**Course Description:**

This course examines the history of African Americans from their origins through the end of the Civil War. We will learn about the “Cradle of Humankind,” the Trans-Atlantic Slave Trade, Antebellum Slavery, Free Black Societies, the Abolitionist Movement, and the Civil War. It will introduce students to key concepts in African American history from early beginnings in indigenous Africa, through the Transatlantic Slave Trade, the Civil War, and Emancipation. This class will explore the role of African Americans in the political, social, and economic development of the United States.

**Student Learning Outcomes:**

* Understand how people of African descent have influenced the creation of economic, political, educational, and social spheres in the United States;
* Critically analyze the social-historical impact of slavery in the lives of African Americans and other African Diasporic communities
* Define key concepts such as race, racism, prejudice, discrimination, culture, class, and explain how such concepts function within American society.

**Required Texts:**

Hine, Harrold. ***The African American Odyssey***. 4th Edition, Pearson Publishing.

ISBN 10: 0136150136

Frederick Douglass***. Narrative of the Life of Frederick Douglass, An American Slave,*** Penguin Books. ISBN 014039012

**Class Attendance**: All students are expected to arrive **on time** and leavewhen **class is dismissed**. Any student showing up 20 minutes or later for class will receive an absence for attendance. **More than three absences for the course will lower your final grade by one letter grade.**

The **expectation** is that youwillattend **all classes**, except in an emergency. If you do miss class, you are still accountable for:

* All content covered
* Contacting a classmate and arranging for them to pick up an extra copy of any handouts that were distributed
* Completing all assigned work
* Arranging to turn in any work due that day

**Class Conduct:** All mobile devices/cell phones must be turned off for the duration of the class (i.e. no text messaging, phone calls, etc.). Computers may be used for taking lecture notes for this course **only**. Any other usage (internet browsing, homework completion, instant messaging, etc.) is not permitted. Talking to peers during class and other behavior that distracts from the learning process will not be tolerated. Students who engage in this type of behavior will be dismissed from the classroom and receive an absence for the day. Students who attempt to sleep in class, act disrespectfully toward peers or engage in hostile language will be **immediately** dismissed.

**ADA Statement:** If you have a disability that may require special accommodations in this class, please notify the Professor as soon as possible. Additionally, you may want to make an appointment to discuss your disability with a counselor in the Disabled Students Program (DSP), 464-3428.

**Late Assignments:**Late assignments (e.g. homework, group work, journals etc.) will not be accepted.

**Plagiarism:** Plagiarism is failure to provide proper citations and attribute ideas and quotes to the original source. Academic responsibility and integrity is crucial. If you copy someone else’s work or include someone’s text without proper referencing, you will fail the assignment and possibly the class.

**Drop/Withdrawal:** It is the student’s responsibility to complete the drop process through the registrar’s office by the withdrawal date deadline. Students who do not adhere to the drop/withdraw process risk the possibility of receiving an “F” for the course.

**Class Participation:** All students are expected to engage in respectful and considerate debate in the classroom. The environment will stimulate you to think for yourself, challenge paradigms and raise critical questions. We will maintain a healthy environment by not insulting your peers and /or disrupting the learning process, through abusive and harsh language. All students are expected to actively participate in class. Active participation includes completing assigned readings on time, asking relative questions and contributing to class discussions.

**Course Evaluation:**

Assigned reading review questions 15%

Group PowerPoint presentation 15%

Quizzes 15%

Reflection paper 15%

Final exam 20%

Midterm 20%

ONE-TIME EXTRA CREDIT (25 to 55 points)

**Grading scale:** Grades will be calculated based on assignment percentages earned.

A (90-100%)

B (80-89%)

C (70-79%)

D (60-69%)

F (59%-0)

**Reading Assignments:** Students are expected to read the weekly chapters and be ready for an interactive class discussion on the content. In the instance where there is evidence that students are not completing their required reading, extra assignments such as monologues may be given.

**Quizzes**: We will have 3 quizzes. Quizzes are intended to measure your level of understanding of the course materials.

**Midterm and Final exams:** Exams will be administered in-class. The exam will be questions based on course readings, lectures, and films.

**Reflection Paper:**

All students are required to write a 3-5 page (double spaced, typed, 12inch font) paper. Grammar does count! Please provide a response to **ONE** of the following questions:

* Briefly describe your own history (family structure, birth place, income level, names of siblings, children, parents, grandparents, great-grandparents etc.). What traditions and stories have been passed down from generation to generation? If your family heritage is unknown please reflect on how this has impacted your life.
* When did you first become aware of the concept of race? How did it impact your world view (please provide an example)
* Do you feel that the effects of slavery still impactAfrican American culture? Explore 2-3 examples of how or how not.
* Explore the day-to-day “tools of resistance” that were common during slavery; What are examples of tools of resistance currently being employed by African Americans within the dominant culture?
* Describe the impact of slavery and racism upon the African American family. What modern-day implications exist?

**Group PowerPoint presentation:**

Each group will be required to select, research, and develop a 15-20 slide presentation on **ONE** of the following topics:

* The Underground Railroad
* Slave rebellions
* African American Firsts (politicians, artists, activists, professionals, entrepreneurs, etc.) (1619-1865)
* Slave Communities
* Rise of Historically Black Colleges and Universities
* African American Female Freedom Fighters: Sojourner Truth & Harriet Tubman

The presentation should include a detailed description of the topic, relevant background information, proper citations, significant names/dates and major accomplishments. The PowerPoint presentation should also contain slides withmaps, statistical data, historical photos, and/or newspaper clippings.

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| **Dates (Updated 9/18/12)** | **Lecture** | **Assigned Readings** | **Assignment Due Dates** |
| **Week 1**  **(8/20/12)** | Introduction to African American History Course/Classroom Management Overview | CURRENT EVENTS |  |
| **Week 2**  **(8/28/2012)** | **Lecture:**Africa  \*GUEST LECTURER\* | Chapter 1 Hine |  |
| **Week 3**  **(9/4/2012)** | **Lecture:**Middle Passage | Chapter 2 Hine (Classroom Change) | Chapter 2 Review questions: 4,5 |
| **Week 4**  **(9/11/2012)**  **NO CLASS** |  |  |  |
| **Week 5**  **(9/18/2012)** | **Lecture:** Black People in Colonial North America | Chapter 3, Hine | **Quiz 1** (Covering Chapters 1 and 2)  Chapter 3 Review questions: 1, 2, 4, 5 |
| **Week 6**  **(9/29/2012)** | **Lecture:** Rising Expectations, African Americans and the Struggle for Independence | Chapter 4, Hine | **Reflection Paper Due/Power Point Group Assignments Given** |
| **Week 7**  **(10/2/2012)** | **Discussion**: Narrative of the Life of Frederick Douglass  \*GUEST LECTURER\* | Entire Book | Chapter 4 Review Questions: 1-4 |
| **Week 8**  **(10/9/2012)** | **Lecture:** African Americans in the New Nation | Chapter 5, Hine | **Midterm Exam** (Covers Chapters 1-4 and Frederick Douglass Narrative) |
| **Week 9**  **(10/16/2012)** | **Lecture:** Life in the Cotton Kingdom | Chapter 6, Hine | Chapter 6 Review Questions: 1-5 |
| **Week 10**  **(10/23/2012)** | **Lecture:** Free Black People in Antebellum / **Prep for Power Point Presentations** (Groups Meet Up) | Chapter 7, Hine |  |
| **Week 11**  **(10/30/2012)** | Group PowerPoint Presentations |  | **Take Home Quiz #2** (Covers Chapters 5 and 6) |
| **Week 12**  **(11/6/2012)** | **Lecture:** Opposition to Slavery (\*Early Dismissal Likely) | Chapter 8, Hine | Chapter 7: Review Questions 1-5 |
| **Week 13**  **(11/13/2012)** | **Lecture:** Let Your Motto Be Resistance | Chapter 9, Hine | **Quiz 3 (**Covers Chapters 7 and 8) |
| **Week 14**  **(11/20/2012)** | **Lecture:** And Black People Were at the Heart of It | Chapter 10, Hine | Chapter 10 Review questions: 1 and 4 |
| **Week 15**  **(11/27/2012)** | **Lecture:** Liberation African Americans and the Civil War | Chapter 11, Hine | **EXTRA CREDIT ASSIGNMENT GIVEN** |
| **Week 16**  **(12/4/2012)** | **Review for Final Exam /CLASS POTLUCK** |  | Chapters 1-11, Hine. Frederick Douglass Narrative |
| **Week 17**  **(12/11/2012)** | **FINAL EXAM** | Covers Chapters 1-11 |  |