



Credit Hours: 3

Catalog Course Description:

This course is a survey of African American history from its African roots to the present

Prerequisites:

Textbook/Other Requirements:

The African American Odyssey, Combined Vol., 4th ed., Hine, Darlene Clark, Hine William C., & Harrold, Stanley.

****It is the student's responsibility to obtain the required text for this course.**

I. Course Objectives / Goals:

This course is designed to provide students with an understanding of the various experiences of African Americans from an historical perspective. It will concentrate on African Americans within the context of the larger American society as well as within the context of African American communities. Special areas of focus will include the retention of African culture, the dynamics of race, African American leadership, African American education, African American mass movements, and issues of identity among African Americans.

COURSE TOPICS:

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| 1. African Background of African Americans | 12. 1920s to World War II |
| 2. The Middle Passage | 13. Civil Rights Movement |
| 3. The Transatlantic Slave Trade | 14. Black Nationalism |
| 4. Blacks in Colonial America | 15. Post Civil Rights Era |
| 5. Colonial Slavery and the Revolutionary Era | 16. The New Millennium |
| 6. Early Republic and Antebellum Life | |
| 7. Religion and Culture | |
| 8. Resistance to Slavery | |
| 9. Civil War and Reconstruction | |
| 10. Establishment of Jim Crow | |
| 11. Blacks during the Progressive Era to World War I | |

****The instructor reserves the right to make any changes in the course or to the syllabus as he/she deems necessary.**

II. Learning Outcomes:

Students will demonstrate the ability to analyze facts and interpretations, analyze and compare political, geographic, economic, social, cultural, religious, and intellectual institutions, structures, and processes across a range of historical periods both in and outside African American communities; recognize and articulate the diversity of the African American experience across a range of historical periods and the complexities of African American culture and society; draw on historical perspective to evaluate contemporary problems and issues; and, analyze the contributions of African American culture to the contemporary world.

III. Learning / Teaching Methods:

This is a reading intensive class. Frequently used teaching strategies may include: lecture, discussion, use of videos, group exercises, written work, and reading assignments. Students will examine and evaluate historical evidence, engage in critical thinking activities, utilize maps, graphs, charts, and other documents as part of their study.

IV. Methods of Evaluation:

There is a strong emphasis on enhancing reading, writing, and critical thinking abilities and in developing students' skills in integration and synthesis. To this end, there will be two major exams, midterm and final, each worth twenty-five percent (25%) of a student's grade; essays will be worth another twenty-five percent (25%) of a student's grade; class participation, including attendance and class discussions or debates, will make up the final twenty-five percent (25%) of a student's grade. Students will be given ample time to prepare their assignments and complete their work.

V. Grading Scale:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 0-59

VI. Policies:

A. Attendance Policy:

Attendance is of utmost importance in study abroad courses. There are no unexcused absences permitted. Multiple unexcused absences are grounds for removal from the program. Being in class on time is also very important. Frequent tardiness will be considered an absence and appropriate action will be taken. Absences due to illness must be reported immediately to the program director.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices: Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments. In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign either (1) an F or zero for the assignment or (2) an F for the course.