Course Description

A history of the people of African descent in the United States, from the African beginnings to 1865. The course will emphasize the forced migration of Africans, their experiences under plantation slavery, their resistance and emancipation, and their contributions to American society.

The course seeks to address three central questions over the semester:  
1. How did African-descended people in the United States become African Americans?  
2. How did certain paradoxical national, international, and technological developments shape the African American experience?  
3. What lessons for engaged global citizenship today can we learn from the study of African American history?

Method and Philosophy of Teaching

I believe in a co-intentional education as defined by Paulo Freire, “Teachers and students (leadership and people), co-intent on reality, are both Subjects, not only in the task of unveiling that reality, and thereby coming to know it critically, but in the task of re-creating that knowledge. As they attain this knowledge of reality through common reflection and action, they discover themselves as its permanent re-creators.”

In order to create a learning environment conducive to this experience, I present several common assignments that must be completed as a base of common assessment and a variety of optional assignments to empower students to explore according to their own interests and ambition. In this class, the quizzes and final exam project are required. Other assignments are optional and should be completed according to ability, interest, and need.

I do not believe in nor do I offer extra credit. All assignments, optional or mandatory, will positively or negatively impact the final grade. In this regard, I emphasize the importance of understanding and commitment to the course material.

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each student charting out their own goals and completing each assignment to the best of their ability.

In order to address the three major course questions we will focus on the following historical problems: use of evidence, popular misconceptions, and parallels in the present. Each class period focuses on an aspect of African American history using documentary evidence and how these documents have been interpreted in the past. We will examine the deep historical causes and effects of contemporary problems in American society and its relevance to the present. Students will often be broken up into smaller groups to further facilitate this process and to analyze the problems presented during class.

The course lectures integrate major issues from the assigned primary source documents, textbook readings, and module quizzes into stories about people, problems, and policies in the American past. These stories illustrate the complexity of African American history in its proper regional, national, and international context. The relevance of these stories will only make sense in the context of the readings and broader questions posed throughout the class so it is critical that students complete every reading assignment and frequently consult the syllabus. Through this course, it is my desire that you are able to think historically and appreciate history as a method of intellectual inquiry.

Course Goals and Student Learning Objectives

Upon successful completion of this course, it is my intention that students will develop critical thinking skills and knowledge that cannot all be measured objectively in quantitative terms such as:

1. Thinking historically, globally and critically about the meaning of engaged citizenship.
2. Identifying significant developments, people, and geographic regions in African American history.
3. Thinking analytically about primary and secondary sources in African American history.
4. Determining the significance of selected people and ideas in the development of American society and global cultures.
5. Critically and creatively assessing history through collaborative projects that connect course content to real-world experiences.
Student Learning Objectives
Upon successful completion of this course the following objectives will be assessed in quantitative terms to assure learning outcomes:

**Goal 1:** Students will be able to identify selected people, developments, and themes of African American history in regional, national, and international contexts. (Knowledge)

**Goal 2:** Students will be able to demonstrate "historical thinking" by questioning assumptions and debunking popular misconceptions about the past. (Skills)

**Goal 3:** Students will be able to discuss meanings of “engaged citizenship” in a multicultural society and the nation’s role in the global arena. (Skills)

**Goal 4:** Students will be able to analyze primary and secondary sources using methods of historical inquiry. (Skills)

**Goal 5:** Students will apply course content to contemporary problems and personal experiences. (Attitude)

Assessment
Each of the above corresponding student learning objectives will be assessed through the following:
1. Quizzes
2. Self-Assessments
3. Self-Assessments
4. Quizzes
5. Midterm/Final Exam Project
## Outline of Course

<table>
<thead>
<tr>
<th>Week of</th>
<th>Module</th>
<th>Topic</th>
<th>Reading/Assignment</th>
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<tbody>
<tr>
<td>Aug 16-19</td>
<td>0</td>
<td>The Historians</td>
<td>Syllabus</td>
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<td>Syllabus</td>
<td>Afrocentric Idea (Online)</td>
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<td>Call and Response, see xxvi-1xxix</td>
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<td>AUG 19-23</td>
<td>1</td>
<td>The Africans</td>
<td>Mendonsa Reading (Online)</td>
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<td>African Roots of American Culture</td>
<td>Crosscurrents in the Black Atlantic</td>
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<td>Quiz 1</td>
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<td>AUG 22</td>
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<td>ADD/DROP ENDS</td>
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<td>AUG 26-30</td>
<td>2</td>
<td>The Enslaved</td>
<td>Rediker, pp.1-40 (Online)</td>
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<td>Onesimus</td>
<td>A Hammer in Their Hands, pp.3-6</td>
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<td>Quiz 2</td>
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<td>SEP 2-6</td>
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<td>The Revolutionaries</td>
<td>Black Americans in the Revolutionary Era</td>
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<td>A Hammer in Their Hands, pp.7-13</td>
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<td>Quiz 3</td>
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<tr>
<td>SEP 11</td>
<td>LAST DAY TO DROP</td>
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<td>Last Day to Withdraw Without Academic Penality</td>
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<td>SEP 9-13</td>
<td>4</td>
<td>The Republicans</td>
<td>Rough Crossings (Online)</td>
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<td>African Americans in a New Nation</td>
<td>A Hammer in Their Hands, pp.14--20</td>
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<td>Benjamin Banneker</td>
<td>Quiz 4</td>
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<tr>
<td>SEP 16-20</td>
<td>5</td>
<td>The Three-Fifths</td>
<td>Morgan (Online) and Raboteau (Online)</td>
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<td>African Americans in the Constitution</td>
<td>A Hammer in Their Hands, pp.14--20</td>
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<td>Benjamin Banneker</td>
<td>Quiz 5</td>
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<td>SEP 23-27</td>
<td>6</td>
<td>The Masters</td>
<td>Defending Slavery</td>
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<td>Life in the Cotton Kingdom</td>
<td>A Hammer in Their Hands, pp. 29-36; 40-43</td>
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<td>Harriet Beecher Stowe</td>
<td>Quiz 6</td>
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<td>SEP 30-OCT 4</td>
<td>7</td>
<td>The Quasi-Free</td>
<td>Berlin (Online)</td>
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<td>The Question of Naming</td>
<td>A Hammer in Their Hands, pp.49-57; 77-88</td>
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<td>Quiz 7</td>
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<td>OCT 7-11</td>
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<td>Midterm Examination</td>
<td>Essay Due on <a href="http://www.turnitin.com">www.turnitin.com</a></td>
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<td>Week</td>
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| OCT 14-18  | 9       | The Pragmatists and the Idealists  
Key Debate: Separatism vs. Integration  
Opposition to Slavery               | Winch (Online)  
*A Hammer in Their Hands*, pp.44-48  
Quiz 9                             |       |
| OCT 21-25  | 10      | The Militant  
 Violence, Moral Suasion, and Change                               | John Brown’s Raid on Harper’s Ferry  
*A Hammer in Their Hands*, pp.61-74  
Selected David Walker and Frederick Douglass  
Quiz 10                             |       |
| OCT 28 – NOV 1 | 11 | The Fugitives  
African Colonization and Emigration  
US Disunites Over Slavery            | Sherwood (Online)  
Quiz 11                             |       |
| NOV 4 - 8  | 12      | The Patriots  
African Americans and the Civil War  
C.S.A.                               | The Emancipation Proclamation  
*A Hammer in Their Hands*, pp.89  
Quiz 12                             |       |
| NOV 11 -15 | 13      | The Free(d)people  
Promise of Reconstruction                                                  | Du Bois (Online)  
*A Hammer in Their Hands*, pp.90-99  
Quiz 13                             |       |
| NOV 18-22  |         | FINAL EXAM PROJECT WORKSHOPS                                            |                               |       |
| NOV 25-29  | 14      | FINAL EXAM PROJECT PRESENTATIONS                                       |                               |       |
| DEC 5-11   |         | FINAL EXAM PROJECT PART I – WRITTEN AND ACTIVITY COMPONENT               | Post your project and revised essay on  
[www.turnitin.com](http://www.turnitin.com)  
Due on 12/5 before midnight         |       |
|            |         | FINAL EXAM PART II - OBJECTIVE ASSESSMENT                                | Comprehensive Final Exam      |       |
Required Course Materials

Required Textbooks:


The Emancipation Proclamation: A Brief History with Documents

Black Americans in the Revolutionary Era: A Brief History with Documents

Defending Slavery: Proslavery Thought in the Old South: A Brief History with Documents

Crosscurrents in the Black Atlantic, 1770-1965


Recommended Textbooks:

Call and Response: Key Debates in African American Studies

Major Assignments

Quizzes 50%
All quizzes and exams are designed to evaluate how well you understand the major questions of the course as listed in the syllabus. The two types of quizzes that are administered in this course are objective quizzes over course content and reflective quizzes in the form of course activities and in-class workshops.

Content Quizzes
Twelve weekly content quizzes will be administered online via D2L over the semester. Content quizzes are objective, fact-oriented, periodic evaluations of course content that are administered online. Content quizzes require you to engage aspects of the course readings
derived from the course questions. **The readings can be found in the course textbooks, selected readings in PDF files in the module folders, hyperlinks to websites in the syllabus of D2L, or primary sources.** Your understanding of the content covered in these quizzes also provides the basis for our activities in class and for the final exam project so preparing for them is very important. I ask rotating groups of students to provide input and feedback on the quizzes.

Each content quiz is accessible in a 48-hour window from noon on the day before the first class period of the module to noon on the day of the first class covering that material is held. There are 5-10 questions per quiz and a 1 hour time period to complete the quiz once you begin. You may use your books and notes to complete the quiz but you should read the material and review the study questions beforehand.

**I drop the two lowest scores out of the twelve content quizzes taken toward your final grade.** Students who cannot complete a content quiz due to unforeseen events, emergencies, computer malfunctions, etc. will use their allotted dropped quizzes to cover these situations. **Quizzes cannot be made up under any circumstance.** I suggest taking all of the content quizzes as a preventative measure for the unexpected.

**Activity Quizzes and Workshops**

The second type of quiz in this class are activity quizzes. These quizzes can cover several areas: the assigned reading, a reflective exercise, or some other activity. They require your participation during an in-class assignment or attendance in an event outside of class. Unlike the content quizzes which you are required to take, most of the activity quizzes are graded competitively or are optional. Students are assigned to complete certain tasks, games, or participate in certain challenges during the class period. The students who are most effective in accomplishing the tasks are awarded all of the points. For the students who do not win the activity quizzes, the points will not count against them. These quizzes are not extra credit but are factored into the quiz grade category as a perfect assignment (e.g, 10/10 points, 20/20 points, etc.) Both the content and activity quizzes cover much of the material required for the final exam project so students should take careful notes as the correct answers for the quizzes and essential information for the final exams are disseminated during the course lectures and during activity quizzes.

**Midterm Essay 20%**

Your midterm essay will demonstrate your research on the project that you have chosen for the final exam. In a 10-12 page paper, you will analyze a historical question using primary and secondary evidence and draw original conclusions. Next, you will review one of your classmates’
papers using a series of guided questions and make suggestions for improvement. You will also complete a self-assessment of yourself using the same criteria. Each essay must include a brief outline that includes a thesis statement and main points derived from supporting evidence (specific people, events, documents) from your selected reading and the course readings. This outline should include points of supporting evidence (A, B, C) for your main points (I and II). The outline should reference specific documents and page numbers from the text. For example: (J.P. Morgan to Walter Burns, pg. 46).

Your written-out essay should follow the structure of your outline but need not include the Roman numerals. The essay should be carefully written, with attention to prose, spelling, grammar and style. You should refer to past readings for examples of historical essay writing which always include an introduction, several main points with supporting evidence for each, and a conclusion. The following link includes a sample paper that you can use to base the format of your paper on—just remember to include your outline!

Final Exam Project and Objective Assessment 30%

Overview
Some of the most important skills that students of history should develop are: the ability to analyze stories from the past to evaluate their accuracy, the ability to identify how the present distorts our understanding of the past, and how stories from the past relate to the present.

The final exam project is an interactive student-driven assignment based on one of the ancillary course readings. The purpose of the final exam project is to enable you to interpret one of the historical themes of this course and to apply what you have learned to a contemporary issue or personal experience. Be sure to review and reflect on the course readings, films and related videos, lectures, discussions, primary sources, etc. that we have covered over the course of the semester. In addition to being based in your selected ancillary reading, your final exam project should include important people, events, concepts, and ideas we have dealt with over the semester that provide greater clarity to broader course themes and questions.

Steps to Complete the Final Exam Project
1. Choose one of the projects from the hand-out distributed in class.
2. Review the rubrics on the following pages to see the grading criteria for the final exam project. Decide whether or not you would like to collaborate with other students working as a team or complete the project on your own.
   a. All individual contributions to team projects must be clearly identified when submitted.
b. Any problems with team members should be reported on the self-assessment form.

c. Any member who begins a team project and leaves in an untimely fashion will be penalized.

3. Sign-up for your selected project. If all the available slots for a given project are filled, choose another.

4. Complete the midterm essay and peer review.

5. Make revisions to your essay.

6. Complete the written component of your final exam project and submit it on www.turnitin.com and present the project component in class at the scheduled time.
   a. Register for this course in your corresponding section on www.turnitin.com using the information below:

<table>
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<tr>
<th>Class Name</th>
<th>Class ID</th>
<th>Password</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 3333</td>
<td>6766525</td>
<td>history</td>
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</table>

7. Present your final exam project to the class at the scheduled time (see syllabus) and turn in your self-assessment (see the final exam project folder).

There are several options you can choose from for your final exam project. Please refer to the handouts for each final exam option.

**Final Comprehensive Objective Exam**

The final exam objective assessment is a comprehensive exam that covers all of the materials presented and read in this course. It is an open book and open note exam but you may only use your own notes for the exam. To prepare for it, take detailed and well-ordered notes for yourself throughout the semester. There is no study guide or review session for this exam.

Every assignment that you turn in (e.g., activity quizzes and final exam project) must include your full name, the name of the assignment, the date, the course number and section. If the assignment is a hard copy with multiple pages it must be stapled. If the assignment is a group assignment it must have the full name of all the group members and clearly identify contributions. **Any assignment that does not include all of the preceding information or is not in compliance with the required format will be docked up to 10% of the grade.**
**Attendance Policy**

I take attendance in this class for my records and for the registrar's office. While attendance is not tabulated into the final grade, you should understand that missing classes and/or failure to participate in class will negatively impact your grade because the information in this course is sequentially organized and will help you to complete later assignments and content quizzes often contain major points from the lectures. In the event that you do miss a class or choose not to attend, you are responsible for getting the notes from that day's lecture and any relevant announcements from one of your classmates. You are responsible for all information disseminated in the classroom in your absence.

If one of the required assignments is due on a day that you cannot attend due to some event (athletic engagement, ROTC, etc), you should make arrangements to submit your assignment before the due date.

There are no make-up quizzes whatsoever, whether the absence is excused or unexcused. If you miss the final exam due to illness or a family emergency, you must provide proper documentation before a make-up exam is scheduled.

I will not tolerate rudeness, harassment of any kind, threats towards other students and any other behavior that disrupts the class or violates the university standard of ethical behavior.

**Grading Policies and Procedures**

In accordance with the Kennesaw State University's grading scale, please consider the following:

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<thead>
<tr>
<th>Letter</th>
<th>Percentage</th>
<th>Designation</th>
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<tbody>
<tr>
<td>A</td>
<td>100-90</td>
<td>Superior</td>
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<tr>
<td>B</td>
<td>89-80</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
<td>Average</td>
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<tr>
<td>D</td>
<td>69-60</td>
<td>Passable</td>
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<td>F</td>
<td>59 and below</td>
<td>Failure</td>
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I evaluate each student on an absolute and relative scale which means that each student may have a different number of total points at the end of the semester depending on the number of points that are attempted. Please ask the instructor to provide examples of possible scenarios.

Unattempted assignments that are not required will not count against or towards your final grade and are designated as (Exc or Abs). You are only responsible for the required assignments the optional assignments that you choose to complete. With this in mind, you should strive to
complete each assignment to the best of your ability because there is no extra credit. Your participation in this course is based entirely upon the goals and expectations you set for yourself.

Do not expect or ask for any extra credit or optional assignments at the end of the semester. You must decide which of the assignments you will complete during the semester. There are plenty opportunities and you should take advantage of them during the semester. This especially applies to students who have borderline grades (e.g. 79.5%, 89.9%, etc.)

Reading is an important part of this course. Much of your grade in this class is dependent on how effectively and efficiently you read and engage course material. It is not possible for you to critically engage concepts in this class unless you complete and contemplate the reading assignments. You may find this particularly challenging. However, you will find that much of the course work is scheduled to be completed in class leaving most of your preparation time to read the texts and prepare for class discussion.

Being honest with yourself includes setting goals that you can reach. If you desire to achieve a certain grade in this course, set goals and work toward that objective. You cannot learn the course material if you do not take time to read and study it outside of class. Research tells us that the most of learning occurs outside of the classroom and that reading directly and positively affects grades. I strongly suggest consulting “How to Read a History Assignment” as a starting point on managing and understanding the reading.

All work must be submitted on time. Quizzes cannot be made up and make-up exams will not be offered without a proper documentation (e.g., doctor’s note). A copy of all your assignments should be kept for the duration of the semester and any concerns about your grade should be addressed as they develop. Office hours are kept specifically for this purpose.

Please practice courtesy in contacting me. As a rule of thumb, ask three of your classmates a question before asking me. I have created numerous methods of communicating with your classmates and me via GAView Vista. If your concern requires more than a sentence or two of a reply, you should call instead of email. If your question requires more than a paragraph of a response, you should visit the office instead of calling.

Grade Challenges
All grade challenges (including quiz errors) should be submitted in writing within 72 hours of the assignment being returned. Students seeking to challenge the grade must clearly explain the issue in question and provide evidence (i.e, specific examples from the assignment in question) that warrants the change. The steps for this process appear below:
1. Read through the assignment and make note of any comments in the paper.

2. Next read the rubric for the assignment in the syllabus (if applicable) and compare your assignment against the criteria marks you received in the rubric.

3. If there are segments or aspects of a question where you think you deserve higher marks, then provide evidence that supports your assertion for the points in question.

4. Explain how and why this question or segment of the paper/project warrants a change in the grade. Again, you must give specific examples from your paper/project or evidence that supports your assertion before you explain why you feel you deserve a higher mark. You must do this for each of the criteria in question.

5. You should type these concerns in a formal email and submit it to me within one week of having the assignment in question returned. I will review what you have written and schedule a meeting to discuss my final decision.

**Academic Integrity**

Section II A of the KSU student code of conduct states, “No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit as part of a course (including examinations, laboratory reports, essays, themes, term papers, etc.). When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged.”

1. Deliberate Plagiarism
   a. Buying a paper
   b. Getting someone else to write a paper for you
   c. Deliberately not acknowledging sources so that the teacher will believe the writing is yours
   d. Thinking that a few words or lines taken from another source really don’t matter; that they’re trivial & don’t need to be acknowledged

2. Accidental Plagiarism (Sometimes called Misuse of Sources) Is Still Plagiarism and Will Get You in Trouble.
a. Forgetting to put quotations around direct quotes (often happens with careless Internet “cut & paste” work)
b. Paraphrasing too close to the original writing. (Just changing a few words isn’t sufficient)
c. Thinking that if you list all sources in a bibliography or works cited page you don’t need to also cite within the body of the paper
d. Not knowing the rules of the citation style book you’re supposed to follow

3. Too many direct quotations linked by a few sentences written by you may not be plagiarism, assuming you use quotation marks and cite properly, but it’s a poorly written paper (you need to do your own work and show your own thoughts & ideas) and will probably cause you to earn a bad grade.²

Students with Disabilities
Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as early as possible in the semester, preferably no later than the first week of the semester. If you have a specific physical, psychiatric, or learning disability and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the disAbled Student Support Services office, located in the Student Center room 267, and obtain a list of approved accommodations.

Counseling Services and Academic Support
The strains and workload of student life can sometimes feel overwhelming and it is easy to lose perspective when faced with academic, social, and personal demands. Counseling and Psychological Services is staffed by psychologists and licensed professional counselors who provide treatment for personal, interpersonal, and vocational issues. To make an appointment, come by the front desk in Kennesaw Hall room 2401, or call 770-423-6600.

² This entire section and tips on avoiding plagiarism can be found at: http://www.kennesaw.edu/scai/cheating_plagiarism.shtml