the rise of Jim Crow, at the turn of the century and the Great Migration of the WWI era are examined. Ideologies of black leaders during that period, W.E.B. Du Bois, Booker T. Washington, Ida B. Wells and Marcus Garvey are compared.

The rise of the black urban ghetto and impact of African American working class as it relates to African American culture provide the focus for examining the twentieth century Black Experience. The Harlem Renaissance and the conditions of blacks in the Great Depression and WWII to the 1954 Brown decision provide an introduction to the Black Freedom Movement of the 1960s. Assessments are made of the riots in the 1960s, ideologies of Black leaders, Dr. Martin Luther King, Malcolm X, Stokley Carmichael, Fannie Lou Hamer, Ella Baker, Angela Davis, Kathleen Cleaver, black organizations, CORE, SNCC, Black Panthers. Agendas of post-Civil rights era black leaders Jesse Jackson, Minister Louis Farrakhan, Rev. Al Sharpton and black business leaders, Bob Johnson (BET); Oprah Winfrey, Case Lawal and hip hop entrepreneurs. The post-Civil Rights era rise of national black political leaders is examined; US Senators, Edward Brooke, Carol Moseley-Braun, Barack Obama, Roland Burris, Congresswomen Shirley Chisholm, Barbara Jordan, Sheila Jackson-Lee and presidential appointee Secretary of State Colin Powell and Condoleezza Rice. The course ends with commentaries on retrenchment in affirmative action policies, late twentieth century black conservatism, commodification of African American culture, and assessments on impact of America’s changing racial demographics on African Americans in the 21st century.
Technology led to first two black billionaires, Robert Johnson (BET) and Oprah. Also, the Internet with viral social networking websites, Twitter, MySpace, FaceBook, Black Planet and YouTube streaming videos, provided a basis for Barack Obama to emerge as the front-runner in the presidential primaries. Significantly, course begins with a Civil War, marking an end of slavery and beginning of black political participation. The course ends with the historical phenomenon of the election of the first African American President of the United States. What does this say about, race/racism in America in the twenty-first century? What about Katrina and Black Reconstruction in New Orleans in 2010? What about the economic recession, 2008-2010 for African Americans compared to impact of the Great Depression on African Americans in the 1930s? Where do we, all Americans go from here?

**REQUIRED BOOKS**

Arnesen, Eric, *Black Protest and the Great Migration*

Franklin, John H. and E. Higginbotham, *From Slavery to Freedom*, 9th ed


Martin, Waldo, *Brown v. The Board of Education: Brief History with Documents*

Smith, John D. *When Did Southern Segregation Begin?*

Walker, Juliet E. K. *The History of Black Business in America* - course packet

**RECOMMENDED BOOKS**

Franklin, Meier, *Black Leaders in the Twentieth Century*

Hutchinson, Earl, *The Assassination of the Black Male Image*

Kitwana, Bakari, *Why White Kids Love Hip Hop*

Martin, Waldo, *Brown v. The Board of Education: Brief History with Documents*

Parker, Gwendolyn M., *Trespassing: My Sojourn in the Halls of Privilege*

Sitton/Conrad, *Freedom Colonies: Independent Black Texans Time of Jim Crow*

**COURSE REQUIREMENTS**

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<tr>
<td>Exam 1 (Take-home)</td>
<td>Mar 1</td>
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<td>Exam 2 (Take-home)</td>
<td>Apr 26</td>
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<tr>
<td>Oral History Research Paper</td>
<td>Apr 28</td>
<td>25</td>
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<td>Critical Book Review or</td>
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**EXTRA CREDIT**

Black History Month Lecture

“**Our Black Year**” Maggie Anderson, Economic Empowerment

Feb 25 Texas Union Theater

**EXAMINATIONS**

All exams are essay. There are two take-home exams worth 70% of your grade. Lecture outlines include “consider” questions, the basis of the exam questions, and should be answered each week. I strongly suggest that you keep up-to-date in answering the consider questions so, when you get the exam, you will have literally answered the exam
questions. Also, TA Adrienne Sockwell and I are always available during our office hours to check your answers to the “consider question.”

**No late exams accepted.** If exigencies preclude you from turning in Exams I and II on due date, exams emailed must be dated by 11:00 AM on exam due date. A hard copy of the exam must subsequently be turned in. Only the hard copy of the exam will be graded. Students who fail to turn in take-home exams on date due will have to take the in-class 75 minute blue book exam at a specific time scheduled by the History Department. These make-up exams are usually scheduled on a Friday. Each day the exam is late, five points taken off exam grade=20 points from exam grade.

**THE EXAMS FOCUS ON TWO CHRONOLOGICAL TIME PERIODS**

**Exam 1, due Feb 23, will cover course material from 1860 to 1929**  
Civil War, Reconstruction, Post-Reconstruction, Black Economic Life, Rise of Jim Crow, Great Migration, Rise of Black Urban Ghetto, WWI, Black Cultural Life and Early twentieth century Black Leaders Great Migration, WWI, UNIA, Harlem Renaissance, 1900s-1929

**Exam 2, due Apr 26 will cover course materials from 1930s to 21st Century**  

**ORAL HISTORY RESEARCH PAPER**

Your topic for the oral history paper can be selected from any 20th century topics mentioned in the Course Introduction, including post-Civil Rights era contemporary issues in African American life, thought and culture, such as black business and entrepreneurship, working class blacks, conservative, liberal and radical black thought, impact of media and IT, nation’s changing demographics and diversity on Black Americans, Black feminism, black leaders, sports, music, film, Blacks and the Military, black urban life, migration, activities of anti-Black Hate Groups, Terrorism, African Diaspora immigration, Blacks and global capitalism. Or, your research paper can explore historical controversy, such as: Who was responsible for the Civil Rights Act of 1964? Your research paper will include three kinds of sources, primary, secondary and oral sources, which can be a family member, friend, and/or an authority or any person of any race, nationality, ethnic group but that person must have participated in, witnessed or has expert opinion on your selected topic in the historical experience of African Americans in the twentieth century. **Do not select a topic if you do not have a person to interview.** Your interviewee/s can be from 18 years old to over 100 years old and of any race or ethnicity, as long as this person has personal experience/views on the topic.

A research paper guide will be provided. **ALL PAPERS ARE DUE BEFORE OR BY APRIL 28. NO LATE RESEARCH PAPERS ACCEPTED**

**Extra Credit.** Students can earn up to 10 points added to total final grade points by selecting two of the following.
Lecture Report 5 points added to final grade average
Report on LBJ Museum Visit 5 points added to final grade average

All reports are two pages. A report on a non-class lecture that provides insight on Black History in 20th century is acceptable. With LBJ museum visit, report on exhibits related to African American history. The Obama report – answer what has he done for Black America since he took office.

EXTRA CREDIT All Extra Credit reports DUE at one time, May 6.

COURSE OUTLINE

DATE LECTURE TOPICS AND ASSIGNED READINGS

Jan 18, 20 INTRODUCTION TO COURSE: PERSPECTIVES ON AFRICAN AMERICAN HISTORY, CHRONOLOGY, HISTORIOGRAPHY BLACKS, THE CIVIL WAR AND FREEDMEN

Jan 25, 27 CIVIL WAR AND RECONSTRUCTION FOR BLACK AMERICA

From Slavery to Freedom, chaps. 10, 11
Major Problems in African American History, chap. 2, 36-74
Slavery and the making of America. Volume 4, The challenge of freedom [videorecording]

Feb 1,3 POST-CIVIL WAR BLACK LIFE, ECONOMICS, SEGREGATION.

History of Black Business, chap. 6, pp 182-219
Major Problems in African American History, 87-91, 166
Smith, When Did Southern Segregation Begin?

Feb 8, 10 VIOLENCE, RISE OF JIM CROW, POLITICAL AND LEGAL CONSTRAINTS AND BLACK LEADER RESPONSES.

From Slavery to Freedom, chap. 12, 13
Major Problems in African American History, chap. 5

Feb 15, 17 GREAT MIGRATION, RISE OF BLACK URBAN Ghetto WWI THE RED SUMMER

From Slavery to Freedom, chaps. 14
Major Problems in African American History, chap. 4
Arnesen, Eric, Black Protest and the Great Migration
**Feb 22, 24**  
**MARCUS GARVEY, ORGANIZED BLACK WORKERS AND THE HARLEM RENAISSANCE**

*From Slavery to Freedom*, chaps. 15, 16  
*Major Problems in African American History*, chap. 6  
*History of Black Business*, pp 219-224  
"Marcus Garvey [video]: look for me in the whirlwind"

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**Mar 1, 3**  
**CONFRONTING THE GREAT DEPRESSION, NEW DEAL FOR BLACKS?**

*From Slavery to Freedom*, chaps. 17  
*Major Problems in African American History*, chaps. 7, 8  
*History of Black Business*, pp 219-224; chap 8

**Mar 8, 10**  
**CONFRONTING WWII, THE COLD WAR/PRE-CIVIL RIGHTS ERA**

*From Slavery to Freedom*, chaps. 18, 19  
*Major Problems in African American History*, chaps. 7, 8

**Mar 15, 17**  
**SPRING BREAK**

**Mar 29, 31**  
**BROWN DECISION, COLD WAR AND PROLOGUE TO CIVIL RIGHTS**

*Brown v. The Board of Education: Brief History with Documents*  
"The Road to Brown [video]: the untold story of "the man who killed Jim Crow"

**Apr 5, 7**  
**BOYCOTTS, SIT-INS, MARCHES, MILITANCY, RIOTS, BLACK POWER DEMANDS, SUCCESSES, FAILURES**

*From Slavery to Freedom*, chap. 20  
*Major Problems in African American History*, chap 9

**Apr 12, 14**  
**BLACK REVOLUTION, BLACK LEADERS, GOVERNMENT RESPONSES, CIVIL RIGHTS, POLITICAL RIGHTS**

*From Slavery to Freedom*, chap. 21,  
*Major Problems in African American History*, chap.10

**Apr 19, 21**  
**POST-CIVIL RIGHTS AMERICA: “Progress and Poverty”**

*From Slavery to Freedom*, chap. 22, 23  
*History of Black Business*, chap 11  
*Major Problems in African American History*, 313—336
Apr 21  EXAM II  1930s-2100 Take-home  Due April 26
Apr 26  EXAM II  Due 11:00 AM—NO LATE EXAMS-MAKE-UP IN-CLASS

Apr 26, 28, May 3, 5  FROM SLAVERY TO FREEDOM: PROGRESS, CHANGE?

Student Panel (EX CR) Panel Moderator, TA Adrienne Sockwell
Black Leaders of the Twentieth Century
The Assassination of the Black Male Image
Why White Kids Love Hip Hop
Trespassing: My Sojourn in the Halls of Privilege

ATTENDANCE

University regulations mandate that students with more than three unexcused absences must be given an F grade. There are occasions when a student will miss class due to illness or personal problems. If illness or personal problems require you to miss more than three classes, you must present verification of these circumstances from your Physician, Dean or funeral director. If your circumstances prevent you from meeting class attendance requirements, please discuss with your Dean the necessity of dropping the course. If your absence is due to university obligations, arrangements must be made in advance to make up any missed work.

When absent, it is your responsibility to get the lecture outline from TA Lauren and class lecture notes from a classmate. Once this is done and, if you have questions on the lecture notes, please see either the TA or me.

The New Grading System:  Fall '09--

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SPECIAL NEEDS
The University of Texas at Austin provides, upon request, academic accommodations for qualified students with disabilities. To determine if you qualify, please contact the Dean of Students at 471-6259; 471-4641 TTY to certify your needs, which will allow me to make appropriate arrangements.

UNDERGRADUATE WRITING CENTER

In addition, as you begin to write your research paper, please consider the Undergraduate Writing Center, which provides professional consulting services for students who want to improve their writing.

The Undergraduate Writing Center’s mission—improving undergraduate writing and supporting undergraduate education at The University of Texas at Austin—has effective and ethical rhetoric at its core. We train our writing consultants to approach each session from the following points of departure: the assignment of the particular instructor, the expectations of the particular discipline, and the goals of the particular student.

Students can bring their assignments to the UWC and work with a consultant on any aspect of their writing—from brainstorming, to developing and organizing an argument, to learning the conventions of usage and punctuation.

Their consultants will use my directions as well as your student notes to define the goals of each session, but ultimately, students are responsible for the quality of their papers. Also, consultants will be happy to send a brief letter describing each session, if student requests.

The Undergraduate Writing Center Located in FAC 211 (Flawn Academic Center), and the UWC is open from 9 a.m. to 8 p.m. Monday through Thursday and from 9 a.m. to 3 p.m. on Friday. Although consultants will continue to work with students on a walk-in basis, students should be encouraged to call ahead for an appointment (471-6222).

To better familiarize your students with our the Undergraduate Writing Center services, the UWC brochure, which details hours and policies can be downloaded from their main website at www.uwc.utexas.edu. Undergraduate Writing Center

Most important, your paper must be your own work. By following the above directions, there will be no concern that your paper is not your own—See UT’S POLICIES at:

Plagiarism | SJS We offer a wide variety of programs and services to enhance student life at the University of Texas at Austin. We're here for you! deanofstudents.utexas.edu/sjs/scholdis_plagiarism.php - 13k

UT Links:

• Division of Rhetoric and Composition Student Resources
• Student Government/Student Advocates
• Honor Code
• LBJ School of Public Affairs A Guide to Avoiding Plagiarism (384K PDF file)
• http://www.lib.utexas.edu/admin/cird/bibliographer/bibsubject.html#subject
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NOTES: CHANGES, ADDENDUM