



HIST 550.01E: African American History

COURSE SYLLABUS: Fall 2024

Room: SS #312, CRN: 80515

INSTRUCTOR INFORMATION

Instructor: Derrick McKisick, Ph.D.

Office Location: SS #119

Office Hours: Tuesday 9:00 -11:00 am / 4:00 – 5:00 pm / Thursday 9:00 – 11:00 am

Office Phone: 903.886.5222

Office Fax: 903.468.3230

University Email Address: derrick.mckisick@tamuc.edu

Preferred Form of Communication: **email**

Communication Response Time:24-hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

W. Caleb McDaniel, *Sweet Taste of Liberty: A True Story of Slavery and Restitution in America* (NY: OUP, 2019)

Jane E. Dailey, *Before Jim Crow: The Politics of Race in Postemancipation Virginia* (Chapel Hill: UNC Press, 2000) ISBN: 0807825875.

Stacy Smith, *Freedom's Frontier: California and the Struggle over Unfree Labor, Emancipation, and Reconstruction* (Chapell Hill: UNC Press, 2015, Reprint Edition) ISBN: 1469607689

Joshua Paddison, *American Heathens: Religion, Race, and Reconstruction* (Berkley: University of California Press, 2012) ISBN: 9780873282444.

Robert W. Rydell, *All the World's a Fair: Visions of Empire at American International Expositions, 1876-1916* (Chicago: University of Chicago Pres, 1987, Reprint Edition) ISBN: 0226732401.

The syllabus/schedule are subject to change.

William Cronon, *Nature's Metropolis: Chicago and the Great West* (NY: Norton, 1992, Revised Edition) ISBN: 9780393308730.

Terry Anne Scott, *Lynching and Leisure: Race and the Transformation of Mob Violence in Texas* (Fayetteville: University of Arkansas Press, 2022) ISBN:1682262189.

Jane E. Simonsen, *Making Home Work: Domesticity and Native American Assimilation in the American West, 1860-1919* (Chapell Hill: UNC Press, 2006) ISBN: 0807856959

Heather Cox Richardson, *West from Appomattox: Reconstruction of American after the Civil War* (New Haven: Yale University Press, 2008) ISBN: 0300136307.

Theda Perdue, *Race and the Atlanta Cotton States Exposition of 1895* (Athens: University of Georgia, 2011, reprint edition) ISBN: 0820340359.

Software Required
Optional Texts and/or Materials

Course Description

This course traces the impact and response to the Civil War and how it shapes policies that reach far outside the American South. The historical time periods, personalities, and perspectives reveal the economic, cultural, and political dimensions that denote substantial changes within society. These realities shape American policy and relationships across a rapidly period to reveal a struggle for freedom, equality, and independence across many different communities and spaces. In addition, this course examines the different historical interpretations and conclusions that shape how the historical understanding of this critical period in United States history.

Student Learning Outcomes (Should be measurable; observable; use action verbs)

1. Students will demonstrate the ability to identify and analyze primary sources.
2. Students will demonstrate a proficiency in conducting original research and locate sources appropriate for a historical research project.
3. Students will demonstrate the ability to employ the writing conventions appropriate for historical scholarship, including proper citation.
4. Students will demonstrate the ability to locate and analyze appropriate secondary sources to complete their research project.

The syllabus/schedule are subject to change.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students must be able to use D2L, library databases, PowerPoint, and Microsoft Word.

Instructional Methods

The course requires a combination of writing assignments and discussion boards. ALL ASSIGNMENTS MUST BE submitted by 11:59 pm each Saturday of the semester (No Late Assignment will be accepted for full credit). Sunday to Saturday will be the instructional week. Late assignments will be assessed a ten-point penalty for each day that it is late. Students are expected to read the required readings to participate fully in the discussion board discussions.

Required Reading: All students will be required to read and to discuss the assigned books. The books are available for purchase at the campus bookstore, internet websites (Amazon), and at a variety of regional retailers.

TURNITIN.COM: All typed assignments, exams, papers, and reviews must be uploaded to the appropriate listing of the course's dropbox. Turn-It-In will only read writing submissions with a doc or docx extension. If you submit a PDF, Turn-It-In can't read it; therefore, the paper will not be graded. Each assignment dropbox automatically uploads the work to turnitin.com for plagiarism checking. This is a requirement for the course, and the students will receive a zero if they have not completed this process and submitted a paper that Turn-It-In can scan.

Writing Assignments

All writing assignments must be typed in 12 pt. New Times Roman font, doubled spaced, stapled and paginated with a 1" margin. Additionally, all assignments must include, on the first page, your name, assignment, my name, course number, and date. Students must submit an electronic copy to dropbox that turnitin.com can analyze. If the student does not, the assignment will not be graded and receive a zero. The use of Artificial Intelligence (Chat bots, Chat GPT, etc.) are prohibited in this course. Any student using these types of software will receive a failing grade for the course and be subject to additional institutional penalties.

Attendance

Class attendance is an expectation in this course. Although there is no designated participation grade, students with more than one unexcused absence, rather face-to-face or online, will receive a ten-point reduction in their final grade for each absence after their one unexcused absence. It is critical that you complete the course readings and attend every meeting.

Student Led Discussion

The student led discussion guide is posted in D2L.

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Final Paper

A final paper (fifteen to twenty pages) based on original research is required for this course. In consultation with the instructor, each student will submit a research proposal, complete a research paper, and participate in the revision process. The instructor will post complete instructions in D2L.

Essays

In this course students are required to complete several essays, which include either a book review or reception report for each of the assigned books. Book reviews and reception reports are due on the day the book is discussed. Students submit an electronic copy to the dropbox. The book review and reception reports guides will be posted in D2L.

Presentation

All students are required to make a class presentation regarding their final paper. Each presentation should include: a brief statement regarding the historical relevance of the topic, a statement of the research question, and analysis of the different historical arguments on the topic. Additionally, all presentations must include a PowerPoint presentation. The presentations will last approximately 10-15 minutes

Instructional Methods

Success in this course requires reading various types of materials, listening to lectures, oral presentations, exams, written assignments and papers.

Student Responsibilities or Tips for Success in the Course

Students must complete all reading and assignments by the due date to be successful. This course requires students to engage in the assigned materials and produce a substantial amount of written work. Given the amount of reading and writing required throughout the semester, students must complete each research assignment in sequential order and the topic must be approved by instructor.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

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Total points corresponding to the final letter grades

A = 451- 500 Points

B = 401- 450 Points

C = 351- 400 Points

D = 301- 350 Points

F = 300 & > Points

Assessments

Book Review x 5	100 pts
Reception Report x 5	100 pts
Student Led Discussions x 2	100 pts
Proposal	50 pts
Presentation	50 pts
Final Paper	100 pts

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

<https://inside.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>.

The syllabus/schedule are subject to change.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedures 13.99.99.R0.01](#)

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty Form](#)

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection 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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Student Disability Services](#)

<https://www.tamuc.edu/student-disability-services/>

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Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

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<http://telusproduction.com/app/5108.html>

AI use policy [Draft 2, May 25, 2023]

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

Department or Accrediting Agency Required Content

COURSE OUTLINE / CALENDAR

Module 1 Reconstruction

8/27

Week 1: Introduction, Historical Background, and Course Focus

9/3

Week 2

Assigned Reading:

W.E.B. DuBois, "Reconstruction and Its Benefits," American Historical Review 15 (1909-1910): 781-99.

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Phillip R. Muller, "Look Back without Anger: A Reappraisal of William A. Dunning," American Historical Review, Vol. 61, No. 2 (Sep. 1974): 325-338.

John Hope Franklin, "Mirror for Americans: A Century of Reconstruction History," American Historical Review, Vol. 85, No.1 (1980): 1-14.

Eric Foner, "Rights and the Constitution in Black Life during the Civil War and Reconstruction," American Historical Review, Vol. 74, No. 3 (1987): 863-883.

9/10

Week Three: W. Caleb McDaniel, *Sweet Taste of Liberty: A True Story of Slavery and Restitution in America* (NY:OUP, 2019).

Reception Report
Student-Led Discussion

9/17

Week Four: Joshua Paddison, *American Heathens: Religion, Race, and Reconstruction* (Berkeley: University of California Press, 2012) ISBN: 9780873282444

Book Review
Student-Led Discussion

Module 2 Reconstructing the West

9/24

Week 5: Heather Cox Richardson, *West from Appomattox: Reconstruction of American after the Civil War* (New Haven: Yale University Press, 2008) ISBN: 0300136307

Reception Report
Student Led Discussion
Research Proposal Due

10/1

Week 6: Stacy Smith, *Freedom's Frontier: California and the Struggle over Unfree Labor, Emancipation, and Reconstruction* (Chapel Hill: UNC Press, 2015).

Book Review
Student-Led Discussion

10/8

Week 7: William Cronon, *Nature's Metropolis: Chicago and the Great West* (NY: Norton, 1992, Revised Edition) ISBN: 9780393308730

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Reception Report
Student-Led Discussion

10/15

Week 8: Robert W. Rydell, *All the World's a Fair: Visions of Empire at American International Expositions, 1876-1916* (Chicago: University of Chicago Press, 1987, Reprint Edition) ISBN: 0226732401

Book Review
Student-Led Discussion

10/22

Week 9: Jane E. Simonsen, *Making Home Work: Domesticity and Native American Assimilation in the American West, 1860-1919* (Chapel Hill: UNC Press, 2006) ISBN: 0807856959

Module 3: Post-Reconstruction

10/29

Week 10

Assigned Reading:

Gregory Mixon, "Henry McNeal Turner versus The Tuskegee Machine: Black Leadership in the Nineteenth Century," The Journal of Negro History, Vol. 79, No.4 (Autumn 1994): 363-380.

James W. Clarke, "Without Fear or Shame: Lynching, Capital Punishment and the Subculture of Violence in the American South," British Journal of Political Science, Vol. 28, No.2 (Apr. 1998): 269-289.

R. Volney Riser, "Disfranchisement, the U.S. Constitution, and the Federal Courts: Alabama's 1901 Constitutional Convention Debates the Grandfather Clause," The American Journal of Legal History, Vol. 48, No. 3 (June 2008): 237-279.

Joseph Gerteis, "Populism, Race and Political Interest in Virginia," Social Science History, Vol. 37, Issue 2 (Summer 2003): 197-227.

11/5

Week 11: Terry Anne Scott, *Lynching and Leisure: Race and the Transformation of Mob Violence in Texas* (Fayetteville: University of Arkansas Press, 2022) ISBN:1682262189

Book Review
Student-Led Discussion

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11/12

Week 12: Theda Perdue, *Race and the Atlanta Cotton States Exposition of 1895* (Athens: University of Georgia, 2011, reprint edition) ISBN: 0820340359

Booker T. Washington "Atlanta Compromise Speech"

W.E.B Dubois "On Mr. Washington and Others" in *Souls of Black Folk*.

Reception Report

Student Led Discussion

11/19

Week 13

Assigned Reading:

Mark Tushnet, "The Politics of Equality in Constitutional Law: The Equal Protection Clause, Dr. Du Bois, and Charles Hamilton Houston," *The Journal of American History*, Vol. 74, No.3 (Dec. 1987): 884-903.

Mark Ellis, "Closing Ranks" and "Seeking Honors": W.E.B. Du Bois in World War I," *The Journal of American History*, Vol. 79, No. 1 (June 1992): 96-124.

Chad L. Williams, "Vanguards of the New Negro: African American Veterans and Post World War I Racial Militancy," *The Journal of African American History*, Vol. 92, No. 3 (Summer 2007): 347-370.

Vincent P. Mikkelsen, "Fighting for Sergeant Caldwell: the NAACP Campaign against "Legal Lynching after World War I," *The Journal of African American History*, Vol. 94, No. 4 (Fall 2009): 464-485.

11/26

Week 14

Individual Research Meetings

12/3

Week 15

Presentations

12/10

Final Paper Due