

Los Angeles Valley College
African American Studies 005
The African American in the History of the United States II
Antwann Michael, Professor
Fall 2017

Tues-Friday
8:30-10a

Birmingham Community Charter High School

Email: antwanns@ucla.edu

If you need help beyond the set class time with concepts and/or events individual office hours can be scheduled. Office hours may be held via internet video (e.g. google hangout, FaceTime) or telephone. All office hours must be requested at <https://antwannmichael.youcanbook.me>. Your guardian/parent **must** approve the desired office hour time by sending me a confirming email (or a signed note), your guardian/parent may also 'attend' the office hour meeting if desired. If your meeting time is not confirmed by your guardian/parent the office hour request will not be honored.

Required Texts

Freedom on my Mind: A History of African Americans with documents, Vol. 2: Since 1865,
Deborah Gray White (first edition)

All other readings will be provided via the course site or pdf hand out.

All readings and videos are to be completed before the class in which they are to be discussed. If there is an assignment which is not to be completed before the class meeting I will let you know.

Overview:

This 8-week intensive course explores African Americans in the history of the United States since the Civil War; meaning this course will begin at 1865 and end at the present day. This class will give considerable attention to the gendered experience of the post-Civil War period, giving particular attention to how both race and gender impact(ed) African Americans directly and the United States as a whole. Further, this class will delineate critical junctures within this time frame, mapping these vital moments onto the contemporary condition of African Americans. In addition to centering race and gender this course also gives careful attention to class, thereby allowing these three social constructions to serve as an intersectional lens whereby we may understand how African Americans have come to be shaped and understood in the history of the United States and how this history, in turn, has come to impact the present predicament of African Americans. Additionally, in acknowledgement of the fact that African Americans are more than what has happened to them, this class will also examine sites of resistance, courage, strength, faith, and perseverance that is woven into the African American lived experience. This course is designed to reflect collegiate norms and expectations concerning the examination of African Americans. As a result, vital to this course is the concept of intersectionality and engaging a multi-learning/integrative methodological approach in pedagogy. Therefore, this

class challenges patriarchy, white supremacy, sexuality, political orientations and juridical standards and ethics as it engages innovative methods of learning in an effort to encourage students to reflect beyond their present ideological positions. As such students are expected to thoroughly and thoughtfully engage material and be prepared for class. A few questions which guide this course are: what was everyday life like for African Americans in the immediate period following the end of the civil war, why a Civil War, how have African Americans survived in the United States post-emancipation, and what is the meaning of freedom and democracy? Lastly, this class is not wholly lecture, it thrives off of student's informed positions and participation. As such this class is not necessarily a safe space, but a respectful one in which all positions are engaged and given careful and rigorous academic thought and response.

Outcomes:

Develop and demonstrate critical thinking and collaboration skills

Sharpen academic writing prowess

Encourage thoughtful and supported articulation of ideas

Identify and analyze primary documents

Enhance public speaking acumen of students by way of the exchanging of ideas and presentations

Grading and Assignments:

Mid-Term	25%
Final	25%
Reflection Papers	25%
Participation & Presentations	25%

(a) Mid-term

The mid-term will be a three page double-spaced typed paper. You are to locate an experience of Black women and address the complexity of the issue itself, Black women's response to the issue and how both White and Black men presented a challenge for Black women.

(b) Final

The final is a class presentation of the material covered in the class. All students must participate, and the complete history and scope of the class must covered from 1865-2017.

(c) Reflection Papers

The reflection paper is to be three to four paragraphs. You will be responsible for turning in four papers. The paper is to be written in first person and is to reflect your personal thoughts concerning “4 Little Girls,” “Twilight: Los Angeles 1992”, “The Untold Story of Emmett Louis Till”, and “Paris Is Burning.”

(d) Participation & Presentations

You are expected to attend each class, as this class depends on the active engagement of everyone; however, I am aware that life happens. In consideration of this, you are allowed 3 missed classes (unexcused) by Los Angeles Valley College guidelines. If your fourth absence is unexcused you *may* be removed from the course, as you are required to fulfill a set number of hours in the classroom to meet the college credit requirement. I do accept medical, job, mechanical and other valid DOCUMENTED forms of absence. This does not mean that an excess of excused absences are permitted. If you have an extenuating circumstance please feel free to email me, or speak with me during office hours. Additionally your absence must be supported by an email or a written and signed letter from your guardian/parent.

Participation is not only based on your in classroom engagement, but also your reading notes. Acceptable notes are: writing and highlighting in the book itself, written separate notes, or typed notes. Notes do not follow a particular format, they are for you and should reflect what you find important. However, I strongly recommend you structure your notes in such a way that your notes will be able to help you on both your mid-term and final. I will check notes every class.

Presentations will take place at various times throughout this eight week course. At times you will be placed into groups and asked to read a number of pages and prepare to discuss them. At other times you will share your *informed* thoughts and/or present on your research.

Readings & Class Schedule:

Week 1

October 24:
Introductions

October 25:
Colonialism and Settler Colonialism

October 26:
Key terms/concepts

October 27:
“The Meaning and Impact of Racism” Camara Jules P. Harrell
“The Meaning of Education” Angela Davis

Week 2

October 31:
Prepare readings for Tuesday's (November 1) Class

November 1:
PARENT CONSENT FORMS DUE
"Waves of Calamity" Sowande Mustakeem
"Blood Memories" Sowande Mustakeem
"I Could Not Stay There" Stephanie M.H. Camp
"The Dark Continent of Our Bodies" E. Francis White

November 2:
Thomas Jefferson, excerpt from *Notes on the State of Virginia*
The Process of Enslavement
Positions of Slavery
Methods of Punishment

November 3:
The Civil War and Reconstruction

Week 3

November 7:
Chapter 8
"A Social Revolution" ppg 378-389
"A Short Lived Political Revolution" ppg 390-399

November 8:
Chapter 8
"Opportunities and Limits outside the South" ppg 400-406
"Revolutions and Reversals?" pg 407

November 9:
Chapter 9
"Racism and Black Challenges" ppg 432-441
"Lynch Law in America" Ida B. Wells
"Introduction" Sarah Haley

November 10
Chapter 9
"Freedom's First Generation" ppg. 442-453
"Migration, Accommodation, and Protest" ppg. 454-463
"Washing Amazons' and Organized Protest" Tera Hunter
"The Atlanta Compromise" Booker T. Washington
"The Progress of Colored Women" Mary Church Terrell

Week 4

November 14:

Chapter 10

“The Great Migration and the Great War” ppg 494-503

“The New Negro Arrives” ppg 504-514

November 15:

Chapter 10

“The Great Depression and the New Deal” ppg. 515-525

November 16:

Chapter 11

“The Crisis of World War II” ppg. 552-559

“African Americans on the Home Front” ppg 560-566

November 17:

Chapter 11

“The Struggle for Citizenship Rights” ppg 567-576

“A Partial Victory” pg. 577

“They’d Kill Me If I Told” Danielle McGuire

How to write the midterm and reflection papers

Week 5

November 21:

MIDTERM DUE IN CLASS *NO LATE PAPERS ACCEPTED*

“4 Little Girls” In Class Screening

“The Untold Story of Emmet Luis Till” (watch at home link on haiku)

November 22:

No Class Thanksgiving Break

November 23:

No Class Thanksgiving Break

November 24:

No Class Thanksgiving Break

Week 6

November 28:

Chapter 12

The Early Civil Rights Movement” 606 – 624

Reflection Paper 1 Due

November 29:

Chapter 12

“Civil Rights: A National Movement” ppg. 625-636

Chapter 13

“The Emergence of Black Power” ppg 665-670

“Are You Ready?” Nina Simone

“Say It Loud! (I’m Black and I’m Proud)” James Brown

November 30:

Chapter 13

“The Struggle Transforms” ppg 671-680

“Economic Justice and Affirmative Action” ppg 681-685

December 1:

REFLECTION PAPER 2 DUE

Chapter 13

“War, Radicalism, and Turbulence” ppg 686-693

Chapter 14

“Opposition to the Black Freedom Movement” ppg. 723-728

Week 7

December 5:

Chapter 14:

REFLECTION PAPER 3 DUE

“The Persistence of the Black Freedom Struggle” ppg. 729-738

“The Combahee River Collective Statement”

“The Message” Grand Master Flash and the Furious Five

“U.N.I.T.Y” Queen Latifah

“Fuck tha Police” N.W.A.

“We Don’t Care” Kanye West

December 6:

Chapter 15:

REFLECTION PAPER 4 DUE

“The Different Faces of Black America” ppg. 739-750

“Dismantling Cissexual Privilege” Julia Serano

December 7:

Chapter 15

“Change Comes to America” (ppg. 796-805)

“In Defense of Black Rage” Brittney Cooper

“A Herstory of the #BlackLivesMatter Movement” Alicia Garza

“A Thick Fog of Unreality” Eddie S. Glaude, Jr.

December 8:

A Lesson from Baltimore
“In Defense of Black Rage” Brittney Cooper

Week 8

December 12:
Preparation for final

December 13:
No Class

December 14:
Presentation of the Final

December 15:
No Class

Paper Guidelines:

Assigned papers (midterm, final, and the group bibliography) must be formatted using Chicago/Turabian. Make sure your formatting is correct. Proper formatting for Chicago/Turabian may be located here: <https://owl.english.purdue.edu/owl/resource/717/01/>. If your paper exceeds one (1) page, you are to paginate your work as well as reference your last name in the header. Your name, followed by the professor’s name, the date, and title of the assignment are to be typed (single spaced) in the upper right hand corner. If the document is more than one (1) page, it is to be stapled in the upper left hand corner. The body of ALL submitted work (including reflection papers) are to be double spaced. ALL papers are to utilize 12 point Times New Roman Font, 1 inch margins. If your paper is not in the correct format it will be returned to you, which will result in a late paper (which will impact your grade). Be sure to refer to this section of the syllabus before submitting all assignments.

Class Guidelines:

Guardian/Parent Acknowledgement: The support of your guardian/parent is important to your success in this course. As such your guardian/parent must sign that they have read this syllabus and understand you will in some cases need more time and support to complete your readings and assignments. I am dedicated to your success in this course as well as preparing you for your collegiate goals.

Student Access: If you are a student with a disability requiring classroom accommodations, and have not contacted SSD, do so in a timely manner. SSD is located in the Student Services Annex, Room 175 or call SSD at (818) 947-2681 or TTD (818) 947-2680 to meet with a SSD counselor. If SSD has already sent the memo to instructor confirming accommodations required by student for this class, please meet with me to discuss arrangements.

Discussion Decorum: Participation is always encouraged, however abusive and disparaging comments disrupt and detract from meaningful and productive learning; as such racist, sexist, homophobic, ableist, and other marginalizing language will not be tolerated—more than two offenses will result in your removal from the class. This is a respectful space.

Email Messaging: You are welcome to email me with questions. Please allow me 24 to 36 hours to respond. While I will answer all questions to the best of my ability, please use class time as your initial point of inquiry (especially when it is related to class material as other students more than likely have similar concerns). I strongly encourage you to utilize my office hours or make an appointment for any additional assistance if my office hours are not conducive to your schedule.

Food: Small silent snacks and drinks are permitted. Please clean up after yourselves. Foods should not give off a strong scent.

Technology: Please silence all cell phones during class. Laptops are not permitted. Notes are to be taken by hand as personal technological devices hinder the production of the classroom. When/If technology is needed for a particular class I will let you know.

Academic Dishonesty: Los Angeles Valley College prohibits using, copying or reproducing any and all work that is not your own. Cheating on both course work and exams is impermissible and can result in a failing grade for the assignment and/or disciplinary action. All instances will be forwarded to Student Services. See LAVC Student Conduct Code:
http://www.lavc.edu/schedule/library/Catalogs/LAVC_Catalog_2016-2017_WEB.aspx. (Particularly pages 196-197).

Recording: Section 78907 of the California Education Code prohibits the use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Any person, including a student, who willfully violates this section shall be guilty of a misdemeanor.

Grade Grievance: (Informal) Grade grievances can be resolved informally for students. The first step for a student is to contact their professor to discuss the problem. If the issue is not resolved, or if the student is unable to meet with the professor, then the student must contact the Department Chairperson. If a resolution is not met after meeting with the Department Chairperson, the next step is to meet with the area Dean over the department in the Office of Academic Affairs. (Formal) The California Education Code Section 76224(a) specifies that the instructor's determination of student grades shall be final, except in the cases of fraud, mistake, bad faith or incompetence. A student who reasonably believes, and has proof, that their instructor has issued an evaluative final grade based on any of these grounds, may contact the Ombudsperson at (818) 947-2320 for assistance. The Grievance Hearing Request must be made within one-hundred and

twenty (120) calendar days of the date of the alleged incident that is the basis of the student's complaint.

Grade Distribution:

90-100	A
89-80	B
79-70	C
69-60	D
59-0	F

Disclaimer:

The syllabus is not a fixed and/or binding contract between the student and professor. The syllabus is in place to provide the expectations of the course. As such, the syllabus may be amended as the semester proceeds based upon the progression of the class or as needs and/or proficiencies are identified by the instructor.

Syllabus Acknowledgement

The course in which your child is enrolled is a course offered by Los Angeles Valley College and meets the requirements of the UC/CSU (University of California, California State University) agreement for courses that are eligible for transfer credit. This course is not merely an intensive class for high school students—this is a college course which meets the academic rigor expected at both the UCs and CSUs. As such, this course engages topics which are often beyond the standard K-12 curriculum. Please be sure to review this syllabus carefully as it outlines the materials and topics you can expect your child to engage with. This course, in particular, is centered in the African American experience and may reflect various and different political positions, social understandings, as well as address various issues which some identity as controversial. I encourage you to not only read through the course syllabus, but also the textbook for the course, and the online component for this class.

As a professor I make myself available to my students for further clarification and/or questions they may have concerning course materials. Because of the uniqueness of this course my office hours will be carried out via internet video (e.g. Skype) and/or telephone. Office hours for your child may be reserved at <https://antwanmichael.youcanbook.me>. If this site is not accessible for your child, I will accept a written and signed note from you indicating a day and time. All requests for office hours **MUST** be approved by a guardian/parent and are subject to approval from me (in terms of availability). This can be done via email or signed note. If you would like to ‘attend’ the office hour with your child you are more than welcome to. If your child’s office hour appointment is by phone, I will supply my contact information to you—the guardian/parent—NOT the student.

If your child does not have access to internet services please let me know so that I may have materials in place for your child. I am committed to preparing your child for collegiate studies and will need your help in making sure your child accomplishes all they are capable of in this course. The online component for this course features a parent account where you may view assignments and the progress of your child, as well as send messages to me. Please take advantage of this feature. It is free of cost. Your child has received an email which allows them access to the online component, this same email will allow you access.

Lastly, because this is a college course, your child may require more time than usual to complete assignments or may require help in completing papers; please help me, help your child be the best they can be.

Please sign and date this acknowledgement form. **It is due November 1, 2017.**

Guardian/Parent Name (Print)

Guardian/Parent Signature

Date

Guardian/Parent Email

Guardian/Parent contact number

my child has internet access

my child will need alternative materials for access