



**Faculty of Arts  
Department of History  
Course Outline  
Winter 2023**

**HTST 493-02  
US Black History since the American Civil War**

**Instructor:** Professor Harvey Amani Whitfield

**Email:** Harvey.whitfield@ucalgary.ca

**Office Hours and Location/Method:** 11:30 to 12:30

**Class Room Location, Days and Times:** ES 54, Tuesday/Thursday, 9:30 AM to 10:45

**Course Delivery:** In person

**Description**

This course examines the experience of African Americans from the beginning of Reconstruction to the emergence of Hip-Hop culture. We will study the transition of southern African Americans from slavery to semi-freedom during Reconstruction, while highlighting how the Southern Democrats reestablished control over the black population after 1877. Students will also study what has commonly been referred to as the “nadir” of black history from 1877- 1954. This period included massive repression, lynching, and economic marginality. Yet, African Americans also developed very important institutions in northern and southern cities that would give rise to the Civil Rights struggles of the 1950s and 1960s. We will finish the class by discussing the challenges of racial reconciliation between the 1970s and 2020s.

**Learning Outcomes**

Understand the significance of Reconstruction to the history of the United States

Understand the contributions of African Americans to the development of the United States

Understand the complexity of American Race Relations in the twentieth century

Understand the American Civil Rights Movement

Improve your writing and researching skills

Improve your oral communication skills

Ask ourselves how the history of race relations since 1865 impacts racial challenges today

## Reading Material

These books are available for purchase at the bookstore

Carson, et al., *The Eyes on the Prize Civil Rights Reader* (Please note that this book has both black and red covers, should you decide to purchase it from Amazon)

Royster, *Southern Horrors*

I will give you chapter from Leon Litwack's book, *Trouble in Mind*

Method	Due Date	Weight
First Paper	February 16	30%
Second Paper	March 23	35
Final Take Home Exam	April 15	35

## Details on Methods of Assessment

All students should use the drop box in D2L to submit their papers on the due date by midnight. I am willing to consider extensions on a case-by-case basis, but late papers will be penalized 1 letter grade per day including weekends. If you get an extension on one assignment during the semester, do not ask for another one because I am unlikely to grant it unless in the most extenuating circumstances. Everyone in this class can do well. I am not here to weed students out of this university. I am willing to help you in any way possible. For example, if you are not comfortable writing papers, please feel free to show me a rough draft of the first page of your work. I will not read rough drafts the day before the assignment is due. All grades in this class are given as percentages and will also be converted into letter grades following the standard History Department grading scale found below.

Paper One, Due February 16: What caused lynching and why is Ida Wells Barnett's exposition of this practice important? You are required to use Royster. You should supplement Royster with Litwack's chapter and class notes, but they should in no way replace Royster. In other words, the vast majority of your citations MUST be from Royster. DO NOT under any circumstances use ONLINE SOURCES OR WEBSITES (if you truly find an important source online that you would like to use to supplement---NOT REPLACE—the class reading please come see me for permission). Please note, I will give you a paper review session, so you will feel confident about writing this paper.

Paper Two Due, March 23: Compare and contrast Martin Luther King (and other moderate leaders) and Malcolm X's (and other more radical advocates) programs for black improvement. Who offered the better program? Why? You are required to use The Eyes on the Prize reader, and your class notes. DO NOT use online sources (if you truly find an important source online that you would like to use to supplement---NOT REPLACE—the class reading please come see

me for permission). Please note, I will give you a paper review session, so you will feel confident about writing this paper.

Details on Methods of Assessment for papers: I expect this paper to be between six to eight double spaced pages (you can write more if you want). First, your paper must clearly answer the essay question/questions. These questions are carefully designed to help you write and develop a cogent and organized argument. Also, take time to make sure that you do not simply repeat facts. The papers are graded on both writing mechanics and content (spelling, grammar, etc.). All papers **MUST HAVE CITATIONS**. Every paper should have at least 15 to 20 (if not more) and most of your citations must be from the assigned book, but you can also use your lecture notes for context. The use of citations is important because they constitute evidence for you to support your argument. If you do not use citations, then you will get an F on the paper. Moreover, if most of your citations are from the same four pages, you will not do well on the assignment. The easiest way to approach writing an essay is to remember that it should include a clear thesis, organized paragraphs, and a conclusion that ties everything together. It is also helpful to select a title that reflects the contents of your individual paper. For the proper way to do historical citations, please see [The History Student's Handbook](#). Also, I am happy to help students who need it.

The final take home exam will be cumulative. You will have a choice of three questions to answer and get to decide which one you'll take on. I will give you the take home exam about a month before it is due

These assignments will require students to take on a broad question about Black history since 1865. You will be graded on your ability to cogently put together an argument using several examples to back up your position. You will be required to use the course primary sources and class notes for your citations and like the papers, your final take home exam should have at least 15 to 20 citations. Please take care to develop a cogent and organized argument. Also, take time to make sure that you do not simply repeat facts. The take homes are also graded on both writing mechanics and content (spelling, grammar, etc.).

### **Learning Technologies Requirements**

The most important technology we use is D2L. Why? I post weekly lecture notes, paper reviews, and you upload your papers and final exams to D2L. I also post regularly in the news section.

### **Inclusiveness, Accommodation, Privacy, and Conduct**

You are expected to maintain a professional manner during class. In simple terms, do not be rude to your classmates especially during class discussions.

Part of creating an inclusive learning environment involves respecting your classmates. In meeting any university's mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others have different experiences and

perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

**Schedule**

No classes on Good Friday, Apr. 7, and Easter Monday, Apr. 10.

Date	Topic & Reading	Important Dates
Week of January 9	Slavery, Civil War, and Reconstruction and Read Royster and Litwack	
Week of January 16	The Failure and Aftermath of Reconstruction; Read Royster and Litwack	
Week of January 23	White Supremacy in the Late 19th Century; Read Royster and Litwack	
Week of January 30	Violence, Lynching, Race Riots and Rebellions; Read Royster and Litwack	
Week of February 6	Self Help to 1920s; Paper Review Session; A Great Migration; Work on First Paper	
Week of February 13	New Deal and WWII; Work on First Paper, Due February 17	First Paper Due Feb. 16
Week of February 20	Term Break, no lectures	
Week of February 27	Civil Rights; Read Carson	
Week of March 6	Black Power and Conservative Reaction; Read Carson	
Week of March 13	Black History in 1970s and 1980s, Read Carson	
Week of March 20	Work on second Paper	Second paper due March 23
Week of March 27	Black History 1990s-2021 from the LA Riots and OJ to Obama to Trump	
Week of April 3	Discussion on Major course themes into two blocks 1865-1954 and 1954 to Present	
Week of April 10	Prep for take home final	Take-Home Final due Apr 15

There is no Registrar-scheduled final exam.

**THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF  
HISTORY COURSE OUTLINES**

**Departmental Grading System**

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200. See the university grading system in the calendar: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

***Please Note:** Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.*

**Writing**

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

**Academic Misconduct**

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

## **Plagiarism**

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

## **Academic Accommodation**

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

## **Research Ethics**

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

## **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

### **Copyright of Educational Materials**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

## **MEDIA RECORDING IN LEARNING ENVIRONMENTS**

### **Media Recording for Study Purposes (Students)**

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

### **Media recording for lesson capture**

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

### **Media recording for assessment of student learning**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and

will not be shared or used for any other purpose. The recording will be destroyed as specified by [retention rule 2000.01](#) “Examinations and Student Assignments.”

### **Media recording for self-assessment of teaching practices**

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) “Draft Documents & Working Materials.”

### **Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see [the sexual and gender-based violence policy](#).

### **Other Useful Information**

Please see the Registrar’s [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students’ Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk
- Campus Security 220-5333

**Department of History Twitter @ucalgaryhist**

*Updated November 2022*