BLACKS IN THE UNITED STATES, 1877-PRESENT

HIST/AFST 301-500
Spring, 2013
TTR 2:20-3:35
008 Glasscock

Professor Al Broussard
Glasscock 103C
a-broussard@tamu.edu
845-7151
Office Hours: 11:15-12:00PM daily or by appointment

Course Description:

This course will examine, through significant topics, personalities, and issues, the collective experience of African Americans in the United States. The course’s scope is the century following the end of Reconstruction to the present; its focus, the African Americans, both former slaves and freedmen, who attempted to maintain their dignity and to improve their lives after more than two centuries of bondage and racial discrimination.

Prerequisites:
Junior or Senior classification

Core Objectives for American History Foundational Component Area

Critical Thinking (to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information).

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication)

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities)

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making)

Student Learning Outcomes:

Through this course, students will be able to:

1) evaluate and synthesize historical writings related to the history of African Americans since 1877.

2) express their own ideas effectively in written and oral form.
3) identify historical and social contexts that created diversity in the American past, in present-day America and in human cultures more generally.

4) apply knowledge about the human condition- in American past and present- to their personal lives and studies.

5) articulate the significance of continuity and change over time as it relates to major themes in African American history.

The following books are required and should be purchased: Adam Fairclough, *Better Day Coming*; William Tuttle, *Race Riot*; Maya Angelou, *I Know Why the Caged Bird Sings*; Richard Wright, *Black Boy*; Harvard Sitkoff, *Pilgrimage to the Mountaintop*

**Course Assignments:**

Your grade will be based on three essay examinations (30% each = 90% total) and two in-class quizzes (5% each = 10% total).

**Grading Scale (by percentage):**

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**Attendance:**

Attendance is strongly encouraged and students who miss more than three classes (without a university approved excuse) will be penalized the equivalent of ten points or one letter grade from their final course grade. Chronic absentees (students with six or more unexcused absences) will be penalized two letter grades. I will handle all excused absences and work related to them according to Student Rule 7. [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm)

**Class Discussion:**

I expect you to complete the reading in a timely fashion and participate in class discussions, which we will hold twice during the semester. In these discussions, we will discuss the connections among the material we have covered in lecture and reading and also how that material might inform your own contemporary choices. Thus, although there is not a class
discussion/participation graded component to this course, I strongly encourage you to participate fully and to visit during my office hours to discuss any course related matter. I also can be reached by e-mail on a regular basis.

**ADA- Students with Disabilities:**
The Americans with Disabilities Act is a federal anti-discrimination law that provides civil rights protection for persons with disabilities. Among other things, this law requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that they have a disability requiring accommodation, they should contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall (campus phone 845-1637). For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Academic Integrity:**
"An Aggie does not lie, cheat or steal, or tolerate those who do." Students are expected to be aware of and adhere to the Aggie Honor Council Rules and Procedures, available at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

Students are **required** to silence and put away cell phones during the class period and **refrain** from texting or using electronic devices *with the exception* of tablets or personal computers.

History majors who wish to explore career ideas are encouraged to contact our history department undergraduate advisors, Dr. Philip Smith (pms@tamu.edu) or Robyn Konrad (robyn-konrad@tamu.edu), in Room 105, Glasscock Bldg., or the Career Advisor for Liberal Arts, Tricia Baron (patricia@careercenter.tamu.edu) in room 209 Koldus for more information.

**Course Schedule:**

Jan. 15&17  The Aftermath of Reconstruction and the Search for a Place in American Society, part 1
Better Day Coming, ch. 1 (first half)

Jan. 22&24: The Aftermath of Reconstruction and the Search for a Place in American Society, part 2
Better Day Coming, ch. 1 (second half)

Jan. 29&Jan. 31 The Age of Booker T. Washington
Better Day Coming, chs. 2 and 3 (first half)

Feb. 5:  **Discussion & Quiz**

Feb.7: The Age of Booker T. Washington
Better Day Coming, ch. 3 (second half)
Louis Harlan, "A Separate Peace" (reserve)
Feb. 12 & 14: The Color Line in Twentieth Century America
Wright, *Black Boy*

Feb. 19: **Examination**

Feb. 21 & Feb. 26: War, Migration, and the Rise and Fall of Marcus Garvey, part 1
Tuttle, *Race Riot*

Feb. 28 & Mar. 5 & Mar 7: War, Migration, and the Rise and Fall of Marcus Garvey, part 2
Better Day Coming, ch.

6. Mar. 11-15: **Spring Break**

Mar. 19 & 21: African Americans in the Great Depression and New Deal
Angelou, *I Know Why the Caged Bird Sings*
Better Day Coming, ch. 7.

Mar. 26 & 28: World War II and the Struggle for Civil Rights
Better Day Coming, ch.

9. April 2: **Examination**

April 4 & 9: Civil Rights, Martin Luther King, Jr., and the Nonviolent Revolution, part 1
Better Day Coming, chs. 11-12.
“Letter from a Birmingham Jail” (reserve)

April 11 & 16: Civil Rights, Martin Luther King, Jr., and the Nonviolent Revolution, part 2

Apr. 18: **Discussion & Quiz**

April 23 & 25: The Rise and Fall of Black Power and the Legacy of Malcolm X
Sitkoff, *Pilgrimage to the Mountaintop*

Apr 30: Discussion of *Pilgrimage to the Mountaintop*

May 8: **Final Examination** 1-3 p.m.
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However, the Panel found that the United States had not demonstrated actual threat of serious damage, and therefore violated Art. 6. The Panel also found that the United States failed to comply with its obligation to examine causality under Art. 6.2.

Measure at issue: Temporary safeguard measure imposed by the United States in the form of a quota on certain imports from India.

Product at issue: Woven wool shirts and blouses from India.

Summary of key panel/AB findings.

In the United States, federal statistics on international migration are produced primarily by the U.S. Census Bureau and the Office of Immigration Statistics (located in the Department of Homeland Security). The Census Bureau collects data used to estimate international migration through its decennial censuses and numerous surveys of the U.S. population.

Surrounding block groups and census blocks each of which has a population density of at least 500 people per square mile at the time. Less densely settled blocks that form enclaves or indentations, or are used to connect contiguous areas with qualifying densities. They also may include an airport located adjacent to qualifying densely settled area if it has an annual enplanement (aircraft boarding) of at least 10,000 people.

Contemporary African-American History

Miss Bell

Room 216

Whetstone High School

Conference

1st period Monday through Friday by appointment only

Ph Course Description

- Carter G Woodson

This is an introductory course in the history of African Americans in the United States. Beginning with Emancipation, the course traces the evolution of black culture and identity and the continuing struggle for freedom and equality. Topics will include the tragedies and triumphs of Reconstruction, interracial violence, black political and institutional responses to racism and violence, the Harlem Renaissance, and the Civil Rights and Black Power movements.

All SLS springs are orange and are marked with their spring rate in lbs/in (in 25 lb increments) and the maximum travel of the shock that they are designed to be paired with. SLS Springs. Part. Standard black springs should only be paired with shocks having less travel than the travel marked on the spring itself. Standard Steel Springs. Part. Description. Where used. Land and forest area trends in the United States (continued).

Urban land in the coterminous United States increased from 2.5 percent of total land area in 1990 to 3.1 percent in 2000 to 3.6 percent in 2010. Urbanization affects the forest resource and its management in many ways. Nationally, urban areas (population density of at least 500 people/mi²) have an average tree cover of 35 percent (Nowak and Greenfield 2012a); with tree cover in urban areas on the decline (Nowak and Greenfield 2012b) and most urban tree cover established through natural regeneration (Nowak 2012). U.S. Forest Resource Facts and Historical Trends 11.