



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3/5/2009

1. ACADEMIC UNIT: Department of History

2. COURSE PROPOSED: HST 334 African American History Since 1865 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Kent Wright Phone: 965-8595
Mail Code: 4302 E-Mail: kent.wright@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA CS
Humanities, Fine Arts and Design-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

- Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [X] No [] Yes; Please identify courses:

Is this multisection course?: [X] No [] Yes; Is it governed by a common syllabus?

Mark von Hagen
Chair/Director (Print or Type)

[Signature]
Chair/Director (Signature)

Date: 3/6/09

HST 334: African American History Since 1865

Course Description

HST 334 examines the historical transformation and transitions of African Americans and emphasizes their creation of a unique culture of struggle and resistance as they sought to give meaning to freedom, in the wake of the American Civil War. It begins with emancipation and reconstruction, as experienced by African Americans, and moves to a sustained consideration of the migration processes and the emergence of individual and collective black leaders throughout the 20th century. Key issues studied include the changing status of African American women, the entry of black men and women into the professions, the dynamic dimensions of black popular culture, black protest movements, and diverse black ideologies such as Afrocentricity and Black Nationalism, an assessment of the current “urban crisis,” and the emergence of the Hip-Hop nation as a powerful force in global society

Meeting Cultural Diversity in the United States Criteria

HST 334 meets the criteria for the General Studies “Cultural Diversity in the United States” designation by introducing students to the experiences and development of a centrally important racial and ethnic group in American society, African Americans, from the end of the Civil to the present. The course emphasizes multiple aspects of African American experience and culture – familial, social, religious, gender, and artistic and musical expression; and it continually explores the interaction of African Americans with other ethnic and cultural groups in American history. Course materials combine a textbook – *The African-American Odyssey*, Vol. II, with a set of specific studies, considering African American women (*White, Too Heavy a Load*); athletes (Rhoden, *Forty Million Dollar Slaves*), and music (*Change, Can't Stop, Won't Stop: A History of the Hip Hop Generation*).

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	

Course Prefix	Number	Title	Designation
HST	334	African American History Since 1865	CULTURAL

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p>Example-See 2b. Compares 2 U.S. cultures</p> <p>Contributes to an understanding of contemporary US society</p>	<p>Example-Compares Latino & African American Music</p> <p>Examines all aspects of African American culture -</p>	<p>Example-See Syllabus Pg. 5</p> <p>Syllabus, TDC</p> <p>- throughout</p>
<p>In depth study of culture-specific experiences -</p>	<p>In depth study of emancipation, internal migration, resistance, artistic expression.</p>	<p>- Syllabus, Text TDC, book list</p>
<p>Studies relations between gender, ethnic groups</p>	<p>Examines African American men and women interaction with other groups</p>	<p>Syllabus, Textbook, TDC, book list</p>

HST 334: African American History Since 1865 (Schedule Line #23815)
AFS 364: African American History II (Schedule Line #26427)

Spring 2009
2:00pm – 3:15pm, MW

Syllabus

Dr. Matthew C. Whitaker
Associate Professor of History
Department of History
Phone: 480-965-5778 (Main)
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Course Objective:

This course examines the transformation and transitions of African Americans and emphasizes their creation of a unique culture of struggle and resistance as they sought to give meaning to freedom. We begin with the emancipation and reconstruction experiences of African Americans, and move to a sustained consideration of migration processes and the emergence of individual and collective black leaders throughout the twentieth century. Key issues include the changing status of African American women, the emergence of black men and women in the professions, the dynamic dimensions of black popular culture, black protest movements and diverse black ideologies such as Afrocentricity and Black Nationalism, an assessment of the current “urban crisis,” and the emergence of the Hip Hop nation as a powerful force in global society.

Key Areas of Emphasis:

1. The first part of the course begins with the official break from the slave past. In a sense the emphasis commences with the founding of the National Association of Colored Women (NACW) in 1896 and the National Association for the Advancement of Colored People (NAACP) in 1909, the death of Booker T. Washington in 1914, and the Great Migration of the World War I era. This period witnessed the rise of militant integrationism as a dominant ideology and strategy of African Americans. Changes during this time also occurred in gender roles, as black men and women redefined their relationship and expectations through political, economic, and cultural pursuits.
2. The second half of the course underscores change, conflict, and the dismantling of social, economic, and political structures of racial oppression. By World War II, African Americans had launched a sustained attack on the ideology of white supremacy. Black professionals gained control over existing and developing educational, health care, legal, and social institutions within black communities. From 1960 to the present, major changes have occurred in the United States and throughout the world: technological innovations, decolonization, communism and its collapse. Within the U.S. we focus on major Supreme Court cases, the Civil Rights and Black Power Movements, the rise of elected progressive black officials and society’s response, and the deepening hold of poverty on so many African Americans in our inner cities. We end with reflections on the power of the Hip Hop nation, and the cultural modifications African Americans are creating out of the fabric of their lives.

Requirements:

Students are required to attend all lectures. 3 points will be deducted from the student's final grade for each absence he logs after the first 3 absences. Students must come to each class prepared to ask a question and/or offer a comment about the assigned reading for the day. Students are also required to take three exams, including exam number one, a midterm exam, and final examination. Exams will test the extent to which students have mastered the lectures, reading assignments, and films. Make-up exams are only considered after verification of a documented personal or family emergency (i.e. a signed physician's note, etc.). Academic integrity is a must. Students who are caught cheating on exams, or in any other capacity, will receive an "XE" for the course.

Students in this course are held responsible to promptly report to the instructor any emergency, illness, or difficulty that would impede the completion of assignments or prevent a responsible student from completing her work to the best of her ability. The student should make a good faith effort to report the problem as soon as it is known to him so that I can explore the fullest range of options available to assist the student in corrective action. If the student postpones discussing the matter until the very end of the term -- for example, in seeking a withdrawal -- she will be asked not only to document the problem but also to demonstrate that extenuating circumstances that prevented her timely discussion of the problem with the instructor.

Inasmuch as ASU is an institution of higher learning, students will be required to be respectful of their professor and fellow classmates. Disruptive behavior will not be tolerated. Cellular phones and pagers must be turned off prior to entering the classroom. Students who engage in disruptive behavior, such as excessive absences, tardiness, flagrant combativeness, egregious vulgarity, talking out-of-turn, eating, reading non-course related materials, and answering cellular phones and pagers, are subject to failure and dismissal from the course at the instructor's discretion. Although having a laptop in class opens up new learning possibilities for students, they are often utilized in ways that are inappropriate. Please refrain from instant messaging, e-mailing, superfluous Internet surfing, playing games, writing papers, doing homework, etc., during class time.

Acceptable uses of laptops include note taking, working on assigned in-class activities, projects, and discussions that require laptop use. It is easy for your laptop to become a distraction to you and to those around you. Inappropriate laptop use will be noted and may subject you to dismissal, grade reduction, and failure. For Arizona State University's Student Code of Conduct, and its policy on academic integrity, contact Student Judicial Affairs in the Office of Student Life at (480) 965-6547, or <http://www.asu.edu/studentaffairs/studentlife/judicial/>.

Four required texts comprise the assigned readings for the course. Participation grades are based upon attendance, contributions to class discussions, and the extent to which students commit themselves to this course professionally and intellectually. Lectures on historiography are essential. I will introduce students to a wide range of historians and their writings and varying interpretations. Films will be shown to emphasize particular dimensions of course subject matter, and the lives and experiences of key individuals. Discussions will follow each film. Throughout the course, students will be challenged to think critically and analytically about the intersection of race, gender, class, ethnicity, religion, sexuality, exploitation, domination, and resistance in African American history and life.

Grading:

Scale:

Examination #1	25%	98-100 = A+
(Midterm) Examination #2	25%	93-97 = A
(Final) Examination #3	25%	90-92 = A-
Class Participation/Attendance/Punctuality	25%	87-89 = B+
		83-86 = B
		80-82 = B-
		77-79 = C+
		73-76 = C
		70-72 = C-
		60-69 = D
		0-59 = E

Required Reading Available at the Campus Bookstore:

Chang, Jeff. *Can't Stop, Won't Stop: A History of the Hip Hop Generation*. New York: Picador Press, 2005.

Hine, Darlene Clark, William C. Hine, and Stanley Harrold. *The African American Odyssey, Volume II Since 1863, Fourth Edition*. Upper Saddle River: Prentice Hall, 2008.

Joseph, Peniel E. *Waiting 'til the Midnight Hour: A Narrative History of Black Power in America*. New York: Henry Holt & Company, 2006.

Rhoden, William C. *Forty Million Dollar Slaves: The Rise, Fall, and Redemption of the Black Athlete*. New York: Crown, 2006.

White, Deborah Gray. *Too Heavy a Load: Black Women in Defense of Themselves, 1894-1994*. New York: W.W. Norton, 2000.

Films:

1. Stereotypes and Images
 - A) *Ethnic Notions* by Marlon Riggs
2. Black Leaders
 - A) *Ida B. Wells: A Passion for Justice* by William Greaves
 - B) *Against the Odds: The Artists of the Harlem Renaissance*
 - C) *Voice of Civil Rights: Martin Luther King, Jr., The Man and the Dream*
3. Fighting Segregation and Discrimination
 - A) *Scottsboro-An American Tragedy* (American Experience)
 - B) *The Road to Brown*
4. The Black Revolution
 - A) *Eyes on the Prize II: Two Societies, 1965-1968*
 - B) *Wattstax*

Lectures and Assignments:

Part I: The Emancipation Era and the of Rise of Crow

Week 1	1/21	Introduction: Why Study History?
Week 2	1/26	Carter G. Woodson: White Philanthropy and Negro Historiography; Black Studies: An Overview for the Ford Foundation; The Black Studies Movement: Afrocentric-Traditionalist-Feminist Paradigms for the Next Stage.
	1/28	Reading: <i>The African American Odyssey</i> . Chapters 12 & 13.
Week 3	2/2	Reading: <i>The African American Odyssey</i> , Chapter 14.
	2/4	Film: <i>Ethnic Notions</i>
Week 4	2/9	Reading: <i>The African American Odyssey</i> , Chapter 15 & 16.
	2/11	Film: <i>Ida B. Wells: A Passion for Justice</i>
Week 5	2/16	Reading: <i>The African American Odyssey</i> , Chapter 17. “Lift Every Voice and Sing” – James Weldon Johnson
	2/18	EXAMINATION No. 1 2/18 (Multiple Choice and True/False)
Week 6	2/23	Film: <i>Against the Odds: The Artists of the Harlem Renaissance</i>
	2/25	Reading: <i>The African American Odyssey</i> , Chapter 18.
Week 7	3/2	Film: <i>Scottsboro-An American Tragedy</i>
	3/4	Reading: <i>The African American Odyssey</i> , Chapter 19.
Week 8		SPRING BREAK 3/9 and 3/11
Week 9	3/16	Film: <i>The Road to Brown</i> .
	3/18	Discussion: The Road to Brown and the Seeds of Revolution Reading: <i>Too Heay A Load</i> , Chapters 1-5.
Week 10	3/23	MIDTERM EXAMINATION (EXAMINATION No. 2) 3/23 (Multiple Choice and True/False)

Part II: Black America, World War II, Civil Rights, and Popular Culture

- 3/25 Reading: *The African American Odyssey*, Chapter 20.
- Week 11** 3/30 Reading: *The African American Odyssey*, Chapter 21.
- 4/1 Film: *Voice of Civil Rights: Martin Luther King, Jr., The Man and the Dream*
- Week 12** 4/6 Reading: *Waiting 'til the Midnight Hour: A Narrative History of Black Power in America* (Entire Book)
- 4/8 Film: *Eyes on the Prize II: Two Societies, 1965-1968*.
- Week 13** 4/13 Film: *Wattstax*, Part I
- 4/15 Film: *Wattstax*, Part II
- Week 14** 4/20 Reading: *The African American Odyssey*, Chapter 22.
Discussion: Revolutionaries, Black Power and Black Consciousness.
- 4/22 Reading: *Can't Stop. Won't Stop: A History of the Hip Hop Generation*
(Entire Book) Lecture and Discussion: Hip Hop & "Hidden Transcripts."
- Week 15** 4/27 Reading: *Forty Million Dollar Slaves: The Rise, Fall, and Redemption of the Black Athlete* (Entire Book)
- 4/29 Reading: *The African American Odyssey*, Chapter 23 & 24; *Too Heay A Load*,
Chapters 6-Epilogue.
Presentation: Modern Black America at the new millennium
- Week 16** 5/4 Last Day of Class: Closing Remarks and Summary
- 5/6 Reading Day

**FINAL EXAMINATION (EXAMINATION No. 3)
(Multiple Choice and True/False)
Monday, May 11th, 12:10pm-2:00pm**

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History

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African-American Odyssey, The: Volume 2, 4/E
 Darlene Clark Hine, *Northwestern University*
 William C. Hine, *South Carolina State University*
 Stanley C Harrold, *South Carolina State University*

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