Note: Supplemental information regarding course requirements is posted on the course WebCampus site. Students should read the material on WebCampus as well as this syllabus in the first week of class and check the site at least once a week for new information and announcements that will be added during the semester.

Instructor Information

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Course Description and Core Objectives

This course examines the experiences of African Americans from the end of slavery through the late twentieth century. Major themes include the development and functions of racism in the United States, black people’s struggles for equality, and the relationships between the African American experience and the American experience as a whole. Through readings, discussions, and their own research, students will develop a sense of the changing nature of racial ideologies, the various ways black people have resisted racist beliefs and policies, and the impact of shifting political and economic conditions on the freedom struggle in the century after emancipation.

This course satisfies Core Objective 10 of the Silver Core Curriculum:

**CO10. Diversity and Equity:** Students will develop a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate attentiveness to and analysis of diversity and equity.

In addition, HIST 433A/633A helps students to develop the skills described in Core Objective 1 (Effective Composition and Communication) and Core Objective 3 (Critical Analysis and Use of Information). These objectives are reinforced throughout the curriculum in other courses students take to fulfill core and major requirements. Through the assigned readings, essays, class discussions, group activities, and research projects, students will practice critical thinking and communication skills that can be applied in other academic and professional contexts. In their research and written work, students will adhere to ethical principles that govern scholarly inquiry, including the accurate representation of evidence, proper citation of sources, and respectful interactions with colleagues.
Skills-Based Curriculum

The history program at UNR helps students to develop proficiency in broadly applicable skills while mastering specific subject areas. In addition to learning about African American history, students will have opportunities to practice and improve the following skills in this course:

- critical thinking (through reading and analyzing written documents and cultural sources)
- historical research (through finding information about historical topics in short assignments and a research essay)
- written communication (through writing short assignments, an analytical paper, and a research essay)
- primary source analysis (through reading and asking questions about historical documents and cultural artifacts created during the time period we are studying)
- secondary source analysis (through reading and asking questions about books and articles written by scholars about the time period we are studying)
- cultural text analysis (through thinking about the significance of cultural texts such as cartoons, music, films, and television programs and placing them in historical context)
- oral expression (through small group and whole class discussions and student presentations)
- using the internet (through research assignments and guidance on how to evaluate internet sources)

Student Learning Outcomes (SLOs) and Correlation to Core Objectives (COs)

Students successfully completing this course will be able to:

1. describe the various forms racism has taken in the United States since the end of slavery in the 1860s (CO10)
2. analyze and synthesize primary, secondary, and cultural sources (CO3)
3. find and use historical scholarship and sources to answer a research question (CO3)
4. present ideas in a clear and persuasive manner both orally and in writing, in accordance with the ethical principles governing scholarly inquiry (CO1, CO3)
5. use relevant scholarship and historical evidence to analyze the experiences of African Americans and their struggles for equality (CO3, CO10)

You may notice that the abbreviation SLO followed by a series of numbers appears on some course materials. This simply means that the lecture, discussion, assignment, or other activity offers opportunities for students to practice skills related to the learning outcomes listed above (e.g., “SLO 1, 4” means the activity builds your knowledge of the various forms racism has taken in the United States (SLO 1) and requires you to present ideas orally or in writing (SLO 4)).

Required Reading

Books to be purchased:
You will not acquire the knowledge and skills you need to pass this course through passive reading or significant part of your grade. Done the reading will find it hard to fulfill the class participation requirement, and this makes up an important that you complete the readings before the days they are assigned. Students who are not present, you cannot participate, so excessive absences will lower your final grade. It is also very important that you complete the readings before the days they are assigned. Students who have not done the reading will find it hard to fulfill the class participation requirement, and this makes up a significant part of your grade.

Instead, you will need to take an active role in the learning process. This means working
through the assigned texts carefully and critically, analyzing the information and not just summarizing it, and coming to class prepared to share your own thoughts and interpretations of the material. See “Participating in Discussions” in the Course Mentor folder on WebCampus for more information about how to do well in class participation.

**Quizzes and assignments (SLOs 1, 2, 3, 4, 5)**
The quizzes and assignments are designed to encourage you to keep up with the reading and help you to prepare for class discussions and activities each week. In addition, the research and writing exercises required by the assignments provide opportunities to practice skills related to studying African American history. Developing these skills through short assignments will help you to do well on the longer research and writing assignments required later in the course.

Guidelines and questions to consider as you work through the readings will be posted on WebCampus before the start of each week. You should familiarize yourself with these before you begin the reading assignments. You should also download or print out the assignment sheet in the weeks when these are due so that you know what to focus on as you are reading.

Although the quizzes and assignments will not be cumulative (i.e., they will only include material covered during the week when the quiz is given or the assignment is due), you may sometimes be asked to think back to things we looked at earlier in the semester and draw comparisons or make other connections to the current week’s material. This is another reason why regular attendance and paying close attention to lectures and discussions are essential.

**Forum contribution, analytical paper, and research essay (SLOs 1, 2, 3, 4, 5)**
Detailed instructions for completing these assignments are available in the Writing Assignments folder on WebCampus. There are also general guidelines for how to write assignments and essays in the Course Mentor folder. Be sure to read the information on WebCampus before beginning work on these assignments.

**Final review session (SLOs 1, 2, 4, 5)**
Instead of a final exam, the final class period will consist of a mixture of discussions and activities designed to assess what students have learned over the course of the semester. You may consult your books and notes during this class, so be sure to keep detailed, well organized records of everything we do in the course—i.e., take notes on the assigned readings, lectures, discussions, group activities, and videos played in class; keep copies of handouts, assignments, and essays; and file things in your course folder in a way that makes them easy to refer back to when needed.

**Assessment for HIST 633A (graduate students)**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in discussions and other class activities</td>
<td>30 percent</td>
</tr>
<tr>
<td>Teaching segment</td>
<td>20 percent</td>
</tr>
<tr>
<td>Historiographical or research essay (25–30 pages)</td>
<td>50 percent</td>
</tr>
</tbody>
</table>

Graduate students will meet with the instructor in the first week of class to discuss ideas and options for their essays and how they might contribute to class activities and discussions. We will also have additional meetings throughout the semester to check students’ progress on their projects. Students will also prepare a mini-lecture, discussion, or other teaching activity on a topic of their choice in consultation with the instructor.
Grading Criteria

Grading criteria for written work are set out below. Students should also read and follow the guidelines set out in “Advice for Writing Assignments and Essays” and “Common Problems in Student Essays” in the Course Mentor folder on WebCampus to ensure they meet the highest standard possible in their written work.

F (less than 60%)
F is for work that is not acceptable. It demonstrates that the student has no idea what the course material is about, suggesting a lack of interest or effort and possibly some absences from class. Students who do the reading and come to class regularly rarely receive an F. If you think you have been trying hard and you get an F on an assignment, I encourage you to come to me for help.

D– (60–62%), D (63–66%), D+ (67–69%)
D is given for work that is inadequate. It omits important points, contains more than a few inaccuracies, and is badly organized. It suggests that the student has not been paying much attention to the course or is having problems understanding the material. As in the case of an F grade, if you think you have been trying hard and receive a D grade for a writing assignment, come and see me for help. I will do everything I can to assist students who want to work to improve their grades.

C– (70–72%), C (73–76%), C+ (77–79%)
C is given for work that is average. The student shows familiarity with the material and is mostly accurate, but the paper lacks detail or effective organization. The C essay might make general points but fail to support them with specific evidence, or it might be merely a collection of facts, with no coherent theme or thesis. You can pass the course with this kind of work, but you should aim higher.

B– (80–82%), B (83–86%), B+ (87–89%)
B denotes work that is above average in quality. It demonstrates that the student knows and understands the material covered in class, and that s/he is capable of synthesizing it into a competent essay. It is accurate, detailed, and well organized, with an introduction, a thesis, and a conclusion.

A– (90–94%), A (95–100%)
A is for work of exceptional quality. This grade is for essays that present a clear thesis supported by persuasive evidence and analysis, logically organized, and free from typing or grammatical errors. The A essay does more than just competently summarize material from the readings or lectures. It shows the student has thought things through on a deeper level and offers his or her own perspective on the topics under consideration.

Deadlines and Policies Regarding Missed Work

Writing assignments and essays are due in class on the dates indicated in the Weekly Schedule below. Late assignments and papers will be penalized (3 points deducted from your grade for the late work) unless you have contacted me before or on the due date to arrange an extension. There are ways to make up for points lost for late work or absences and to earn extra credit points to improve your grade—see “Policies Regarding Missed Work” in the Course Mentor folder on WebCampus for more information.
**Academic Dishonesty**

I expect all students to do their own work in this course unless I have specifically assigned a group activity or project. Copying someone else's work, or allowing your own work to be copied, is dishonest and unfair to other students who are striving to complete assignments and essays on their own.

The university’s Academic Standards policy states:

Academic dishonesty is against university as well as the system community standards. Academic dishonesty includes, but is not limited to, the following:

Plagiarism: defined as submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion.

Cheating: defined as (1) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text and other materials; (2) obtaining or providing information concerning all or part of an examination prior to that examination; (3) taking an examination for another student, or arranging for another person to take an exam in one's place; (4) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records once these are official.

Sanctions for violations of university academic standards may include the following:

(1) filing a final grade of “F”; (2) reducing the student’s final course grade one or two full grade points; (3) awarding a failing mark on the test or paper in question; (4) requiring the student to retake the test or resubmit the paper.

Copying someone else’s entire paper or article is a clear example of academic dishonesty, but note that plagiarism can take other, less obvious forms as well. “Language, ideas, thoughts or work of another” includes any material used in your assignments and essays that was written or produced by others. Using brief phrases or sentences from books, articles, internet sites, documents, or other sources without letting your reader know where they came from is a form of plagiarism. You must properly acknowledge your use of other people’s words by placing them in quotation marks and citing all sources used in your paper. Even if you paraphrase someone else’s ideas and do not quote them directly, you must still indicate where those ideas came from. Citations should also be given for little-known facts and statistics.

Any student found violating academic standards in this course will receive a zero for the assignment in question. A second offense will result in an F in the course. In addition, all cases of academic dishonesty are reported to the Office of Student Conduct and become part of the student’s academic record. Potential employers as well as the directors of graduate and professional programs to which students may apply can request copies of these records, in which case the academic dishonesty charge will be disclosed.

**Academic Success Services**

Your student fees cover use of the Tutoring Center, the University Writing Center, and the Math Center. Students are encouraged to take advantage of these services as needed.

Tutoring Center: ph. 784-6801 or visit www.unr.edu/tutoring
Students with Disabilities

The University of Nevada, Reno is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. If you have a documented disability and will be requiring assistance, please contact the instructor or the Disability Resource Center (Thompson Building Suite 101) as soon as possible to arrange for appropriate accommodations.

Audio and Video Recording

Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

Submissions to The Montag

*The Montag* is a student-edited undergraduate research journal that publishes essays, art, creative writing, and other work by students taking courses in the College of Liberal Arts. Submissions to *The Montag* are accepted any time and may be e-mailed to themontag@unr.edu.

Weekly Topics and Reading Schedule

**Week 1**

SLOs: 1, 2, 4

August 27 Introduction

August 29 Understanding race and racism
- Daniels Tatum, “Defining Racism: ‘Can We Talk?’”

**Week 2**

SLOs: 1, 2, 3, 4, 5

September 3 From slavery to freedom after the Civil War
- Foner, *Nothing But Freedom* (all of it)

September 5 Political economy in the New South after Reconstruction
- McMillen, *Dark Journey*, pp. 72–108
- **Week 2 assignment due**
Week 3
SLOs: 1, 2, 4, 5
September 10 The rise of Jim Crow
☐ Ortiz, *Emancipation Betrayed*, pp. 33–60

September 12 Life and labor in the Jim Crow era
☐ Week 3 quiz

Week 4
SLOs: 1, 2, 3, 4, 5
September 17 Law, violence, and black people's “place” in American society
☐ Ortiz, *Emancipation Betrayed*, 61–84

September 19 Accommodating and protesting Jim Crow
☐ Gaines, *Uplifting the Race*, pp. 1–46
☐ Forum contribution and analytical paper due

Week 5
SLOs: 1, 2, 4, 5
September 24 Informal strategies of resistance
☐ Kelley, *Race Rebels*, pp. 15–53

September 26 Forum: African Americans in popular culture

Week 6
SLOs: 1, 2, 4, 5
October 1 Escaping the South: Migration as protest during World War I
☐ Scott, “Additional Letters of Negro Migrants”

October 3 Wartime activism and white reactions
☐ Week 6 quiz

Week 7
SLOs: 1, 2, 3, 4, 5
October 8 Federal intervention and its limits during the New Deal
☐ Greene, *Praying for Sheetrock*, pp. 1–78

October 10 Communists and the freedom struggle in the 1930s
☐ Week 7 assignment due

Week 8
SLOs: 1, 2, 4, 5
October 15 World War II and the Double V
October 17  Political and economic empowerment in the 1940s and 1950s
  □  **Week 8 quiz**

*Week 9*
SLOs:  1, 2, 3, 4, 5
October 22  Urbanization and postwar economic developments

October 24  Race, class, and gender: The broader freedom struggle
  □  **Week 9 assignment due**

*Week 10*
SLOs:  1, 2, 4, 5
October 29  Postwar liberalism and movements for social change
  □  Honey, *Black Workers Remember*, pp. 43–108

October 31  Emergence of the civil rights movement
  □  Greene, *Praying for Sheetrock*, pp. 79–151
  □  **Week 10 quiz**

*Week 11*
SLOs:  1, 2, 4, 5
November 5  Old struggles in new contexts

November 7  From human rights to civil rights
  □  Korstad and Lichtenstein, “Opportunities Found and Lost”

*Week 12*
SLOs:  1, 2, 3, 4, 5
November 12  Nonviolent protest in the early 1960s
  □  Greene, *Praying for Sheetrock*, pp. 152–208

November 14  Voter registration in the South
  □  **Week 12 assignment due**

*Week 13*
SLOs:  1, 2, 4, 5
November 19  Revitalizing the struggle for economic justice
  □  Kelly, *Race Rebels*, pp. 77–100

November 21  The black power movement
  □  Greene, *Praying for Sheetrock*, pp. 249–269
  □  **Week 13 quiz**
Week 14
SLOs: 1, 2, 4, 5
November 26  Race and rights in the Reagan era
☐ Greene, *Praying for Sheetrock*, 270–335

November 28  Thanksgiving—No class

Week 15
SLOs: 1, 2, 3, 4, 5
December 3  Invisible racism and the new Jim Crow
☐ de Jong, *Invisible Enemy*, 53–75

December 5  Struggling on into the twenty-first century
☐ Kelley, *Race Rebels*, pp. 183–227
☐ Research paper due

Week 16
SLOs: 1, 2, 4, 5
December 10  *Detropia*

December 17  Final review session 5:00–7:00 pm