## I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>Historical and Cultural Studies</th>
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<tbody>
<tr>
<td>Dept/Program</td>
<td>African American Studies</td>
</tr>
<tr>
<td>Course #</td>
<td>AAS 263 (formerly AAS 379H)</td>
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<tr>
<td>Course Title</td>
<td>African American History Since 1865</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
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## II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>Tobin Miller Shearer</td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td>406-243-6225/ <a href="mailto:tobin.shearer@umontana.edu">tobin.shearer@umontana.edu</a></td>
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<tr>
<td>Program Chair</td>
<td>Tobin Miller Shearer</td>
<td></td>
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<tr>
<td>Dean</td>
<td>Jonathan Tompkins</td>
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## III. Description and purpose of the course:

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: [http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm](http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm)

This course follows the experience of African Americans from the end of the Civil War through the end of the twentieth century. Students identify the primary physical, cultural, and political movements and periods of the African Diaspora in the United States from Reconstruction through the twentieth century; assess the strategies employed by African-American women, men, and children in response to traditions of liberalism and white supremacy; and explain how multiple and varied social forces brought about change within African-American communities and how those communities in turn changed the surrounding society.

## IV. Criteria:

Briefly explain how this course meets the criteria for the group. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

- **Present ideas and information with a view to understanding the causes, development, and consequences of historical events**: Students explore the roots, significance, and change over time from the Reconstruction period through the end of the twentieth century.
- **Evaluate texts or artifacts within their historical and/or cultural contexts**: Each week students read primary documents from the specific period under examination.
- **Analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts**: Students assess how African Americans responded to the changing political, social, and cultural circumstances during the nineteenth and twentieth centuries.

## V. Student Learning Goals:

Briefly explain how this course will meet the applicable learning goals. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

- **Synthesize ideas and information with a view to understanding the causes and consequences of historical developments and events**: Through essays written during the mid-term and final, students will be required to explain how change came about in the African-American experience by identifying principle actors, events, and social forces.
evaluate texts or artifacts within their historical and/or cultural contexts

In a series of small group projects and in-class writing assignments students will evaluate the primary historical texts used in the class and explain how they emerged from their particular time period.

analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.

Throughout the course, students will be challenged to explain the continuities and disruptions in African-American experience from Reconstruction through to the end of the twentieth century in small group discussion and mid-term and final evaluations.

VII. Syllabus: Paste syllabus below or attach and send digital copy with form. ↓ The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html

AAS 263 African American History Since 1865

The history of the African-American experience since the Civil War allows students to follow a people in motion. From the literary explorations of Langston Hughes to the organizing drives of Ella Baker and from the trans-Atlantic peregrinations of W. E. B. Dubois to the gender and race crossings of Pauli Murray, this class presents African Americans in late nineteenth and twentieth century United States history as those who moved – by choice and by force – and who moved others. Rather than a tangent to the American story, African-American history is treated as a central strand in the reunification, industrialization, urbanization, and globalization of the United States. Through a lens of motion, students will examine change and continuity in the African-American experience, the fight against Jim Crow, the Great Migrations, the struggle for civil rights, and post-civil rights economic, political, social and cultural developments and challenges.

Objectives: students will be able to –
- identify the primary physical, cultural, and political movements and periods of the African Diaspora in the United States from Reconstruction through the twentieth century;
- assess the strategies employed by African-American women, men, and children in response to traditions of liberalism and white supremacy;
- explain how multiple and varied social forces brought about change within African-American communities and how those communities in turn changed the surrounding society.

Assignments: To realize these objectives, students will take two exams and complete three group projects. The mid-term will combine term identifications, short essays on key historical events, and a long essay on a key African American movement broadly configured. The final exam will follow a similar format covering the entire course and focus on explanations of how African Americans have influenced central developments in late nineteenth and twentieth century history.
Students will also complete three group projects in the course of the semester. Mondays and Wednesdays of each week’s classes will feature lectures and short discussion of assigned readings. During most Friday classes, students will work in small groups to complete and/or present assigned group projects. In the course of the semester, students will complete three of the following five options:

1) **Timeline.** Develop an annotated, on-line timeline of African-American history of any 25-year period between 1865 and 2000;
2) **Poster.** Develop a poster (PDF projection acceptable) explaining the significance, causes, and key historical African-American actors in any one of the following movements:
   - Popular Front;
   - Double V campaign;
   - Korean War;
   - Highlander Folk School;
   - March on Washington movement;
   - 1870s Reparations movement;
   - Atlanta Washer women’s strike of 1881;
   - Motown music in Detroit 1960s;
   - Head Start programming;
   - wildcard (student suggestion approved by instructor);
3) **Oral history interview.** Conduct an oral history interview with an African American who was 18 or older during the 1960s or 1970s on the legacy of the Civil Rights Movement, transcribe the interview, and summarize;
4) **Narrative history.** Write a ten-page narrative history of an African-American individual or group in the West from 1865 forward (one paper per group);
5) **Powerpoint.** Create a five-minute illustrated Powerpoint presentation (with annotated bibliography) that explains the role played by African Americans in one of the following historical developments:
   - reunification;
   - industrialization;
   - urbanization;
   - globalization.

**Note on project sessions:**
All projects that receive a grade of a B or higher will be uploaded onto a publicly viewable class website. Full rubrics for each project will be distributed at the beginning of the semester. Class attendance on Friday group projects days is mandatory and is incorporated into each project grade.

**Assessment:**
Project 1 – 20%
Project 2 – 20%
Project 3 – 20%
Midterm – 20%
Final – 20%

**Grade scale:**
Classroom etiquette:
In a wired world gone casual, a few words on etiquette in the classroom will prove helpful. During lectures, I will give you my complete attention. I ask the favor of the same from my students. To this end, during class time it is considered inappropriate to communicate via tech-savvy means (i.e. texting, writing e-mails, surfing the web, instant-messaging, etc.) or in a more quaintly Luddite fashion (whispering, passing notes, having conversations, etc.). Your cooperation is greatly appreciated in this matter. Please turn off all cell phones and use laptops only for note taking during lectures and class discussion (with the obvious exception of project sessions). Acting contrary to these basic standards of etiquette will not only be considered rude but will likewise negatively impact participation grades.

Instructor contact:
I maintain regular office hours that I will post on the course website. You are also welcome to contact me by e-mail. My goal is to respond within 24 hours. In case of emergency, you may contact me by phone as listed on the course website.

Missed deadlines:
My goal is always to encourage your best work in the midst of multiple classroom demands and real life emergencies. Limited deadline extensions can be arranged if the student makes advance contact. Late papers or projects will be marked down a 1/3 grade/day. Make-up exams will not be offered unless they are arranged along with appropriate documentation from medical, athletic or administrative officials.

Academic honesty:
Stealing someone else’s ideas is the same as stealing someone’s property. Cite others’ ideas in standard footnote or endnote format (in written work and all projects). Paraphrase whenever possible. In general, a paraphrase uses no more than three of the same words in a sentence as the original source. See: http://ordway.umt.edu/SA/VPSA/index.cfm/name/StudentConductCode for a full review of the University of Montana’s student conduct code.

Accessibility:
Students with documented disabilities as per University policy (see: http://www.umt.edu/dss/current/expect_access/ldver.html for more information) will be appropriately accommodated in accordance with counsel from University of Montana Disability Services for Students (DSS).

Readings:
Course pack:

Schedule:
Week 1: Introduction
Monday – Course review, project description
Wednesday – Introduction to African-American history
Holt and Brown, Chapter 1: essays by Woodson, Franklin, Blight, Ruffins
Friday – Project sessions A1

Week 2: Reconstruction
Monday – Reconstruction 1 – Building on the bloody shirt
Holt and Brown, Chapter 2: essays by Gutman, Saville, Brown
Wednesday – Reconstruction 2 – Reaction and redemption
Holt and Brown, Chapter 2: documents – all but elected representatives
Friday – Project sessions A2

Week 3: Jim Crow and the New South
Monday – Agriculture and labor issues
Holt and Brown, Chapter 3: essays by Brown, Hunter
Wednesday – Resistance and reunification
Holt and Brown, Chapter 3: documents – all
Friday – Project sessions A3

Week 4: Lynching and Separation
Monday – The specter of death
Coursepack – Litwack.
Wednesday – In the face of the mob.
Coursepak – Brundage.
Friday – Project sessions A4

Week 5: W. E. B. DuBois
Monday – Articulating race.
DuBois, 1-110.
Wednesday – DuBois and the Niagara Movement
DuBois, 111-223.
Chapter 5 – documents, Niagara Movement
Friday – Project sessions A5

Project 1 due by end of day Friday.

Week 6: WWI
Monday – Fighting for democracy.
   Barbeau and Nalty, 3-55.
Wednesday – Betrayal at home.
   Barbeau and Nalty, 70-110, 16-190.
Friday – Project sessions B1

Week 7: Great Migration
Monday – A Nonviolent movement to the North
   Holt and Brown, Chapter 4: essays by Gottlieb and Watkins Owens
Wednesday – Pushed, pulled, and politicized
   Holt and Brown, Chapter 4: documents – all
Friday – Midterm

Week 8: Organizing a response
Monday – Wells and Washington
   Holt and Brown, Chapter 5: essays by White and James
Wednesday – Garvey and Walker
   Holt and Brown, Chapter 5: documents – all but Niagara movement
Friday – Project sessions B2

Week 9: Harlem Renaissance
Monday – Origins of the renaissance, literature
   Holt and Brown, Chapter 6: Essays by Hunter and Higginbotham
Wednesday – The renaissance in music, sculpture and painting
   Holt and Brown, Chapter 6: documents – all
Friday – Project sessions B3

Week 10: WWII era
Monday – The Popular Front
   Holt and Brown, Chapter 7: essays by Kelley and Lemke-Santangelo
Wednesday – Socialists, Communists, and Anti-Fascists
   Holt and Brown, Chapter 7: documents – all
Friday – Project sessions B4
Project 2 due by end of day Friday.

Week 11: Civil Rights Roots
Monday – A long time traveling
   Holt and Brown, Chapter 8: essays by Kelley and Korstad and Nelson Lichtenstein
Wednesday – Murray, Randolph, Rustin
   Holt and Brown, Chapter 8: documents – all
Friday – Project sessions C1
Week 12: Civil Rights Realities
   Monday – Up from the underside
       Holt and Brown, Chapter 9: essays by Carson and Payne
   Wednesday – Of Islam and Christianity
       Holt and Brown, Chapter 9: documents – all
   Friday – Project sessions C2

Week 13: Black Nationalism
   Monday – Dividing generations
       Holt and Brown, Chapter 10: essays by Lipsitz and Smith
   Wednesday – Guns, guys, and gusto
       Holt and Brown, Chapter 10: documents – all
   Friday – Project sessions C3

Week 14: Post civil rights labor and cultural movements
   Monday – Carrying Civil Rights forward.
       Coursepack: Maclean.
   Wednesday – Resistance through culture – rap, hip-hop and performativity.
       Coursepack: West
   Friday – Project sessions C4

Week 15: African American Politics
   Monday – Internal divisions, strategies, responses
       Holt and Brown, Chapter 11: essays by Gunier, Rose, Kaplan
   Wednesday – Institutional racism – criminal justice, education, employment
       Holt and Brown, Chapter 11: documents – all
   Friday – Project sessions C5
   Project 3 due by end of day Friday.

Final scheduled during Finals week.

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.