

**African American History 2201**  
**Fall 2007**  
**Tuesday and Thursday**

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**Course Description:** This course is an introduction of African American historical development in the United States, emphasizing their unique experiences and perspectives in America life and culture. It also includes an analysis of the leading personalities and enduring institutions that have shaped the social, political, economical, and cultural development of the African American community.

*Prerequisites: ENGL 0099 and READ 0099*

**Learning Outcomes:**

Demonstrate the ability to analyze and critique historical documents, including primary and secondary sources as well as qualitative and quantitative data and maps

Demonstrate an understanding of cause and effect relations, marshaling historical facts and data that will show such historical progression

Demonstrate the ability to place both facts and opinion in the appropriate context while interpreting a body of historical evidence

**General Objectives:** Having completed this course the student will be able to

- Understand the development and diversity of black leadership from the seventeenth century to the present.
- Understand how African Americans created enduring social, economic, and political strategies that allowed them to challenge oppression and degradation.
- Understand the essential role of the African American church in shaping the mind set of African Americans
- Understand the transforming influence of slavery and its enduring impact on the vestiges of racism in American society
- Understand the unique impact that African Americans have had on the reshaping and redefinition of American democratic institutions.
- Understand the African American role in times of war, from the American Revolutionary War to the Gulf War
- Understand the evolution of the Black family from slavery to freedom
- Understand the importance of various ideological viewpoints in the African American community from segregation to integration
- Understand the historical role of the African American woman
- Understand the achievements that African Americans have made to America and the world
- Understand the African American struggle for freedom and dignity in a changing world

**Specific Skill Objectives:** Having completed this course the student will be able to:

- Apply the historical method
- Interpret a variety of charts, graphs, and maps
- Develop critical thinking skills
- Improve his expository writing skills

**Required Readings:**

Darlene Clark Hine et al, African Americans: A Concise History, 2<sup>nd</sup> ed. (New Jersey: Pearson-Prentice Hall, 2006)  
Handouts provided by instructor  
Selected Websites

**Class Procedures:**

**Textbook.** Your textbook is a reference and blueprint of the most general content of this course. To do well in this class you must read the textbook thoroughly and critically. Because I am unable to incorporate all of the essential facts and generalizations that explain many important topics, I must presume that you will glean that information from your assigned readings. Be an active reader. Always question the material; study the maps, graphs, charts, and photographs in the chapters; ask questions in class. Keep a positive attitude!

**Learning environment:** By approaching this course with an inquiring mind and with an abiding faith that something valuable is to be learned, you will appreciate the objectives for this course. I encourage your comments, insights, viewpoints, and questions as learning stimuli. This course will make use of appropriate audio-visual aids, instructional videos, lectures, discussion, the Internet, and the World Wide Web data banks.

**Assignments:** Students will receive a list of daily or weekly assignments. The completion of such assignments will also count towards your participation grade. **Handouts are an academic courtesy provided by the instructor and ABAC. Students who consistently miss receiving handouts will have two days to acquire the ones they do not have.**

**Attendance:**

*Courses at Abraham Baldwin Agricultural College are provided for the intellectual growth and development of students. To attain maximum success, students must attend all their classes, be on time, and attend all scheduled course activities including, but not limited to, field trips, seminars, study sessions, individual conferences, and lectures. This interaction with instructors and other students is an important element of the learning process, and a high correlation exists between class attendance and course grades. A student must understand the importance of regular participation in classroom and laboratory activities. The absence of any student affects not only his or her performance but the performance of the class as a whole. Absence from class, for whatever reason, does not excuse a student from full responsibility for class work or assignments missed. Students must accept this responsibility. Instructors will keep accurate attendance records and must report the individual number of absences with midterm and final grades. Students whose number of unexcused absences is more than twice the number of class meetings per week (the equivalent of two weeks of instruction) will receive a grade of "F" for the course. Fewer absences than twice the number of class meetings per week may result in grade penalties at the discretion of the instructor. Specific attendance requirements applying to labs, clinics, accelerated classes or Learning Support will be adapted to the unique situation by the appropriate division. Final determination of what constitutes an excused absence rests with the classroom instructor. In implementing this Policy, faculty will not include in a student's unexcused absences those absences incurred due to authorized and approved College sponsored events (or in the case of joint-enrollment students high-school sponsored events) in which the student represents the institution as part of a group or under the direct supervision of a faculty or staff member. Whenever a student is absent, whether for official or personal reasons, the student must assume responsibility and provide notice to the instructor, preferably in advance, for making arrangements for any assignments and class work missed because of the absence. However, final approval for make up work remains with the individual instructor. A student who stops attending class without officially withdrawing from the course is subject to this attendance policy and will receive a grade of "F" for the course.*

*At the beginning of each semester, instructors will explain clearly to their students specific attendance requirements (including possible penalties). Additionally, they will publish the attendance policy on their syllabi and web-sites. A student penalized for excessive absences may appeal through the grade appeal process, as stated in ABAC's college catalog and student handbook.*

**Classroom Protocol:** Students should turn off cell phones or other electronic devices whose uses have not been authorized by the instructor. Do not display cell phones or answer calls during class time. No student will be allowed to complete the homework of another course during class time. Students should take their restroom breaks before class begins; do not disrupt class by retrieving snacks from vending machines once class begins; Students are expected to come to class alert; sleeping in class and day dreaming are very immature behaviors that are unacceptable in an environment as serious as a college classroom. Students must not leave class early without the instructor's permission; if you leave before class is over. Students who violate these rules will be reprimanded. If students continue violate any of these rules, the instructor will take appropriate steps to have them removed from the course. The classroom is considered hallowed ground. Despite these rules students will have numerous opportunities to engage in collaborative learning activities, which will allow them to network with their peers.

**Make-up examinations:** Students who miss scheduled examinations will be allowed to take a make-up examination with a valid and compelling excuse. Unless one is hospitalized, dead, or the victim of a serious problem, there will be no make examinations. Of course, these rules are designed to give every student virtually the same testing conditions and opportunities. Also, unnecessary make-up examinations place unfair burdens on the instructor whose time is quite limited. You bring must documentations supporting the reason behind your absence.

## **Evaluation:**

### **In-class examination=65**

Note: Examination dates will be announced at least one week in advance; you will receive study guide material to help you focus your review for the test. Read every chapter thoroughly.

**Class participation** (in-class projects, attending course lectures, completing homework, viewing multimedia presentations, required class attendance, discussions, instructor observations, note-taking, taking examinations on time, quizzes, reading assignments, observations, etc.) **20**

**Final Examination= 15**

## Tentative Class Agenda

<b>Dates</b>	*Class assignments will be provided daily * Agenda may need to be adjusted depending on circumstances
<b>Weeks 1-2</b>	Chapter 1 Africa Chapter 2 Middle Passage Chapter 3 Black People in Colonial North America, 1526-1763
<b>September 6</b>	<b>Test1 Chapters 1-3</b>
<b>Weeks 3-4</b>	Chapter 4 African Americans and the Struggle for Independence, 1763-1783 Chapter 5 African Americans in the New Nation, 1783-1820 Chapter 6 Life in the Cotton Kingdom
<b>September 25</b>	<b>Test 2 Chapters 4-6</b>
<b>Weeks- 5-6</b>	Chapter 7 Free Black People in Antebellum America Chapter 8 Opposition to Slavery, 1800-1833 Chapter 9 Let Your Motto Be Resistance, 1833-1850
<b>October 11</b>	<b>Test 3 Chapters 7-8</b>
<b>Weeks 7-9</b>	Chapter 10 The United States Disunites Over Slavery Chapter 11 Liberation: African Americans and the Civil War Chapter 12 The Promise of Reconstruction: 1865-1868 Chapter 13 The Failure of Reconstruction
<b>November 8</b>	<b>Test 4 chapters 10-13</b>

<b>Weeks 10-12</b>	Chapter 14 African Americans in the South in the Late 19 <sup>th</sup> Century Chapter 15 Black Southerners Challenge White Supremacy Chapter 16 African Americans in the Early Twentieth Century Chapter 17 African Americans and the 1920s
<b>November 27</b>	<b>Test 5 Chapters 14-17</b>
<b>Weeks 12-15</b>	Chapter 18 Black Protest, the Great Depression and the New Deal Chapter 19 Culture and Society in the 1930s and 1940s Chapters 20 The World War II Era and the Seeds of a Revolution Chapter 21 The Freedom Movement, 1954-1965 Chapter 22 The Struggle Continues, 1865-1980
<b>See Schedule below</b>	<b>Final Exam</b>