School of Professional Studies

Course No. & Title: HIST 317 IDDL 2  Campus: ONLINE
Semester and Term: Fall 2017  Instructor: Stephen Balkaran
Day and Dates: ONLINE.  10/23/2017 – 12/16/2017
Credits: 3
Time: Asynchronous
Office Hours: Thursdays or by appointment. 4.00 pm-6.00 pm.  Room: ONLINE

Course Description:

This course introduces students to the second half of the survey of African-American History and covers the end of the Reconstruction Era (1877) into the New Millennium (to 2017). Emphasis is placed on the struggle of African American to attain full citizenship. Examination of African-American leadership, its ideas, and the impact of its ideas upon various African–American movements, such as integration, emigration, civil right and black power.

Instructor: Stephen Balkaran.

Telephone: 860-794-6690

Email: Sbalkara@Bridgeport.Edu

Required Textbook:

ISBN: 978-0077407513

Learning Outcomes:
Upon completion of this course, the student should be able to:

● Acquire basic knowledge of Black History from post-Civil War (Reconstruction Era 1877) in the United States and internationally.
● Understand the unique qualities of Black culture in the United States and how it developed after 1877 to 2016.
● Respect and recognize the contributions of Blacks pertaining to the acquisition of American wealth by the hiring of Blacks as ‘cheap labor” in all professions after the institution of slavery was dismantled.
● Acknowledge the inherent racism and social/judicial injustices that Blacks continued to face after 1877 to 2016.
● Develop and utilize your critical thinking skills as you study the varied interpretations of Black historical events in the U.S. and internationally.
Describe the relationship between the black struggle for political inclusion and the central institutions of American government.

Understand the continued significance of race in American History.

**WEEK 1.** Introduction to the course: The African-American Experience

Readings: 1) *What America will be like without Blacks* by Ralph Ellison? Handouts
2) *The Continuing Significance of Race: An American Dilemma.* Handouts
3) Documentary: Oprah’s 25th Anniversary on Race
4) [https://www.youtube.com/watch?v=C1IRnf3_YmY&t=150s](https://www.youtube.com/watch?v=C1IRnf3_YmY&t=150s)
5) [https://www.youtube.com/watch?v=dmPWOAoExzk](https://www.youtube.com/watch?v=dmPWOAoExzk)

**WEEK 2:** 1877-1900. African-American Politics. Post-Civil War experience.

1) The 13th, 14th, and 15th Amendment and the impact on African-Americans,
3) Slavery By Another Name Documentary-
   [https://www.youtube.com/watch?v=UcCxsLDma2o](https://www.youtube.com/watch?v=UcCxsLDma2o)
4) Film: The New America. PBS Documentary of America Post 1865.
   [https://www.youtube.com/watch?v=ka8P9K6my4w](https://www.youtube.com/watch?v=ka8P9K6my4w)

**WEEK 3:** 1890-1920. The Meaning of Freedom.

2) **Political** Ideology, Identity, and Black Political Thought.
3) Documentary: The African Americans Many Rivers to Cross Episode 4- Making a way Out of no way 1897-1940. [https://www.youtube.com/watch?v=SMJtL2_oivo](https://www.youtube.com/watch?v=SMJtL2_oivo)

**First Research Paper Due. 7-8 pages. APA Style.**

**WEEK 4:** 1920-40. Arts and Culture in Black America. Harlem in the 1940’s
1) The Harlem Renaissance. See handouts, the impact of Black culture in America, the mass migration of African Americans up north and the explosion of their music, culture, art work and creativity. The Arts Movements, the 30’s and 40s: The 60’s.

2) The Black Arts Movement and Black Culture and Imperialism.

3) Documentary. Harlem Renaissance: Music, Poets, Entertainment, Politics, and Culture
   https://www.youtube.com/watch?v=SN1WjeWzCSk
   https://www.youtube.com/watch?v=EgBKqbmrFF8

4) Impact of the Renaissance on America.


2) The Montgomery Bus Boycott, the rise of Rosa Parks, the impact of the bus boycott and the rise of Dr. Martin Luther King and the Montgomery Improvement Association.

3) The rise of Dr. Martin Luther King and His Nonviolent Direct Action (1955-1965).

4) The struggle for equal rights and eye on the prize. The man, his ideas, struggle and vision. The struggle for equal rights and eye on the prize

5) Film The Death of Emmett Till and the birth of the movement.
   https://www.youtube.com/watch?v=1-X4is9jMYk

**Second Research Paper Due.**


1) Rise of Malcolm X and the Nation of Islam, Disagreement and Discourse among the pathway to civil rights. The revival of Black Nationalism in America, what was his philosophy and legacy. The FBI and its role in the breakdown of the movement.


4) Film: Malcom X  
https://www.youtube.com/watch?v=LyhOCR_1atg

https://www.youtube.com/watch?v=mJetfo3FX-Y

**WEEK 7. AFRICAN-AMERICANS, RELIGION & THE BLACK CHURCH.**


2) The Civil Rights Movement and the Church

3) FILM: The Church and African Americans. 4 Little Girls by Spike Lee.  
   https://www.youtube.com/watch?v=N3GEke0Iqt4

4) Film: The Black Church and Civil Rights  
   https://www.youtube.com/watch?v=yq42jOecg8w

**WEEK 8. Post Racial America? Conclusion 21st Century**

1) Racial Politics at the National Level: Poverty, Prison System, TANF. The Struggle Continues; The Future of African American Politics and Civil Rights: How far have we reached? How far do we have to go?


3) Where are we and have we made progress?  
   Film: Tim Wise and White Privilege  
   https://www.youtube.com/watch?v=hOB_ix10--I

5) Professor Balkaran’s TV Interview on Race Post Obama.  
   http://fox61.com/2017/01/14/the-stan-simpson-show-obamas-term-comes-to-an-end/

Final Research Paper Due. December 16th, 2017
REQUIREMENTS AND GRADES:

Methodologies

The format of the course will include ONLINE with notes, PowerPoints, discussions, films, and videos.

Exams: There will be two research papers, online discussions and one final research paper.

ADA POLICY STATEMENT:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons (students) 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 believe that you have a disability requiring accommodation, please contact the Dean of Student Services.

Grades. Grades will be based upon 2 exams, online discussions and a final research paper. The examinations will be a combination of research papers- 5-7 pages each. Grades will be based upon the following scale. All papers have to be in APA Style.

Please see grading scale.

The following weights are suggested:

25% Online Participation.

25% First Exam-Research paper 7-8 pages. APA Style

25%- 2nd Exam.

25% Final Research Paper. 7-9 pages APA Format. This paper can be from any of the topics we have studied during the course, e.g. The impact of the Harlem Renaissance, Civil Rights Movement, etc.

Letter Grading Scale:

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<thead>
<tr>
<th>% of Points Earned</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>100-94</td>
<td>A</td>
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<tr>
<td>93-90</td>
<td>A-</td>
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<tr>
<td>89-87</td>
<td>B+</td>
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<tr>
<td>86-84</td>
<td>B</td>
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<tr>
<td>83-80</td>
<td>B-</td>
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<td>79-77</td>
<td>C+</td>
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<tr>
<th>% of Points Earned</th>
<th>Letter Grade</th>
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<tr>
<td>76-74</td>
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<tr>
<td>73-70</td>
<td>C-</td>
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<td>69-67</td>
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<td>66-64</td>
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<tr>
<td>63-60</td>
<td>D-</td>
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<td>Below 60</td>
<td>F</td>
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Grading Rubric for Discussion Postings

Postings will be evaluated for effort, thoroughness, understanding of the assignment, spelling and grammar, and timeliness of posting. Late discussion postings will not be accepted. Timely participation is essential. Please review the grading rubric below for how postings will be evaluated.

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<tr>
<th>Expectations</th>
<th>Excellent</th>
<th>Fair</th>
<th>Poor</th>
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<td>Contribution to the Classroom: Posting is insightful, thorough, and interesting.</td>
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<td>Inspires Reply Postings from Other Students: A serious effort is made to frame the discussion posting in such a way as to encourage others to reply. Posting generates questions and opens up new avenues for discussion.</td>
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<td>Demonstrated Understanding of the Reading Assignment Posting demonstrates a thorough understanding of the reading assignment and is substantiated by several examples from the textbook and/or companion website.</td>
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<td>Grammar, Mechanics, Spelling, and Sentence Structure Posting is highly polished; no grammar or spelling errors.</td>
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GRADING CRITERIA & POLICIES

ESSAYS GRADING RUBIC:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Essay Requirements &amp; Performance Criteria</th>
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<tbody>
<tr>
<td>A</td>
<td>Students achieving this level will have demonstrated the following:</td>
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<tr>
<td></td>
<td>1. Accurate and sophisticated understanding of readings and issues with ability to do more than repeat what the text says or what was said in class, such as the ability to infer additional important information from sources.</td>
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<td>2. Critical stance toward opinions communicated in class or in the readings and the ability to express their own views articulately and defends them well.</td>
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<td>3. Originality of thought in expressing the critical stance, in drawing out additional implications from the readings and class discussions, and in finding personal meaning in the readings and issues discussed.</td>
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<td>4. Clear expression of ideas, writing with papers containing very few grammatical or stylistic weaknesses.</td>
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<td>Students achieving this level will have demonstrated the following:</td>
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| B | 1. All of the “A” work, but with less accomplishment.  
2. Accurate understanding of readings and issues, with the ability to do more than repeat the text.  
3. A critical stance, with some effort, not always successful, to defend that stance.  
4. Some attempt to find personal meaning, with at least hints of originality and creativity of thought.  
5. Very clear expression of thoughts and writing of ideas. |
| C | Students achieving this level will have demonstrated the following: |
| | 1. A generally accurate grasp of the readings and issues, but with some inaccuracy; lack of sophistication understanding, such as the ability to infer from sources.  
2. Some attempt to take a critical stance, but with little effort or success in defending that stance.  
3. Some attempt to find personal meaning.  
4. Sufficient clarity of expression to communicate ideas, but with stylistic or grammatical weaknesses which create difficulties. |
| D | Students achieving this level will have demonstrated the following: |
| | 1. Genuine efforts to understand, with some demonstrated understanding of readings and issues, but with serious deficiencies.  
2. Generally lacking in critical stance or in a defense of that stance.  
3. Lack of understanding or an attempt to find personal meaning. |