



HIST 3314.W01
History of African Americans
Spring 2026
Online Anytime

Instructor: Kendra K. DeHart, Ph.D.

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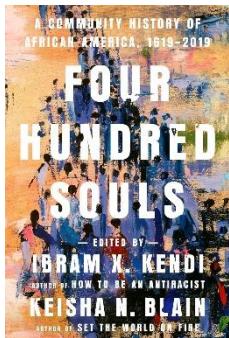
Office: LH 208

Office Hours: Tuesday 10 am to 12 pm; Tuesday 3:30 to 5 pm; or by appointment. *Note: I will be in my office unless I have required meetings or unforeseen emergencies. Scheduling office hours ahead of time is always encouraged.*

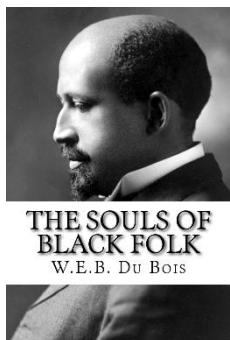
Course Description:

This course surveys the Black experience in the United States from 1619 to the present. We will examine the development of African American culture and the foundational role Black Americans played in shaping American democracy. Note: as largely an independent study, this course will not contain specific lectures; however, students are encouraged to reach out to the professor with any questions or concerns they may have in the regular TEAMS meetings provided.

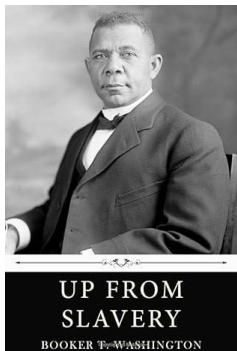
Required Texts:



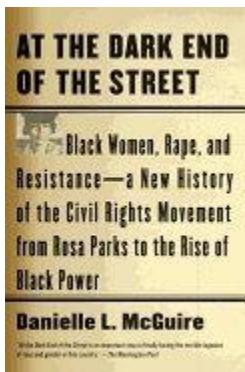
Kendi, Ibram X. and Keisha N. Blain, eds. *Four Hundred Souls: A Community History of Africa America, 1619-2019*. New York: One World Press, 2021.



Du Bois, W.E.B. *The Souls of Black Folk*. Scotts Valley, CA: CreateSpace Independent Publishing Platform, 2014.



Washington, Booker T. *Up from Slavery*. Mineola, New York: Dover Publications, Inc., 1995.



McGuire, Danielle. *At the Dark End of the Street: Black Women, Rape, and Resistance—a New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power*. New York, Knopf Press, 2010.

Course Objectives:

1. Understand the major historiographical trends in African American history over the course of four hundred years.
2. Define primary and secondary sources and the differences between them.
3. Identify and write a thesis.
4. Compare and contrast multiple points of view and historical interpretations.
5. Write effectively, logically, and persuasively about topics and individuals in American African history with proper citations.
6. Determine and evaluate how historians locate, gather, organize, analyze, interpret, and report information using various methodologies.

Student Learning Outcomes:

The graduating student in history will be able to:

SLO 1—The history student will demonstrate historical research skills in a logically organized, written paper that is mechanically correct and supported by relevant documentation of historical content.

Marketable skills: Students can identify useful resources from a pool of data.
Students can select and organize data in a relevant manner.
Students can make written presentations to various audiences.

SLO 2—The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.

Marketable skills: Students can utilize data to persuade various audiences.
Students can utilize data to generate and strengthen ideas.
Students can decipher stances adopted by various individuals.

SLO 3—The history student will demonstrate knowledge of American History, World History, and Non-American History.

Marketable Skills: Students can meet deadlines in a successful manner.
Students can discharge responsibilities in an adequate manner.
Students can manage the absorption of data.

The Student Learning Outcomes will be measured by the administration of daily quizzes, exams, book reviews, research papers, and group presentations.

Course Policies:

1. **Attendance at class meetings:** As an independent study, you are not required to attend specific class times. However, you are expected to complete all assignments on time and may be required to attend TEAMS meetings when announced by the professor.
2. **Contacting the Instructor:** The instructor's email is the preferred method of contact. Students should use the phone number only for emergency situations.

All email messages to the instructor should include your name, your class section number, and a simple message stating the reason you are contacting the instructor. During the week, emails will normally be answered within twenty-four hours. Emails that arrive late Friday afternoon, Saturday, or Sunday most likely will not receive a reply until Monday, but you may send an email at any time. Questions such as “What did we cover in class?” will normally not be answered.

3. **Make-Up Policy:** I will give make-up assignments only in extreme cases. Make-up assignments are allowed only in cases of documented, unavoidable events that prevent attendance. Students who do not give such notification and provide documentation will not be allowed to make-up the assignment.
4. **Academic Integrity:** Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person’s work as one’s own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.
5. **Classroom Climate of Respect**
Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.
6. **Copyright Notice:**
My lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express written consent. Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course website, I will ask for your written permission.

Assignments:

1. **Four Hundred Souls Reflections:** Our main text will be reading *Four Hundred Souls: A Community History of African America, 1619-2019*. Students will be required to write reflection pieces on each part of the book. These reflections should be between three-to-four pages long and to note important insights/analysis presented in each section.
2. **Comparative Analysis Essay:** Students will read two texts: W.E.B. Dubois’s *The Soul of Black Folk* and Booker T. Washington’s *Up from Slavery*. Guidelines will be provided, but in essence,

students should be able to critically analyze two contemporary African American approaches to post-Reconstruction issues facing African Americans.

Final Paper: Students will complete one final paper for the course on an event or person in African American History. Guidelines will be posted on Blackboard. This assignment is worth a total of 300 points (30% of your grade). There will be four different grades associated with this major assignment. The first is a bibliography of the books you chose along with a brief description of why you chose them. For the second grade, you will turn in a copy of your reading notes on the books. The third will be a rough draft of your paper. The final essay will serve as the fourth grade. Here is the breakdown.

Bibliography & Reading Notes	50 pts.
Rough Draft	50 pts.
<u>Final Essay</u>	100 pts.
Total	300 pts

3. **Book Review:** Each of you will be required to select and read a book of your choosing. Note: you must clear your book with me beforehand. You will then write a formal book review. These book reviews must be no more or no less than three pages. A handout will be provided for tips on how to write a successful book review. You will also be required to submit the paper through SafeAssign on Blackboard to check for plagiarism. On the day the book review is due, you will give a five-to-ten minute presentation to the class.

GRADES:

Students can earn a possible 1,000 points by the end of this course.

Final grades will be determined as follows:

Final Paper	300 pts.
Reflections	200 pts.
Comparison Essay	250 pts.
<u>Book Review</u>	250 pts..
Total Possible	1,000 pts.

Grade Breakdown:

1,000 to 900 pts.	A
899 to 800 pts.	B
799 to 700 pts.	C
699 to 600 pts.	D
599 <	F

A Range = Outstanding. All assignments are turned in on time and reflect thoughtful and analytical thinking with a thorough understanding of historical events and trends.

B Range = All assignments are turned in on time and are above average but are not outstanding work. They demonstrate an understanding of historical events, but the analytical thinking is weaker than that for an “A.”

C Range = Average. Assignments indicate an average understanding of historical events. Work tends to be narrative rather than analytical. There is need for improvement.

D Range = Below average. Writing is mostly narrative. There is no analysis and narrowly answers the question assigned. Assignments are incomplete.

F Range = Fail. Assignments are not turned in or are late without the instructor’s approval. They are substantially below average and fail to answer the questions. Plagiarizing, of course, will result in disciplinary action.

ADA Statement

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student’s responsibility to initiate a request each semester for each class. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. Email: mschwartze@sulross.edu

Library Information

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library’s website, library.sulross.edu. Off-campus access requires logging in with your Lobold and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

SEMESTER SCHEDULE

Note: This syllabus with its schedule is an expectation of class topics, learning activities, and anticipated student learning. However, the instructor reserves the right to make changes to this schedule that would result in enhanced or more effective learning on the part of the students. Students will have prior notification of any necessary changes in the semester schedule.

WEEK 1: Jan. 14—Introduction

- Tasks:
Read syllabus
- DUE FRIDAY 1/16:
Introductory Essay (post on Blackboard)
 - **For my eyes only:** By Friday, post a short essay telling me a little about who you are and where you are from. Have you declared a major? If not, what are your general interests? Specifically, I would like the essay to address a little bit about your experiences with history courses in the past. You can draw from your experiences in elementary school, middle school, high school, or college. I encourage your honesty

and welcome your input on what you found most rewarding or most discouraging with your experiences in history courses to date. Also, tell me anything you would like me to know about you and your learning preferences.

WEEK 2: Jan. 19 & 223—Why Study African American History?

- Watch four short videos on Blackboard.
 - “Why do we HAVE to Study HISTORY?”
 - <https://www.youtube.com/watch?v=wq8Wu1erCFU>
 - “Crash Course Black American History Preview”
 - <https://www.youtube.com/watch?v=xPx5aRuWCtc>
 - “Why Do We Say ‘African American’?”
 - <https://www.youtube.com/watch?v=8ysHIQQweoE>
- **DUE 1/23 Reflection:** Write a two-to-three page essay considering why we study history. Do you agree with the virtues explained in first video? Then consider why we should study African American history has an independent discipline. Finally, trace the roots of the terms Africa, African American, and black. Do you have a preference on which term should be used?

WEEK 3: Jan. 26 & 30—Four Hundred Souls: Part One

- DUE 1/30: *Four Hundred Souls* Reflection Part One

WEEK 4: Feb. 2 & 6—Four Hundred Souls: Part Two

- DUE 2/6: *Four Hundred Souls* Reflection Part Two

WEEK 5: Feb. 9 & 13—Four Hundred Souls: Part Three

- DUE 2/13: *Four Hundred Souls* Reflection Part Three

WEEK 6: Feb. 16 & 20—Four Hundred Souls: Part Four

- DUE 2/20: *Four Hundred Souls* Reflection Part Four

WEEK 7: Feb. 23 & 27—Four Hundred Souls: Part Five

- DUE 2/27: *Four Hundred Souls* Reflection Part Five

WEEK 9: Mar. 2 & 6—Four Hundred Souls: Part Six

- DUE 3/6: *Four Hundred Souls* Reflection Part Six

WEEK 10: Mar. 9 & 13—Spring Break

WEEK 11: Mar. 16 & 20—Four Hundred Souls: Part Seven

- DUE 3/6: *Four Hundred Souls* Reflection Part Seven

- DUE 3/6: Comparative Essay (Du Bois and Washington)

WEEK 12: Mar. 23 & Mar. 27—Four Hundred Souls: Eight

- DUE 3/6: *Four Hundred Souls* Reflection Part Eight

WEEK 13: Mar. 30 & Apr. 3—Four Hundred Souls: Nine

- DUE 4/3: *Four Hundred Souls* Reflection Part Nine
- DUE 4/3: Final Paper Bibliography

WEEK 14: Apr. 6 & 10—At the Dark End of the Street

- DUE 4/10: *At the Dark End of the Street* Book Review

WEEK 15: Apr. 13 & 17—Four Hundred Souls: Nine

- DUE 4/17: *Four Hundred Souls* Reflection Part Nine

WEEK 16: Apr. 20 & 29—Rough Drafts Due

- DUE 4/29: Rough Drafts Due

Apr. 27 & April 29—Individual Workdays / Meeting with Professor

- Work on final papers

Final Papers DUE Monday 5/4 on Blackboard