I. ASCRC General Education Form (revised 1/27/11)

Use to propose new general education courses (except writing courses), to change existing gen ed courses and to remove designations for existing gen ed courses.

Note: One-time-only general education designation may be requested for experimental courses (X91-previously X95), granted only for the semester taught. A NEW request must be submitted for the course to receive subsequent general education status.

<table>
<thead>
<tr>
<th>Group (submit separate forms if requesting more than one general education group designation)</th>
<th>III. Language</th>
<th>VII: Social Sciences</th>
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<tbody>
<tr>
<td>III Exception: Symbolic Systems *</td>
<td>VIII: Ethics &amp; Human Values</td>
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<tr>
<td>IV: Expressive Arts</td>
<td>IX: American &amp; European</td>
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<td>V: Literary &amp; Artistic Studies</td>
<td>X: Indigenous &amp; Global</td>
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<td>VI: Historical &amp; Cultural Studies</td>
<td>XI: Natural Sciences</td>
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<td>w/ lab ☐ w/out lab ☐</td>
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*Courses proposed for this designation must be standing requirements of majors that qualify for exceptions to the modern and classical language requirement.

<table>
<thead>
<tr>
<th>Dept/Program</th>
<th>Course Title</th>
<th>Course #</th>
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<tbody>
<tr>
<td>History/African-American Studies</td>
<td>African-American History Since 1865</td>
<td>HSTA/AAS 343</td>
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<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Credits</th>
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<tbody>
<tr>
<td>None.</td>
<td>3</td>
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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>X6225/tobin.shearer@umontana.edu</td>
<td></td>
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<tr>
<td>Program Chair</td>
<td></td>
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<tr>
<td>Dean</td>
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III. Type of request

<table>
<thead>
<tr>
<th>New</th>
<th>One-time Only</th>
<th>Renew</th>
<th>Change</th>
<th>Remove</th>
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<td></td>
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<td>x</td>
<td>Up for regular review.</td>
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IV. Description and purpose of new general education course: General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble:

http://umt.edu/facultysenate/archives/minutes/gened/GE_preamble.aspx

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.

V. Criteria: Briefly explain how this course meets the criteria for the group. See:

http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx
present ideas and information with a view to understanding the causes, development, and consequences of historical events | Students explore the roots, significance, and reasons for change over time of key periods in the history of the African-American experience from the Reconstruction period through the end of the twentieth century. Periods and themes examined include: Reconstruction, Jim Crow and the New South, WWI, Great Migrations, Harlem Renaissance, WWII, Civil Rights Movement, Post-Civil Rights Cultural and Labor Movements.

evaluate texts or artifacts within their historical and/or cultural contexts | Each week students read and analyze primary documents from the specific periods 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 through a group project and a narrative history paper.

VI. **Student Learning Goals:** Briefly explain how this course will meet the applicable learning goals. See: [http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx](http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx)

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 principle actors, events, and social forces brought about change in African-American history.

evaluate texts or artifacts within their historical and/or cultural contexts | In a small group project 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. **Justification:** Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered above the 200 level), provide rationale for exception(s).
Both this course and AAS/HSTA 342 African-American History to 1865 were designed as 200 level courses and submitted at that level. Due to the demands of common course numbering, administrators at the state level designated the courses at the 300-level. The courses are both truly foundational for the study of the African-American experience, follow the same periodization as the General History surveys, are wide-ranging in their scope of African-American history, and introduce historical methods of analysis specific to the African-American experience. If the ASCRC could lobby for them to be returned to the 200 level, that would be most welcome.

VIII. 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

Please note: Approved general education changes will take effect next fall.

General education instructors will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.

AAS/HSTA 343H African-American History since 1865
Spring 2013
Tobin Miller Shearer

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 weekly quizzes, two exams, and complete two projects. Quizzes will have ten short-answer questions each week. The mid-term will combine term identifications and two short essays on central course themes. The final exam will follow a similar format - but with one short and one long essay - covering the entire course and focusing on explanations of how African Americans have influenced central developments in late nineteenth and twentieth century history.

Students will also complete two projects in the course of the semester. Mondays and Fridays of each week’s classes will feature lectures and short discussion of assigned readings. During most Wednesdays’ classes, students will work in small groups to complete and/or present assigned projects and discuss the readings. In the course of the semester, students will complete the following two projects:

A) Presentation. Work in a small group to prepare and present a professional 15-18 minute poster presentation on the significance, causes, and key historical African-American actors in 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
- Father Divine’s Peace Mission;
- wildcard (student suggestion approved by instructor).

B) Narrative history or wildcard history (student suggestion approved by instructor). Write a ten-page narrative history of the group researched for the presentation (students all write own paper, give each other feedback, given individual grade) or tell a narrative history about that group in the form of a play, radio show, documentary or other form suggested by the student. Students may form groups and make proposals on their own initiative. The paper must argue a clearly presented thesis that explains the significance, causes, and key historical African-American actors in the identified movement.

Note on project sessions:
Full rubrics for each project are available on the course website and will be distributed as they become due. Class attendance is mandatory and students will sign in. Attendance on Wednesday group projects days will be incorporated into each project grade.

Grade changes or drops:
Unless in the case of a documented major life emergencies (death of a loved one, extended illness, etc.), this class may not be dropped and grading options may not be changed after the university deadline of February 15, 2013.

**Assessment:**
- Participation - 15%
- Quizzes – 15%
- Project A - Presentation – 15%
- Project B – Narrative History – 20%
- Midterm – 15%
- Final – 20%

**Grade scale:**
- A+ 98-100  A  93-97  A-  90-92
- B+ 87-89  B  83-86  B-  80-82
- C+ 77-79  C  73-76  C-  70-72
- D+ 67-69  D  63-66  D-  60-62  F ≤59

**Classroom etiquette:**
I expect that all students will join me in creating an effective learning environment by:
- turning off all cell phones (and thus doing no texting, e-mailing or instant messaging);
- using laptops only for note taking;
- not doing crosswords, reading newspapers, or other recreational activities;
- not talking or whispering with fellow classmates unless instructed to do so.

During lectures, I will give you my complete attention. I ask the favor of the same from my students. Should a student’s behavior interrupt our learning environment, he or she will first be given a private verbal warning, then be given a public warning. Should disruptive behaviors continue following two warnings, the student will be issued a warning in writing and docked a letter grade on his or her most recent project. Any subsequent disruptive behaviors will be turned over to the University’s disciplinary committee.

**Instructor contact:**
I will hold office hours every Wednesday from 2:00 p.m. to 4:00 p.m. or by appointment. My office is located on the second floor of the Liberal Arts Building (facing Mt. Sentinel), Room 262. You are also welcome to contact me by e-mail at tobin.shearer@umontana.edu. My goal is to respond within 24 hours. In case of emergency, you may contact me by phone at 406-243-6225.

**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 2/3 grade/day. Make-up exams will be offered when arranged with appropriate
documentation from medical, athletic or administrative officials. Quizzes can be made up without documentation within one week of their original offering.

**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:**
The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154 or visit their website http://www.umt.edu/disability. I will work with you and DSS to provide an appropriate accommodation.

**Readings:**
(Books available in the campus bookstore and on traditional reserve at the Mansfield Library.)

**Course pack (Available on the course website):**

**Schedule:**
Week 1: Introduction
   January 28, Monday – Course review, project description
   January 30, Wednesday– **Quiz #1** and Project session A1 (Group formation and topic choice)

   Holt and Brown, Chapter 1: essays by Woodson, Franklin, Blight, Ruffins
February 1, Friday – Introduction to African-American history

Week 2: Reconstruction (1865-1877)
February 4, Monday – Reconstruction 1 – Building on the bloody shirt
February 6, Wednesday – Quiz #2 and Project session A2 (meet in library)
   Holt and Brown, Chapter 2: essays by Gutman, Saville, Brown;
documents – all but elected reps
February 8, Friday – Reconstruction 2 – Reaction and redemption

Week 3: Jim Crow and the New South (1877-1910)
February 11, Monday – Agriculture and labor issues
February 13, Wednesday – Quiz #3 and Project session A3 (sources review)
   Holt and Brown, Chapter 3: essays by Brown, Hunter; documents – all
February 15, Friday – Resistance and reunification

Week 4: Lynching and the Mob (1877-1930)
February 18, Monday – No class – president’s day
February 20, Wednesday – Quiz #4 and Project sessions A4 (prep and Review)
   Coursepack – Brundage, Litwack..
February 22, Friday – lynching and the mob.

Week 5: W. E. B. DuBois (early 20th century)
February 25, Monday – DuBois and the Niagara Movement
   Project A due by midnight Tuesday uploaded to class website.
February 27, Wednesday – Quiz #5 and Project sessions A5 (2 groups present)
   DuBois, 1-223 (All the chapters originally written by DuBois).
   Chapter 5 – document: Niagara Men Pledge Themselves to Persistent
Agitation.
March 1, Friday – DuBois and the Souls of Black Folks

Week 6: WWI (1914-1918)
March 4, Monday – Women and democracy
March 6, Wednesday – Quiz #6 and Project sessions A6 (2 groups present)
   Cashin, pp. 1-126 (Chapters 1-9)
March 8, Friday – Drawing Dissent: African-American Thought In Political
Cartoons

Week 7: Great Migration (1916-1945)
March 11, Monday – Pushed, pulled, and politicized
March 13, Wednesday – A Nonviolent movement to the North
   Holt and Brown, Chapter 4: essays by Gottlieb and Owens; documents – all
March 15, Friday – Midterm

Week 8: Organizing a response (circa 1900-1925)
March 18, Monday – Wells and Washington
March 20, Wednesday – **Quiz #7** and Project sessions B1 (Narrative History introduction)
   Cashin, pp. 127-258 (Chapters 10-15)
March 22, Friday – Garvey and Walker

Week 9: Harlem Renaissance (1916-1937)
March 25, Monday – Origins of the renaissance, literature
March 27, Wednesday – **Quiz #8** and Project sessions B2 (Narrative History outline due, rubric review)
   Holt and Brown, Chapter 6: Essays by Hunter and Higginbotham; 
documents – all
   **Narrative history outline due in class**
March 29, Friday – The renaissance in music, sculpture, and painting

Spring Break – April 1-5

Week 10: WWII era (1930-1945)
April 8, Monday – The Popular Front
April 10, Wednesday – **Quiz #9** and Project sessions A7 (two groups present)
   Holt and Brown, Chapter 7: essays by Kelley and Lemke-Santangelo; 
documents – all
April 12, Friday – Double-V Campaign

Week 11: Civil Rights Roots (1950-1960)
April 15, Monday – A long time traveling
April 17, Wednesday – **Quiz #10** and Project sessions A8 (two groups present)
   Holt and Brown, Chapter 8: essays by Kelley and by Korstad and 
   Lichtenstein; documents – all
April 19, Friday – Those who came before

Week 12: Civil Rights Realities (1961-1965)
April 22, Monday – Up from the underside
April 24, Wednesday – **Quiz #11** and Project sessions B3 (grammar/writing 
workshop)
   Holt and Brown, Chapter 9: essays by Carson and Payne; documents – all
First five pages of narrative history due in class on Wednesday
April 26, Friday – Of Islam and Christianity

April 29, Monday – Dividing generations
May 1, Wednesday – **Quiz #12** and Project sessions B4 (proofing methods 
review)
   Holt and Brown, Chapter 10: essays by Lipsitz and Smith; documents – all
Second five pages of narrative history due in class on Wednesday
May 3, Friday – Guns, guys, and gusto

Week 14: Post civil rights labor and cultural movements (1971-1985)
May 6, Monday – Carrying Civil Rights forward.
May 8, Wednesday – **Quiz #13** and Project Session B5 (reports on papers and reflection on learnings)
   Coursepack: Maclean, West.
   **Research paper due by Wednesday at midnight uploaded to class website.**
May 10, Friday – Resistance through culture – rap, hip-hop and performativity.

**Final exam: Thursday, May 16, 3:20-5:20, regular room, UH 210.**