Moberly Area Community College
Common Syllabus

HST151 African-American History II

Current Term

Instructor:  
Office number:  
Office hours:  
Contact Information:  
Classroom number:  
Class days and time:  

Catalog Description:  HST151 African-American History II (3-0-3)
This course is a survey of American history from the Civil War to the present from an African-American viewpoint. Emphasis is placed on contributions made by African-Americans during this period in the areas of economics, education, medicine, the westward movement, the military, sports, art, and culture. Special attention is given in this course to the Civil Rights and Black Protest Movements. (IN)

Prerequisite/Co-requisite: None

Text:  Text: From Slavery to Freedom 
Author: John Hope Franklin 
Edition: 8th Edition 
Publisher: McGraw Hill 
ISBN: 0-072295813

Other required materials: Per instructor’s policy

Purpose of the Course: The purpose of the African-American History II course in the curriculum is to fill a void which has long existed in the regular American History classes concerning the role played by African-Americans in the settlement, development and advancement of the United States. In doing this, the instructor would be trying to dispel many of the myths which have grown up about the past history of the African-American race; trying to inform all students of the important role played by African-Americans in the history of the United States; and trying to develop a sense of mutual respect between African-Americans and white Americans for each other’s social, cultural, historical, and religious traditions in this nation of ethnic plurality.

Course Objectives:
1. To learn about the reconstruction era and its effects on African-Americans.
2. To understand the struggles of African-Americans in the United States in the late 19th century, especially in the American South.
3. To understand the importance of the establishment of organizations such as the N.A.A.C.P. and others in the fight to improve conditions for African-Americans.
4. To understand the continued struggle of African-Americans to define a place for themselves in American society in the first four decades of the twentieth century.

5. To learn about African-American participation in the two world wars, as well as cultural, political and scientific achievements which were only marginally accepted by white society through the 1940s.

6. To learn about the gargantuan struggle for equality and civil rights that began with the desegregation of the armed forces in the late 1940s and continues today.

7. To learn about the different forms of resistance to discrimination that African-Americans have used from the 1860s to the present.

8. To make students aware of how modern racial tensions in the United States have come to be and to show them what history might teach us about the ways to overcome some of these tensions.

Course Content:

   a. The immediate effects of the victory of the north in the Civil War on African-Americans. (The 13th, 14th, 15th amendments to the Constitution, the adjustment to the freedom situation, etc.)
   b. The reconstruction program of the federal government and the role of African-Americans in that reconstruction process.

   a. The election of 1876 and the end of reconstruction in 1877.
   b. The restoration of “White Supremacy” in southern states.
   c. Segregation and “Jim Crowism” established all over the United States.
   e. The Niagara Movement and the establishment of the N.A.A.C.P.

3. African-Americans and World War I
   a. African-Americans in military service in World War I.
   b. An increase in southern African-American migration to urban centers of the north as a result of the war situation.

4. African-Americans in the Twenties
   a. Marcus Garvey and the UNIA Movement.
   b. Continued north emigration.
   c. The “Harlem Renaissance”.

5. African-Americans and the Period of the Great Depression
   b. Roosevelt, the New Deal, and African-Americans.
   c. Father Divine, Daddy Grace, and Elijah Muhammed and their appeal to African-Americans during the 1930s.

6. African-Americans during World War II.
   a. African-Americans in military service, 1940-45.
   c. Racial tensions, riots, etc., during the war years.

7. African-Americans in the Immediate Post-War years
   a. Truman and the desegregation of the armed forces.
   b. Civil rights legislation in the Truman era.
8. The 1950s
   a. Increasing African-American militancy in the early 1950s,
   c. The Warren Court and the end of legalized segregation.
   d. The problems attendant with integration.

9. The Turbulent 1960s
   c. The long hot summers of the mid-sixties.
   d. Lyndon Johnson and the “Great Society.”
   e. The rise of Dr. Martin Luther King, Jr. and the Southern Christian Leadership Conference with its philosophy of non-violence.
   f. The assassination of Robert Kennedy and Dr. Martin Luther King, Jr.
   g. The Derner Commission Report.
   h. The Black Muslims, the Black Panthers, and “Black Power”.


Assessment of Student Learning: Grading is to be done in accordance with the general policies and guidelines of the college with each instructor being free to use his or her own procedures for evaluating the final grade level which has been attained by their students.

Grading Scale:
A – 90-100%
B – 80-89%
C – 70-79%
D – 60-69%
F – 0-59%

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Major Assignments: Each instructor may make reading assignments, book reports or term paper assignments or any other out of class assignments of a scholarly nature which they feel will enhance the quality of the student’s experience in the class. Because this is a college-level class, analytical writing should be stressed. Writing assignments may vary in length, structure and topic.

Schedule of Student Assignments/Activities: Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks or an overview of topics to be covered.

Statement to Connect Course with General Education Outcomes: In compliance with MACC's General Education outcomes, the student who successfully completes this course will be able to:
• **Higher Order Thinking:** Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.

• **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

• **Managing Information:** Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

• **Valuing:** Students will demonstrate the ability to understand the moral and ethical values of a diverse society; and to appreciate the values of diversity, equity, and sustainability.

**College / Instructor Policies:**

**Academic Dishonesty:** MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook, M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”
Term Length Drop Calculations

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

Definition of Course Attendance

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<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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<tr>
<td>Hybrid Course</td>
<td>Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:</td>
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<td></td>
<td>• Completion of quizzes or exams during class meetings and online</td>
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<td></td>
<td>• Submission of assignments during class meetings and online</td>
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<tr>
<td></td>
<td>• Participation in discussions during class meetings and online</td>
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<tr>
<td>Online Course</td>
<td>Active participation in an online course includes the following:</td>
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<td></td>
<td>• Completion of quizzes or exams</td>
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<tr>
<td></td>
<td>• Submission of assignments</td>
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<td>• Participation in threaded discussions</td>
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Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook*, I.090 & M.095)

**Tardiness:** Per instructor’s policy

**Make up and late work:** Per instructor’s policy.

**Extra-credit work:** Per instructor’s policy.

**Student Email:** MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:** Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).

**Title IX Statement:** MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.