

University of Texas at Austin
African and African Diaspora Studies Department
Power and Place in Making Texas History
AFR 320C, HIS 365G, RIM 320C, MAS 320C
Ethics, Cultural Diversity, Independent Inquiry Flags
Online (Asynchronous)

Instructional Team

Instructors	Email	Office Hours	Meeting ID
Dr. Edmund T. Gordon	etgordon@austin.utexas.edu	W 3-4pm	
Dr. Beth Colón-Pizzini	bethcolon2020@utexas.edu	Th 2-4pm	See Canvas
Contact the Teaching Team at onlineafr320c@austin.utexas.edu			

Office hours and the *optional* informal discussion group sessions will also be held through **Zoom Videoconferencing** at <https://zoom.us>. Please see the segment in Module 0 in Canvas titled “Online Office Hours” for specific instructions on how to schedule a video conference.

Technical Support: If you experience a technical problem, click on the "Online Course Tech Support" item in the left-side navigation bar on Canvas. The Online Course Tech Support chatbot, called "LAITS Bot", will assist with technical problems and can escalate your question to a human if it cannot readily answer your question.

Course Description

What are the stories told about Texas’ history? Where are the places that help those stories be told? The State Capitol grounds, the Alamo in San Antonio, the South Mall on UT’s campus, and even the Barbara Jordan statuary at the Austin Bergstrom Airport are but a few examples of the commemorative and memorialized sites that convey accounts of Texas history. This course explores places in the Texas landscape as windows into Texas history and the political and social thinking that have formed our understandings of Texas’s past. It does this by teaching students to interpret Texas sites that convey public history. We will read these sites by delving into the making of the histories behind them, including the historic silences that also form them. At the same time, we will interrogate these places and their meanings for what they reveal about the power relations arrayed along lines of race, culture, gender, and economic status that underlie their creation as memorable and historically meaningful. In this way, students are provided with an understanding of the “facts” of Texas history from a variety of positions, an understanding of the work historical narratives do in the present, and how power operates in the making, telling, and remembering of Texas history.

Drawing on anthropological and historical methods, this course uses places in Austin, Texas such as the Josiah Wilbarger state historical marker, the Texas State Cemetery, the Littlefield Fountain, and the Gold Dollar building to examine the history of the peoples of Texas with attention to their racial and gendered histories. At the same time, we will explore how those involved in making historical narratives through these public sites created shared beliefs about the past and how these narratives translate into ongoing ideas about who is and who is not Texan, American, worthy, civilized, or even human in the present.

This course carries **Cultural Diversity in the U.S., Ethics, and Independent Inquiry flags**, as well as fulfills three hours of the **U.S. History Core Curriculum** requirement.

Cultural Diversity Flag: This course focuses on the historic relations between Texans of diverse ethno-racial and gender identities. As such it emphasizes the experiences of Native Americans, African Americans, Mexican Americans, Anglos and women in the state. The course strives to provide students with an understanding of how the experiences and world views of these differently positioned people frame their interactions and experiences. An objective of the course is to explore the ethics of these interactions with the goal of preparing students to positively participate as citizens in our diverse state.

Ethics Flag: This course is critically concerned with issues of unequal power and the ways that it has framed social, economic, and political relations between raced and gendered groups over the course of Texas history. As such it is about the choices that powerful groups of people have made and the impact of those choices on the less powerful. It is also how the less powerful have acted on their own behalves. Deciding how to act morally within the context of differences of power between people and groups is a key element of normative ethics. Throughout the course as we explore how different groups have interrelated over the course of Texas history we will seek to understand how the participant groups in these encounters justified their actions as ethical. Students will be provided with the basic philosophical tools necessary to identify their own and societal ethics. Based on materials covered in the course they will be asked to identify their own ethical standards and to apply them to both historical and contemporary ethical dilemmas.

Independent Inquiry: One of the central objectives of the course is to teach students how to undertake original ethnohistorical\ethnogeographic research. Each student will engage in their own semester long research project in which they select a place/site of public history and engage in an historical and ethnographic analysis. Early in the course students will be trained in ethnographic, historiographic, and geographic research methodologies necessary to undertake their projects. The public history sites chosen must convey racial or gendered meaning with regard to at least one of Texas's underrepresented groups. Students will use primary and secondary resources to establish the narratives and silences that have been employed as the historical grounding for the creation of the site. They will then also identify and analyze the narrative that this site as public history creates. Finally, they will investigate the racial and/or gender identity politics that motivate and are supported by the site as public history. Student projects will be peer evaluated as part of this learning experience.

U.S. History Core: This course also fulfills three hours of the U.S. History Core Curriculum requirement. It focuses on the history of interaction among the diverse individuals and communities of the state of Texas. It is particularly interested in sets of ideas that have structured these communities' interactions and how they have contributed to the development of the state and the nation. The class has four core objectives: A) This is an Independent Inquiry course where students will develop their own unique research projects. As such developing critical reasoning skills associated with innovative thinking, evaluation of data, synthesis of information, and analysis will be expected. B) Students will develop communication skills through the expression of their research findings and other ideas in written, oral, and visual forms. C) The main focus of the course is an exploration of the social interactions in ethnically and racially

diverse Texas. The course asks students to see from the perspective and through the historical experiences of others. It thus aims to promote intercultural competence and the ability to engage effectively in regional, national, and global communities. D) The course's combination of Texas history with ethics endeavors to teach students how to evaluate choices and actions and connect them to the responsibilities of ethical decision-making.

Description of Online Format

This is the **digital, on-demand** version of **AFR320C (HIS 365G, RIM 320C, MAS 320C)**. The class meets online through Canvas and all course material including pre-recorded lecture segments and activities have already been posted to the platform. Even though the course is on-demand, there will be staggered release of course modules and **there are firm assignment deadlines**. Be sure to pay close attention to the dates on the syllabus and to your Canvas calendar. To get to everything associated with the class, go to:

<https://utexas.instructure.com/courses/1322588>. You can enter directly at this URL or through Canvas (<https://utexas.instructure.com/>). To log into Canvas and the class website, you will need your UT EID and password. Once you are on the class website, you can navigate your way to other areas. Students are encouraged to visit <http://www.laits.utexas.edu/tower/tech.html> to test their computer and network connection and learn about the course structure.

About the Online Class format

Some of the most important features include:

1. Homepage – The homepage will have links to the Course Syllabus, the Modules, and all relevant links you will need throughout the semester.
2. Modules – The Modules page includes links to the Assignments, Readings, Lecture video archives and other course documents.

Tech Requirements

Required internet-enabled device: **All students are required to have access to an internet-enabled laptop or desktop computer. Tablets and smartphones are not recommended.** Your computer should have enough battery life to last an entire class period and meet the following requirements:

- Computer laptop or desktop
- RAM: at least 2GB
- Modern and updated operating system (MacOS or Windows)
- Browsers: Chrome (highly recommended), Safari, or Firefox
- 5Mbps internet connection speed (check here: <https://www.laits.utexas.edu/tower/tech.php>)

You should confirm that your computer is able to stream the video lectures by visiting the test stream page at <https://www.laits.utexas.edu/tower/tech.html>.

For the best experience: Close all unnecessary browser windows and tabs and programs like music streamers (Pandora, Spotify, etc.), social media sites, YouTube or other video sites, and Online/Offline gaming. Check your computer is free of viruses, malware, and spyware ([UT recommendations](#)). Clear the browser's cache before class ([here's](#) how.)

Description of Course Structure

The course is divided into 6 modules spread across the Fall semester. Modules I and II will be released when the course opens. Modules III and IV will be released on September 27 and Modules V and VI on November 1. Activities for each segment are found in the Canvas modules, which you are **required** to move through in order. These activities include reading and annotating articles and chapters, watching videos, answering Instapoll questions, taking quizzes, and completing assignments.

It is important for you to understand the schedule of this course. It is an on-demand course that gives you some freedom to complete materials at your own pace. **HOWEVER**, the schedule shows due dates built into the course to ensure that you pace yourself with the material. It is your responsibility to understand the schedule contained in this syllabus and participate in the course accordingly. The course **CANNOT** be completed successfully if you do not begin activities as soon as the course starts.

Attendance and Instapolls

The lectures will present empirical material and interpretive perspectives not available elsewhere. They will be complemented by the readings. Students are required to view lectures online. Attendance in this class will be calculated solely by Instapolls. These are quiz questions that will pop up on your screen in the middle of each video. Please read the guide below and in the pre-class activities carefully as if you do not follow the prescribed viewing method, we cannot guarantee that your attendance will be counted.

- Instapolls will pop up in the center of the screen and remain on screen for 60 seconds. The Instapoll will disappear when you click your response, or after 60 seconds if you do not respond. You must click for your response to be recorded. These are not graded for correctness (i.e. you don't need to click the right answer).
- Do NOT attempt to play the video at a faster speed, don't jump around, fast forward, or scrub through the video.
- Do NOT download or apply any kind of external extension to the Canvas video.
- Video should be viewed within the Canvas window – do NOT screen share or screen cast.
- An Instapoll counter will appear below your video letting you know the total number of Instapolls present in each video and how many of them you have answered.
- You can watch in full screen, BUT you must use the video player's full screen. Do NOT expand via double-click.
- Canvas will automatically drop your lowest 4 Instapoll scores.

Reading Annotations and Perusall

All course readings are hosted online in Perusall. For each reading assignment you are asked to make 2 thoughtful comments. These can also be replies to a peer's comment. ***You should only access the reading assignment by clicking on the link in the relevant module on Canvas.*** If you access reading assignments directly on Perusall, we cannot guarantee that your annotation grade will be recorded.

Course communication:

Announcements

The professor and TAs will often post Announcements in Canvas. Click on the “Settings” link in the upper-right corner of your Canvas page, to adjust your email address and notification preferences. This will allow you to receive email updates whenever course Announcements are made or when assignments and grades are posted.

Office Hours and Discussion Sessions

If you have questions about course content, join the informal discussion group sessions or TA office hours. For specific, personal, or grade-related queries, please email your TA or visit them or the instructor during virtual office hours – a guide for making appointments can be found on Canvas.

Chatter

The link to this informal ungraded discussion space can be found on the left panel of your Canvas page. Feel free to create new discussion threads and use this space to chat with your peers. We expect that you will treat Chatter as though you are having a civil, respectful discussion with your fellow classmates in the same classroom. Please refrain from using profanity or any euphemisms for profanity. Please do not bait other commenters or personally attack them. Please do not use sarcasm in a way that can be misinterpreted negatively. And please do not make the same point over and over again. Also, please ensure that your discussion in the class chat remain relevant to the topic at hand. In short, please just respect the right of your colleagues to ask questions and discuss their opinions about the subject matter of our course on the discussion board and refrain from unnecessarily being a distraction to others. Violators of these discussion rules will simply be shut out of Chatter and will be asked to meet with the professor.

Honor system for quizzes and writing assignments

By taking this class, you agree to abide by the University of Texas regulations concerning cheating. During the quizzes you cannot receive help from others or discuss your writing assignments with other students. If you observe others cheating, you are honor bound to contact the TAs or instructors.

Information and data security

All quizzes and online interactions in Canvas will be saved and stored. All information will be kept for educational and general academic research. Any research or data sharing with other researchers will involve de-identifying the data, including the removal of names, UT EIDs, email addresses, or other information. To further ensure that your information is secure, please do not include identifying information in your online interactions with others. Remember that in online interactions, the instructors and TAs will have access to all information. Please communicate in a respectful manner.

Turnitin

Students should be aware that all required writing assignments may be submitted to a plagiarism detection tool such as Turnitin.com. Turnitin is a software resource intended to address plagiarism and improper citation. The software works by cross-referencing submitted materials

with an archived database of journals, essay, newspaper articles, books, and other published work. In addition, other methods may be used to determine the originality of the paper. This software is not intended to replace or substitute for the faculty member's judgement regarding detection of plagiarism.

Reporting technical problems

If you experience a technical problem during class, your first course of action should always be to immediately report the issue to tech support via the tech chat accessible through the Home Page. Please note that you must report any technical issue before the end of the lecture during which the problem occurs. The professor and teaching assistants will not address the ramifications that your technical problems might have on your grade if tech support does not have a record of your problem. If you experience a technical problem outside of class, please follow the link to contact tech support in Canvas.

Course Requirements

1. Course Engagement (10 pts)

This is a concept and discussion-oriented class. Actively engaging lectures and reading material and communicating with your instructor, TAs, and peers are crucial to success. Your engagement grade is broken into 2 components:

- a. **Instapolls (5 pts)** - In this course, you will watch several on-demand videos comprised of content pulled from lectures that were previously recorded. During these videos, you will see pop-ups called Instapolls that you'll be required to answer. The Instapolls are graded on your participation, you don't need to guess the correct answer, but you will need to select an answer to get credit. You must watch ALL of the recorded videos in this course to receive full credit for attendance!
- b. **Reading activities and annotation (5 pts)** - Students are asked to participate in on-line group annotation/discussion of readings and images in Perusall over the course of the semester. Please read each activity assignment carefully for details.

2. Quizzes (20 pts total)

There will be 5 timed quizzes (4 pts each) testing knowledge of the interactions between the cultures and peoples of Texas over the course of the state's history. The materials for these quizzes will be covered in class and/or in the course readings. A study guide for each quiz will be available on Canvas. Each quiz will be administered in Canvas.

3. Ethics Framework Analysis (15 pts total)

A significant portion of the course content asks students to grapple with the ethics of monumentalizing and the role that power plays in place making. This assignment will ask students to make use of the provided ethics glossary in an analysis of the ethics associated with the removal/renaming of a site of public history given the state's racial and gendered history.

4. Independent Inquiry Project (55 pts total)

Each student will undertake a research project based in research, analysis, and interpretation of a public history site in the state of Texas. At every step of this scaffolded Independent Inquiry assignment process, students will engage in self-assessment. A rubric will be provided and a guide for self-assessment is present in the asynchronous module. Your self-assessment report should be attached as a cover sheet to your submission and should include a numerical grade and an explanation/analysis of why you

have given yourself that grade. TAs and the instructor will use your analysis as a reference point for the grade you will receive for the assignment but reserve the right to final determination of your assignment grade.

The project is broken up into the following parts. Further details for each section are available on Canvas:

- i. **Research Proposal and Bibliography** (10 pts)
- ii. **1 page Infographic** (10 pts): Resources and a guide will be provided
- iii. **Historical Background Essay** (15pts): Essay focused on the history silenced in the making of the site's public history
- iv. **Final Product – (Op-ed OR narrated video or slideshow)** (20 pts): The 3-4 page op-ed and at least 6 images/ 6-8 minute narrated and recorded video/slideshow will act as the presentation of the semester's research, provide an analysis of the chosen public history site's representation of history, and speak to the ethical and political work that it does.

Grades

The TAs will work to return assignments within two weeks. After receiving each graded assignment, wait at least 24 hours before bringing concerns to the TAs. Any concerns about grades must be brought to the TAs' attention no more than one week after the student receives the grade. Dr. Gordon or Dr. Colón-Pizzini will not discuss questions on the grading of your assignment with you unless you have had a previous discussion with the TA who graded your assignment.

Graded Assignments

Independent Inquiry Project	55 pts.
Quizzes	20 pts.
Ethical Framework Analysis	15 pts.
Engagement	10 pts.
TOTAL	100 pts.

Points to letter grades for final grade:

A = 94-100 pts.	A- = 90-93 pts.	B+ = 87-89 pts
B = 84-86 pts.	B- = 80-83 pts.	C+ = 77-79 pts.
C = 74-76 pts.	C- = 70-73 pts.	D+ = 67-69 pts.
D = 64-66 pts.	D- = 60-63 pts.	F = 0-59 pts.

Academic Integrity

Academic integrity is central to the mission of the university. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person without proper acknowledgement of that source. This means that you must use footnotes and quotation marks to indicate the source of any phrases, sentences, paragraphs, or ideas found in published volumes, on the Internet, or created by another student. For more information about the university's expectations for academic integrity, see: http://deanofstudents.utexas.edu/sjs/acint_student.php.

We use Turnitin's plagiarism to check all papers for originality and citation.

Course Protocols

- Rules for respectful discussion will be followed. These rules will be established and agreed upon by everyone early in the semester. If a student violates these rules, that student will be counted as absent for the day.
- Written assignments are due as indicated on the syllabus, unless otherwise specified. Late assignments will not be accepted unless an acceptable excuse is provided before the due date.
- The University of Texas rules and regulations regarding plagiarism and intellectual honesty will be enforced. For details please see: <http://deanofstudents.utexas.edu/conduct/>

Accommodations and Self Care

- Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, <http://www.utexas.edu/diversity/ddce/ssd/> or 512-410-6644(video phone).
- Students experiencing emergency situations which include but are not limited to family emergencies, medical or mental health concerns or academic difficulties due to crisis can contact services available through SES by completing an online form or emailing studentemergency@austin.utexas.edu or by calling 512-471-5017

Land Acknowledgment

We would like to acknowledge that we are meeting on Indigenous land. Moreover, We would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

Sequence of Topics, Readings, and Assignments

Assignments are due at 3:00pm on their due date.

See Assignments tab for their specific due dates.

Modules will close at 3:00pm on their due date.

Module	Topics	Readings & Annotations	Assessments	Module Due Date
0	Pre-Class Activities		-Pre-class activities and viewing of course introductions and guidelines	August 25, 2021
1	Conceptual Base: Power and Identity, Racism, Patriarchy, Material Power & Ethics	-hooks -Flax -Trouillot -Savage -Asynchronous module	-Quiz 1	September 24, 2021

2	Settler Colonialism, Race, Gender, and the Texian Nation	-view Briscoe Center Research Guide -Anderson -Flores	-Quiz 2 -Research Proposal & Annotated Bibliography	September 24, 2021
3	Chattel Slavery, Anti-Blackness, Ethics, History & Cultural/Historical Relativism	-Lack -Loewen -Guyette -Dahan	-Quiz 3 -Infographic	October 29, 2021
4	Black Agency/History and Erasure	-Sitton -Cox	-Quiz 4 -Historical Background Essay	October 29, 2021
5	Lost Cause, Progressivism, Cult of Domesticity, Masculinity & White Nationalism	-Prescott -McDonald -Russell	-Quiz 5 -Ethics Framework Analysis	December 10, 2021
6	Multicultural Post-Racial & Contemporary Commemoration and Resistant Anti-Blackness	-Gunderson	-Final Project Presentation	December 10, 2021