Instructor: J. Anthony Guillory, PhD

E-Mail: j.guillory@uta.edu  Please put HIST 3323 Online in the subject heading of all emails.

Office Hours: Will be at the computer for Zoom calls, and available through email on Tuesday/Thursday 10:00-12:00 p.m.

Class Meetings: Friday 11 p.m.—11:50 p.m.

Teaching Assistant (TA): n/a

Supplemental Instruction Leader: n/a

COURSE DESCRIPTION: Emphasis on the transition from slavery to freedom and the political, social, and economic status of blacks in the late 19th century, 20th century black institutions and culture, and the evolution of the civil rights movements. Offered as AAST 3323 and HIST 3323; credit will be granted in only one department.

GENERAL INFORMATION: Instruction delivered remote and on site. (remote 51% or less)

STUDENTS WILL ATTEND CLASS ON WEDNESDAYS. ALL OTHER ASSIGNMENTS WILL BE HELD ONLINE through Canvas.

Students will use their UTA accounts to login to the course from the UTA Canvas page. Students will need a computer or device with a keyboard that has high-speed internet access and Canvas compatible web browser. There are no pre-requisites for this course.

REQUIRED MATERIALS: Students are expected to read the chapter-sections in the textbook, the assigned articles, and the supplemental texts, as outlined in the course schedule. Reading the assigned material is necessary to ensure success in this course. Below is the correct ISBN numbers that you should purchase for this course.

**STUDENT LEARNING OBJECTIVES:** By the end of the semester, students will know the significant events, individuals, wars and social and economic changes to North America during the following periods.

- Students will interpret the history of the United States since the end of the Civil War from the perspective of African American and Africana people.
- Students will identify the social, political, economic, and religious themes in modern African American Life.
- Students will examine the influence religion had on the development of African American culture.
- Students will draw conclusions about social belief as it relates to tradition gender roles within African American communities.
- Students will explain how the different gender structures influenced political, social, and cultural traditions in the African American life.
- Students will interpret how historical documents reflect the belief and value system of the modern African American communities.
- Students will analyze primary documents to challenge conceptions and increase understanding of American History and African American Life and Culture.
- Students will construct arguments about themes of gender, race, class, and religion based on the documents read.

**CLASS STRUCTURE:** This course is hybrid, meaning it meets face-to-face one day per week. The other tasks associated with the course are to be completed online. The course is organized into modules. Modules will typically contain quizzes, discussion board assignments, and a copy of the instructor’s presentation notes. Please download and read the syllabus. Most of the answers to any questions you have are in this document. Please read the Extra Information section in the Start here! folder.

This is a partly self-paced course in which you can work ahead BUT you MUST pay attention to the assignment due dates!

**VIEWING GRADES IN CANVAS:** Points you receive for graded activities will be posted to the Grades area in Canvas. Your teaching assistant will update the online grades each time a grading session has been completed—typically 1 week following the completion of an activity, excluding the final, whereas final grades are due 2 days after the final exam closes.

**Achieve Reading QUizzes:** There is a total of 9 Achieve quizzes — 1 for each chapter. The quizzes can be found on the modules page. Due dates for the quizzes can be found in the course schedule located at the bottom of this document.

**TEST POLICY:** This course will include a Midterm and a Final exam in which students will write an essay in response to the prompt posted through Canvas interface. Students will use their textbooks, other readings, and notes as sources for the content on these essay questions. The Midterm and Final Exam Essay prompts will be accessible through the module page on Canvas well in advance of their respective due dates. For each assessment, students’ responses are to be submitted through the Turnitin
entry box that corresponds to each essay question. Exams submitted after the deadline will incur a 20 point late-penalty, excepting cases of severe illness and family emergencies.

LATE PAPER AND MAKE-UP POLICY: All late work will be automatically assessed a 25% late penalty, and must be submitted within ONE week of the original due date. Make-up opportunities for missed work will only be given in situations where students can provide proof that an excusable absence caused the assignment/exam to be missed. This decision will be fully up to Dr. Guillory.

GRADE GRIEVANCES: All concerns about received grades should be brought first to the teaching assistant. Students wishing to discuss their grades may do so, but need to come prepared with evidence and logic behind their argument for a change in grade. Dr. Sandy and the teaching assistant can/will offer their own argument for the initially assigned grades. Further information on the UTA policy for an appeal of a grade beyond the instructor is published in the current undergraduate catalog. [see http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#19]

EXPECTATIONS FOR TIME SPENT IN STUDY: In a traditional long semester face-to-face course, a general rule of thumb is this: for every credit hour earned, a student should spend 2-3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 6-9 hours of study including reading required materials, completing assignments, preparing for exams, etc. beyond the three hours required to attend each class meeting.

PARTICIPATION/ATTENDANCE: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. Dr. Guillory does not take daily attendance, but failure to attend class regular will negatively affect student’s ability to succeed in the class. Dr. Guillory does not provide notes/PowerPoints to students outside of class.

Please note: While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

DROP POLICY: Students must contact your advisor for drop policies. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aoa/fao/).

ACADEMIC INTEGRITY: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.
I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/.

The History Department takes academic dishonesty very seriously. Copying or closely paraphrasing directly from the text or internet sites without proper citation as plagiarism. If in doubt, cite. **If you are found guilty of academic dishonesty on an assignment, you will receive a 0 for that assignment. If you are found guilty of cheating on a second assignment, you will receive an F (0) for the course.** We will refer all cases of suspected academic dishonesty to the Office of Student Judicial Affairs.

**NOTICE:** All assignments submitted to Canvas will be run through SafeAssign to check for plagiarism.
ELECTRONIC COMMUNICATION: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at [http://www.uta.edu/oit/cs/email/mavmail.php](http://www.uta.edu/oit/cs/email/mavmail.php).

CAMPUS CARRY: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit [http://www.uta.edu/news/info/campus-carry/](http://www.uta.edu/news/info/campus-carry/).

STUDENT SUPPORT SERVICES: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

DISABILITY ACCOMMODATIONS: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: The Office for Students with Disabilities, (OSD) [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

NON-DISCRIMINATION POLICY: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).

TITLE IX: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

STUDENT FEEDBACK SURVEY: At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent
directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

**FINAL REVIEW WEEK:** for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**EMERGENCY EXIT PROCEDURES:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**COURSE CONTENT AND SCHEDULE:** The instructor reserves the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

**Final Grade Will be Determined by:**

- Midterm/Final Exam - 30% of your overall grade
- Chapter quizzes - 30% of your overall grade
- Discussion Board Assignments - 30% of your overall grade
- Attendance/Citizenship – 10% of your overall grade

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**Course Schedule**

**Module 1: Course Introductions**
Complete Introductory Discussion board due 01/20/2021 by 11:59 p.m.

**Module 2: Reconstruction: The Making and Unmaking of a Revolution, 1865 - 1877**
Read chapter 9: Sections: “A Social Revolution” and “A Short-Lived Political Revolution”
Complete: Achieve chapter 9 due 01/28/2021 by 11:59 p.m.
Discussion board based on the reading due by 01/31/2021 by 11:59 p.m.

**Module 3: Black Life and Culture during the Nadir, 1877 - 1915**
Read chapter 10: “Freedom’s First Generation” and “Migration, Accommodation, and Protest”
Complete: Achieve chapter 10 due 02/4/2021 by 11:59 p.m.
Complete: Discussion board based on the reading due 02/7/2021 by 11:59 p.m.
Module 4: The New Negro Comes of Age, 1915 - 1930
Read chapter 11: “The Great Migration” and “War Abroad, Violence at Home”
Complete: Achieve chapter 11 due 02/11/2021 by 11:59 p.m.
Complete: Discussion board based on the reading due 02/14/2021 by 11:59 p.m.

Module 5: Expressions of a New Negro
Read: chapter 11: “The New Negro Arrives”
Read: Johnson, Autobiography of an Ex-Colored Man
Complete: Discussion board based on the reading due 02/21/2021 by 11:59 p.m.

Module 6: Catastrophe, Recovery, and Renewal, 1930 - 1942
Read chapter 12: “Coming Together to Battle Hardship” and “Black Culture in Hard Times”
Complete: Achieve chapter 12 due 02/25/2021 by 11:59 p.m.
Complete: Discussion board based on the reading due 02/28/2021 by 11:59 p.m.

Module 7: “The Scottsboro Boys”
Read chapter 12: “Chapter Vignette” The Campaign to Free ‘the Scottsboro Boys’
Read: Murray, “The NACCP versus the Communist Party: The Scottsboro Rape Cases, 1931 -1932”
Complete: Discussion board based on the reading due 03/7/2021 by 11:59 p.m.

Module 8: Fighting for a Double Victory in the World War II Era, 1938 - 1950
Read chapter 13: “The Crisis of World War II” and “The Struggle for Citizenship Rights”
Complete: Achieve chapter 13 due 03/11/2021 by 11:59 p.m.
Complete: Discussion board based on the reading due 03/14/2021 by 11:59 p.m.

Module 9: Midterm Exam
Midterm Exam Essay due 03/21/2021 by 11:59 p.m.

Module 10: The Early Civil Rights Movement, 1945 - 1963
Read: chapter 14: “The Transformation of the Southern Civil Rights Movement” and “Civil Rights: A National Movement”
Complete: Achieve chapter 14 due 03/25/2021 by 11:59 p.m.
Complete: Discussion board based on the reading due 03/28/2021 by 11:59 p.m.

Read: chapter 15: “The Emergence of Black Power” and the Struggle Transforms”
Complete: Achieve chapter 15 due 04/1/2021 by 11:59 p.m.
Complete: Discussion board based on the reading due 04/4/2021 by 11:59 p.m.

Module 12: Fire Next Time
Read: Baldwin, Baldwin, Fire Next Time
Complete: discussion board based on the reading due 04/11/2021 by 11:59 p.m.
Module 13: Racial Progress in an Era of Backlash
Read: chapter 16: “The Persistence of the Black Freedom Struggle” and “The Different Faces of Black America”
Complete: Achieve chapter 16 due 04/15/2021 by 11:59 p.m.
Complete: Discussion board based on the reading due 04/18/2021

Module 14: African Americans in the Twenty-First Century
Read: chapter 17: “The State of Black America” and “Trying Times”
Complete: Achieve chapter 17 due 04/22/2021 by 11:59 p.m.
Complete Discussion board based on the reading due 04/25/2021 by 11:59 p.m.

Module 15: Hurricane Katrina
Read: Hartnell, “‘When the Levees Broke’: Inconvenient Truths and the Limits of National Identity”
Complete: Discussion board based on the reading due 05/2/2021 by 11:59 p.m.

Module 16: Final Exam
Complete: Final Exam Essay due 05/12/2021 by 1:30 p.m.

Please contact the Instructor if you have any questions about the course schedule.