COURSE DESCRIPTION:
The history of African Americans has been a paradox of triumph in the face of tragedy. This course will present an examination of the black experience in America from 1890 to recent years to provide an understanding of the role African Americans have played in the history of the United States. This examination will include an assessment of why they were until the recent past excluded from the promise of American democracy. We will look at the various political, economic, social and cultural methods African Americans have employed to survive in an overwhelmingly hostile environment and assess the prospects for African Americans in the early decades of the Twenty-first century.

COURSE OBJECTIVES:
The course is structured to provide a factual depiction of the legal and extra legal strategies and methods used to maintain African American subordination in the nation for most of the twentieth century.

The course examines strategies and methods utilized by the African American community and their supporters to challenge the status quo in American race relations. It includes an emphasis on its leaders, intellectuals and ordinary citizens to achieve full legal, economic and social equality for African Americans in the United States throughout the twentieth century and the first decades of the twenty-first century.

The varied and rich cultural elements of African American life are examined by looking at the creative works of African American writers, visual artists, actors, musicians, and how they along with African American Athletes helped to reshape American perceptions about black Americans and their place in American life.

Throughout the course special attention will be given to the evolving roles of African American women in American life over the course of the past 120 years.

The stated objectives are to be accomplished through the students and instructor’s involvement in the assigned readings, multi-media viewings and class lectures/discussions

ASSIGNED READING MATERIALS:
Readings in African American History, 1890-2000
Leon F. Litwack, Trouble In Mind: Black Southerners in the Age of Jim Crow
Quintard Taylor, The Forging of a Black Community: Seattle’s Central District from 1870 through the Civil Rights Era
The Autobiography of Malcolm X, As told to Alex Haley
Anne Moody, Coming of Age In Mississippi
READINGS AND EXAMINATION SCHEDULE

Resurgent Racism in the Age of Booker T. Washington and Black Migration in the World War I Era
Trouble In Mind
Readings in African American History, Documents 150-168
The Forging of a Black Community, pp. 1-56, 79-89, 106-119

The Urban North and Racial Violence, The Harlem Renaissance and the Rise of Black Radicalism
Readings in African American History, Documents 169-182
The Forging of a Black Community, pp. 56-67, 89-96

EXAMINATION Thursday March 12

The Great Depression Era, World War II and the Four Freedoms
Readings in African American History, Chapter 11, pp.446-453 and Documents 183-195
The Forging of a Black Community, pp. 67-78, 120-175
Autobiography of Malcolm X, Chapters 1-9

The Modern Civil Rights Movement
Readings in African American History, Chapter 12, pp.490-500 Documents 196-204
Coming of Age In Mississippi
The Forging of a Black Community, pp. 175-213
The Autobiography of Malcolm X, Chapters 10-19

Black Power and the Rise of Militancy and Nationalism
The Autobiography of Malcolm X, Alex Haley Epilogue and Ossie Davis on Eulogizing Malcolm
The Forging of a Black Community, pp. 213-240

Blacks in America since Malcolm and Martin to the Opening Decades of the Twenty-first century
Readings in African American History, Documents 205-259

EXAMINATION: Thursday, April 30, 10:30-12:30p.m.

GRADING:
During the course of the semester there will be two examinations, which will comprise 75% of the final grade.

Each student is required to select and write a research paper that explores in depth some important person, organization, event, issue or topic in African American history between 1890 and 2000. Pose a question and given the resources examined answer that question. For example, why was there not significant migration to the West between 1910 an1930? Why and how did African American women impact the modern Civil Rights struggle?
The paper should be no more than twelve typewritten pages including bibliography and endnotes. It should conform to Kate Turabian, A Manual for Writers (latest edition). You should include at least six to eight sources and each source should have a corresponding note in the text. Please give me a one- two page outline that includes your major research question and a selected bibliography showing the books and articles you have examined by Tuesday, January 27. I will meet with each student to discuss their topic February 2-4. The completed paper should be handed in by Thursday, April 16. I will not accept papers after that date.

**Suggested Topic Areas**

- Blacks and the Military since the Civil War
- The Integration of Major League Baseball
- Blacks and the Communist Party 1920-50
- Madam C. J. Walker
- Mary McLeod Bethune
- The Nation of Islam, 1930-1990
- The Civil Rights Movement in Mississippi (Utah or other states)
- The Integration of the United States Armed Forces
- Cultural v. Revolutionary Nationalism
- The Harlem Renaissance
- History of African Americans in Film and Television
- Women and the Modern Civil Rights Movement
- Black Radicalism and the Rise of Militancy
- The Black Arts Movement

The research paper will constitute 25% of the final grade.

**Plagiarism:** “Plagiarism” means the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for one’s own work offered for academic consideration or credit for public presentation. Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any individual’s words. Phrasing, ideas, content of expression. The University of Utah’s definition of student academic misconduct is located at [http://www.regulations.utah.edu/academics/6-400-html](http://www.regulations.utah.edu/academics/6-400-html).

**IMPORTANT DATES**

- Wednesday, January 21 last day to drop classes
- Monday, January 26 last day to add classes or elect CR/NC or audit
- Friday, March 6 last day to withdraw from term length classes
- Friday, April 24 last day to reverse CR/NC option

Spring Break March 15 -22
OFFICE HOURS:
The instructor will maintain regular office hours on Tuesday and Thursday 1-2:00p.m. Carolyn Tanner Irish Humanities Building, Room 347. I am also available by appointment.

E-mail address: rcoleman@utah.edu
Office # 581-6990
Home # 944-4311(Please, NO calls after 9:00 p.m.).

“The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need an accommodation in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (VTDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.”

Some of the readings, lectures, films or presentations in this course may include material that may conflict with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience. For more information, please consult the University of Utah’s Accommodations Policy, which appears at: www.admin.utah.edu/facdev/accommodations-policy.pdf.

Addressing Sexual Misconduct
Title IX makes it clear that violence and harassment based upon sex and gender (which includes sexual orientation and gender identity expression) is a Civil Rights offense subject to the same kinds of accountability and same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age status as a person with disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801) 581-8365, or the Office of the Dean of Students, 270 Union Building, 801) 581-7066. For support and confidential consultation, contact the Center for Student Wellness, 425 SSB, 801) 581-7776.