

HISTORY 310 (UG21)

African American History

Group A meets in-person on Mondays
Group B meets in-person on Wednesdays
From 1:00–1:50 pm
Classes Meet in-person at Jordan Hall 314



Professor Lindsey R. Peterson

Office Hours: TBA
Mondays & Wednesday from 12:00–1:00 pm
Tuesdays 5:30pm–6:30 pm
or by appointment

Cell (Call/Text/FaceTime): 601-447-6169
Email: lindsey.peterson@usiuouxfalls.edu

Course Description:

Biological race is one of the most powerful myths in US history, spanning from the colonial era to the present day. Not only will HIS 310 examine how race was constructed and shaped African American experiences throughout US history, but this course will also investigate how diverse groups of Black Americans contested their status and laid bare the myth of race across the United States. Using a variety of historical approaches—political, economic, social, and cultural—we will explore African American history to identify a “Black past” and examine its implications for the present-day United States.

Course Objectives:

At the end of this course, students will:

- 1.) identify and contextualize diverse Black experiences throughout US history.
- 2.) understand how race was a constructed category and Black Americans contested it.
- 3.) have developed their professional skills in oral communication, critical thinking and reading, and problem solving.

Liberal Arts Core Outcomes:

- 4.) Rhetoric: Students will use language proficiently, including mechanics, grammar, and syntax; analyze content and organize effectively; and adapt their speaking or writing to fit different contexts and purposes.
- 5.) Social Analysis of Human Behavior: Students will demonstrate facility in analyzing and understanding human behavior in social, political, economic, and psychological contexts through various theoretical and methodological approaches; students will use empirical data responsibly.
- 6.) Analysis of Texts and Cultures: Students will critically analyze texts; engage and respond to texts; analyze cultural, social, philosophical, literary, and/or historical contexts; interpret texts responsibly and with facility.
- 7.) Intercultural Awareness: Students will demonstrate an understanding and awareness of their own cultural identity—religious, social, cultural, political—and how this identity shapes and affects their understanding of other cultures and demonstrate an understanding of how their cultural identity can be enriched by knowledge of and engagement with cultures other than their own.

8.) Information Literacy: Information Literacy – Students will develop a “set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning” (Framework for Information Literacy for Higher Education. Association of College & Research Libraries, 2016)

Credit Hour Policy: Lecture and Discussion

HIS 310 is a face-to-face format course that meets one 50-minute session per week per credit hour with an expectation of two hours of out-of-class work per week per credit hour for an approximate 15-week semester.

The Course Calendar (end of syllabus) has every course assignment and due date listed in it. Please pay attention to the Course Schedule for your responsibilities throughout the semester.

Grading:

30%	8 Weekly Lecture Discussions
30%	3 Contemporary Connections Essays
2.5%	Contemporary Connections Workshop
10%	Final Contemporary Connections Essay Final Draft
2.5%	Unessay Project Workshop
10%	Unessay Project Final Draft
5%	Contemporary Issue Debate Prep Workshop
10%	Contemporary Issue Debate/Final Exam

A – 100-89.5%

B – 89.4-79.5%

C – 79.4-69.5%

D – 69.4-59.5%

F – 59.4 -0%

Course Lectures:

Rather than reading historical monographs, this course is dependent on viewing pre-recorded course lectures. Consequently, you must watch the course lecture videos to do well. You will still need to take thorough notes while you watch the videos to do well in this course because you are responsible for discussing the evidence and examples covered in the

lectures during your assigned discussion days and this information is the foundation of all other course assignments.

Access to our lectures can be found here:

Discussion Participation and Attendance:

We will analyze and discuss the assigned course video lectures and readings together approximately once a week. You must contribute to the class to receive credit for participation. Full credit for participation requires students to add substantive, provocative, meaningful, and logical thoughts and questions to the discussion.

Passing credit will not be given if you do not participate in this class, and because this unit is worth 800 points and 30% of your grade (each discussion is worth 100 points), it is important that you are prepared and contribute to the discussions.

Contemporary Connections Essays (3):

Throughout the semester you need to draft three brief contemporary connections essays. For each of these essays you will identify and read a news article on a present-day topic pertaining to African Americans that relies on racial analysis and historical analysis.

You will then submit a one-page essay that includes a brief one-paragraph summary of what the news article is about. Then you will include a one-paragraph analysis of the author's news coverage that relies on historical examples to support your own arguments (you will obtain these examples from the course lectures). See more information on this assignment in the Writing Guide posted online under "Course Resources" in our LMS.

This unit is worth 300 points and 30% of your grade (each piece is worth 100 points). Submissions will be no longer than one double spaced page. Essays are due printed in class.

NOTE: We have 15 weeks in this class, but only 3 contemporary connections essays assigned. You will be responsible for deciding which weeks you would like to submit your essays, so long as each one is submitted by the following dates (Group A/Group B respectively):

- Essay 1: due printed in class by September 13th/September 15th

- Essay 2: due printed in class by September 27th/September 29th
- Essay 3: due printed in class by October 18th/October 20th

Final Contemporary Connections Essay:

You will take the feedback I provide you on your Contemporary Connections essays and revise them into a coherent, and well-connected essay. In the essay you will reflect on how our present-day society understands and uses African American history by examining how we rely on a “Black past” to approach race relations in the present-day.

We will hold an in-class workshop to revise your final essays. Attendance during this workshop is worth 100 points and 2.5% of your final grade. Bring drafts of your project to our class and any questions/issues you have about your work and my previous feedback.

- Group A: due November 8th
- Group B: due November 10th

This assignment is worth 100 points and 10% of your final grade. Submissions will be no longer than six double spaced pages.

- Final Essay: due uploaded to LMS by December 3rd at 11:59 pm

Unessay Project:

You will complete one “unessay” project this semester. Students will create a project of their own design based on the history we have analyzed throughout the semester. The projects will be creative in nature and cannot be an essay. For example, you could create a news segment, a syllabus, fashion, trial, music, etc.

We will hold an in-class workshop to revise your final unessays. Attendance during this workshop is worth 100 points and 2.5% of your final grade. Bring drafts of your project to our class and any questions/issues you have about your work.

- Group A: due November 15th
- Group B: due November 17th

This assignment is worth 250 points and 10% of your grade.

- Topic and project ideas: due printed in class September 20th/September 22nd
- Project update during workshop day: due printed in class November 15th/November 17th

- Final project: due uploaded to LMS November 22nd by 11:59 pm

Contemporary Issue Debate/Final Exam:

At the beginning of the semester, students will collectively identify a contemporary issue important to the present-day African American community. Group A and Group B will then debate one another on this issue at the end of the semester during our TBA final exam time.

You are expected to support your points with specific, detailed examples drawn from our course discussions, lectures, your readings, and your course assignments. TIP: Select news articles for your Contemporary Connections Essays relevant to the debate topic to help prepare you for the debate by the end of the semester.

We will meet during class time to go over debate preparations prior to our final exam time in Week 15 on November 29 (Group A) and December 1 (Group B).

- The debate prep workshop is worth 50 points and 5% of your grade.
- The debate is worth 200 points and 10% of your grade. The debate will be held during our final exam time on TBA.

Late Assignments:

Late assignments will be accepted if you contact me ahead of time. I am always willing to work with you, so stay in touch about your course needs.

Classroom Resources:

The best way to reach me is through my university email account: lindsey.peterson@usiuouxfalls.edu, but you may also reach me via my cell phone by calling, texting, or FaceTiming at 601-447-6169. I also encourage you to contact me however works for to discuss the class, your work, questions, life, whatever you need.

On-ground Course:

This is an on-ground course, and as such, all students are expected to attend each class session from the physical classroom. Any modifications to the on-ground modality of this course (e.g. to remote or online learning) will be made only in rare and extenuating circumstances. If you believe you have a circumstance that warrants a modality modification, you will need to initiate that request with the university's Academic Success Center (ASC). A member of the ASC will conduct an intake interview with you, and will

likely request supplemental documentation, then will determine an appropriate modification.

Academic Integrity:

All students at the University of Sioux Falls are expected to demonstrate the highest levels of academic integrity. Forms of academic dishonesty include (but are not limited to):

- 1.) Cheating (including copying from others' work)
- 2.) Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
- 3.) Falsification of documents
- 4.) Disclosure of test or other assignment content to another student
- 5.) Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members' involved
- 6.) Unauthorized academic collaboration with others
- 7.) Conspiracy to engage in academic misconduct

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions. If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur. Note that repeated acts of academic misconduct will lead to expulsion from the University.

Plagiarism is a serious academic offense. Put simply, plagiarism is intellectual theft. It is the use of someone else's ideas, writing, or research in your own work without marking it as such and giving credit to the original author. As such, plagiarism is both theft (stealing someone's work) and deceit (presenting that work as one's own).

At minimum, any student caught plagiarizing any assignment for this course will receive an 'F' (zero points) for that assignment and probably an 'F' for the course, depending on the severity of the plagiarism. The decision to take things further and pursue formal charges of academic misconduct, which can lead to suspension or expulsion, is up to me, the professor. Any student caught using material from a term paper purchasing site, even if this material is from the 'free sample' of that site, will receive an 'F' for the course.

Compliance with the Americans with Disabilities Act: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Learning Accessibility Services at (605) 331-6740 or access@usiouxfalls.edu. Accommodations can only be arranged through this office, which is located in the Academic Success Center (McDonald Center).

Compliance with Title IX:

In compliance with, among other laws, Title IX of the Education Amendments of 1972 (Title IX) and The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990 (Clery Act), I am mandated to report to USF administrators facts disclosing the possible commission of a Clery Act offense or discrimination based upon sex in the provision of educational activities. Please be aware that all of our communications, or your communications that I have knowledge of but am not a party to, are not confidential and can form the basis for a mandated report. If you have questions, please contact Julie Gednalske, the Title IX Coordinator, at 605-331-6683 or at TitleIX@usiouxfalls.edu

Syllabus Changes:

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both in class and via email.

Course Calendar:

WEEK 1: SYLLABUS

- Wednesday, August 25:
 - Meet to discuss the syllabus, LMS, course expectations, answer questions about the course, and assign course groups for weekly discussions.
 - Nominate debate topics in class
 - Read “The Game is Changing for Historians of Black America” by William Sturkey (DUE before class):
<https://www.theatlantic.com/ideas/archive/2021/05/putting-black-history-back-record/618747/>
- Friday, August 27: NO CLASS
 - **Due: Vote for contemporary issues topic by 11:59 pm via link emailed directly to students**

WEEK 2: CITIZENSHIP

- Monday, August 30:
 - Group A: Meet in-class for Citizenship Discussion
 - Due: Watch Citizenship Video Lectures by class time
 - Group B: No Class
- Wednesday, September 1:
 - Group A: No class
 - Group B: Meet in-class for Citizenship Discussion
 - Due: Watch Citizenship Video Lectures by class time
- Friday, September 3: NO CLASS

WEEK 3: LABOR DAY HOLIDAY

- Monday, September 6:
 - Group A: No Class
 - Group B: No Class
- Wednesday, September 8:

- Group A: No class
- Group B: No class

- Friday, September 10:
 - Group A: No class
 - Group B: No class

WEEK 4: MILITARY SERVICE

- Monday, September 13:
 - Group A: Meet in-class for Military Service Discussion
 - Due: Watch Military Service Video Lectures by class time
 - **Due: Contemporary Connections Essay 1**
 - Group B: No Class

- Wednesday, September 15:
 - Group A: No class
 - Group B: Meet in-class for Military Service Discussion
 - Due: Watch Military Service Video Lectures by class time
 - **Due: Contemporary Connections Essay 1**

- Friday, September 17: NO CLASS

WEEK 5: ECONOMIC ORGANIZATION

- Monday, September 20:
 - Group A: Meet in-class for Economic Org. Discussion
 - Due: Watch Economic Org. Video Lectures by class time
 - **Due: Unessay topic and project idea**
 - Group B: No Class

- Wednesday, September 22:
 - Group A: No class
 - Group B: Meet in-class for Economic Org. Discussion
 - Due: Watch Economic Org. Video Lectures by class time
 - **Due: Unessay topic and project idea**

- Friday, September 24: NO CLASS

WEEK 6: GENDER, SEXUALITY, & POWER

- Monday, September 27:
 - Group A: Meet in-class for Gender, Sexuality, and Power Discussion
 - Due: Watch Gender, Sexuality, and Power Video Lectures by class time
 - **Due: Contemporary Connections Essay 2**
 - Group B: No Class
- Wednesday, September 29:
 - Group A: No class
 - Group B: Meet in-class for Gender, Sexuality, and Power Discussion
 - Due: Watch Gender, Sexuality, and Power Video Lectures by class time
 - **Due: Contemporary Connections Essay 2**
- Friday, October 1: NO CLASS

WEEK 7: SCIENCE, MEDICINE, & RACE

- Monday, October 4:
 - Group A: Meet in-class for Science, Medicine, & Race Discussion
 - Due: Watch Science, Medicine, & Race Video Lectures by class time
 - Group B: No Class
- Wednesday, October 6:
 - Group A: No class
 - Group B: Meet in-class for Science, Medicine, & Race Discussion
 - Due: Watch Science, Medicine, & Race Video Lectures by class time
- Friday, October 8: NO CLASS

WEEK 8: FALL BREAK

- Monday, October 11:
 - Group A: No Class
 - Group B: No Class
- Wednesday, October 13:
 - Group A: No class
 - Group B: No class
- Friday, October 15: NO CLASS

WEEK 9: CRIME & LEGAL ORGANIZATION

- Monday, October 18:
 - Group A: Meet in-class for Crime & Legal Organization Discussion
 - Due: Watch Crime & Legal Organization Video Lectures by class time
 - **Due: Contemporary Connections Essay 3**
 - Group B: No Class
- Wednesday, October 20:
 - Group A: No class
 - Group B: Meet in-class for Crime & Legal Organization Discussion
 - Due: Watch Crime & Legal Organization Video Lectures by class time
 - **Due: Contemporary Connections Essay 3**
- Friday, October 22: NO CLASS

WEEK 10: PROTEST & RESISTANCE

- Monday, October 25:
 - Group A:
 - Due: Watch Protest & Resistance Video Lectures by class time
 - Group B: No Class
- Wednesday, October 27:
 - Group A: No class
 - Group B: Due: Watch Protest & Resistance Video Lectures by class time
- Friday, October 29: NO CLASS

WEEK 11: BLACK CULTURE

- Monday, November 1:
 - Group A:
 - Due: Watch Black Culture Video Lectures by class time
 - Group B: No Class
- Wednesday, November 3:
 - Group A: No class
 - Group B:
 - Due: Watch Black Culture Video Lectures by class time
- Friday, November 5: NO CLASS

WEEK 12: WRITING WORKSHOP

- Monday, November 8:
 - Group A: Meet in-class for Writing Workshop
 - Due: Bring all previously drafted Contemporary Connections essays to class
 - Group B: No Class

- Wednesday, November 10:
 - Group A: No class
 - Group B: Meet in-class for Writing Workshop
 - Due: Bring all previously drafted Contemporary Connections essays to class
- Friday, November 12: NO CLASS
 - **Due: Contemporary Connections Essay Final Draft Due uploaded to LMS by 11:59 pm**

WEEK 13: WRITING WORKSHOP

- Monday, November 15:
 - Group A: Meet in-class for Writing Workshop
 - Due: Bring materials you've completed thus far on your Unessay project to class and be prepared to update me on your progress and project questions
 - Group B: No Class
- Wednesday, November 17:
 - Group A: No class
 - Group B: Meet in-class for Writing Workshop
 - Due: Bring materials you've completed thus far on your Unessay project to class and be prepared to update me on your progress and project questions
- Friday, November 19: NO CLASS

WEEK 14: DEBATE PREP/THANKSGIVING BREAK

- Monday, November 22: Group A & B meet in class to prepare for contemporary issue debate/final exam
 - **Due: Final version of Unessay project uploaded to LMS by 11:59 pm**
- Wednesday, November 24: NO CLASS
- Friday, November 26: NO CLASS

WEEK 15: DEBATE PREP

- Monday, November 29
 - Group A: Meet in class to prepare for contemporary issue debate/final exam
 - Group B: NO CLASS
- Wednesday, December 1:
 - Group A: NO CLASS
 - Group B: Meet in class to prepare for contemporary issue debate/final exam
- Friday, December 3: NO CLASS

CONTEMPORARY ISSUE DEBATE/FINAL EXAM

- Debate/Final Exam Time: TBA