CENTRAL TEXAS COLLEGE
SYLLABUS FOR HIST 2381
AFRICAN-AMERICAN HISTORY

Semester Hours Credit: 3

INSTRUCTOR: _____________

OFFICE HOURS: ___________

I. INTRODUCTION

A. Historical, economic, social, and cultural development of African-Americans and African-American issues.

B. In support of the objectives of the Texas core curriculum, the course provides significant exercise of a student’s critical thinking, communication skills, and empirical and quantitative skills. Students will also examine how the lessons of history impact their social lives. These objectives form a foundation of intellectual and practical skills that are essential for all learning.

- **Critical Thinking Skills**: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication Skills**: to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- **Empirical & Quantitative Skills**: to manipulate and analyze numerical data or observable facts to reach informed conclusions.
- **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

C. Prerequisite: None
II LEARNING OUTCOMES

Upon successful completion of this course, students will:

A. Create an argument through the use of historical evidence. (C5, C6, C7, F1, F2)

B. Analyze and interpret primary and secondary sources. (C5, C6, C7, F1, F2)

C. Analyze the effects of historical, social, political, economic, cultural, and global forces on African-American history. (C5, C6, C7, F1, F2)

D. Explain thoughts and ideas in writing. (F1, F2)

III INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV COURSE REQUIREMENTS

A. Reading Assignments

Each instructor will discuss reading assignments with students. Students will be expected to read the textbook.

B. Projects

Each instructor will discuss the particular project(s) required in HIST 2381. This instruction will include:

1. Defining the project(s).

2. Describing the specific requirements for the project(s) such as:
   (1) Length
   (2) Typed/hand written
   (3) Format for project(s)
   (4) Footnoting or other citation
   (5) Date due

3. Explaining the grading criteria.

4. Explaining the weight of the project in the student’s final course grade.
C. Class Performance:

Each instructor will discuss classroom performance and explain if classroom performance is an element in computing a student’s semester grade. See the section on Civility (Paragraph VII).

D. Class Participation

Each instructor will discuss the level and type classroom participation expected of students. If classroom participation is an element in computing a student’s course grade, the instructor will provide the details.

E. Other Course Requirements

Students are expected to take notes, as HIST 2381 is a content-specific course. Students will be required to organize material in order to master it.

V EXAMINATIONS

The instructor will discuss and explain material in each chapter. Exam study guides and pre-examination reviews will be provided at the instructor’s discretion.

Scheduled examinations will be taken during the class period set aside for that purpose.

Make-up examinations will be offered at the instructor’s discretion. The design of the make-up exam is also at the discretion of the instructor. For example, a make-up exam might include additional essay questions. Students must take the make-up exam by the deadline established by the instructor. Failure to do so will result in a score of zero on the exam.

Examinations are individual efforts. Any form of academic dishonesty will result in sanctions. Full details on college policies relating to scholastic honesty can be found in the current college catalog.

Unless the instructor indicates otherwise, there will be no open-book examinations, all examinations will be closed-book and closed-notes.
VI SEMESTER GRADE COMPUTATION.

A. Grade Formula:

The instructor will outline the specific grade formula for the class. It will show how each course requirement (exams, papers, projects, participation, etc.) factors into the student’s final course grade.

This class must have a writing component equaling at least 30% of the final course grade. The instructor may decide whether to include one or more writing exercises. The particulars of the assignment are at the discretion of the instructor, provided a full description of each is included in the class syllabus.

B. Grade Computation:

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

VII NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR.

A. Important College Policies:

Students should consult the current college catalog for information related to the following policies:

- Excessive absences
- Withdrawal from class
- Administrative initiated withdrawals
- Third attempt to enroll in a course
- TEC 51.907 course withdrawal limit policy
- Refunds of tuition and fees
- Incomplete grades

B. Cellular Phones and other Electronic Devices: Cellular phones and other electronic devices will be turned off while students are in the classroom.

C. America’s With Disabilities Act (ADA): The Disability Support Services Program provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the main campus. This service is available to all students, regardless of location. Explore the website at
www.ctcd.edu/disability-support for further information. Reasonable accommodations, in accordance with federal and state laws, will be given through the DSS office.

C. Instructor Discretion: The instructor reserves the right of final decisions in course requirements.

D. Civility: Individuals are expected to be aware of what constitutes a constructive educational experience and to be respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion. Students should refrain from: talking in a disruptive manner, sleeping, doing homework for another course, reading material other than that which pertains to this course, leaving class early, eating food or drinking a beverage unless permission is granted, and using socially unacceptable language.

VIII. COURSE OUTLINE

NOTE: This outline defines the specific chapters covered in the course. It also defines various learning objectives associated with those chapters. Instructors may divide the chapters up into additional units if doing so better accommodates a course delivery method (face-to-face, online, and/or multimedia). For example, an instructor might determine that four units is a better design for his or her class.

A. Unit One: West African Geography and Early African-American History from 1619 to 1877.

1. Unit Objectives: Upon completion of this unit, the student will be able to:
   a. Describe the physical and human geography of the early African states, especially Ghana, Mali, and Songhai.
   b. Describe the African way of life with special emphasis on political institutions, economic life, social organization, religion, and the arts.
   c. Describe the slave trade with special emphasis on European and Asian interests, the business of slavery, and the machinery of the slave trade.
   d. Describe slavery in the English colonies in North America with special emphasis on slavery in the Southern colonies, including the beginning in Virginia, Maryland, the Carolinas, and Georgia.
   e. Describe the impact of the American Revolution on slavery, including blacks fighting for American independence and fighting on the side of England.
f. Describe the emergence of the cotton kingdom, the domestic slave trade, the plantation scene, and the slaves’ reaction to their status.
g. Describe the life of free blacks in terms of economic and social development, abolitionism, the Underground Railroad, and the stress and strains of living free in the United States.
h. Describe the impact of the Civil War and Reconstruction on black Americans, including soldiers, politicians, and economic and social adjustments to freedom.
i. Unit One Examination.

2. Learning Activities:

a. Lecture and discussion
b. African-American Odyssey, Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, and 13.

3. Unit Outline:

a. The African-American Odyssey:
   (1) Chapter 1: Africa, CA. 6000 BCE-CA. 1600 CE
   (2) Chapter 2: Middle Passage, 1450-1809
   (3) Chapter 3: Black People in Colonial North America, 1526-1763
   (4) Chapter 4: Rising Expectations: African Americans and the Struggle for Independence, 1763-1783
   (5) Chapter 5: African-Americans in the New Nation, 1783 – 1820
   (6) Chapter 6: Life in the Cotton Kingdom, 1793-1861
   (7) Chapter 7: Free Black People in Antebellum America, 1820 - 1861
   (8) Chapter 8: Opposition to Slavery, 1730-1833
   (9) Chapter 9: Let Your Motto Be Resistance, 1833-1850
   (10) Chapter 10: “And Black People were at the Heart of It”: The United States Disunites Over Slavery, 1846-1861
   (11) Chapter 11: Liberation: African Americans and the Civil War, 1861-1865
   (13) Chapter 13: The Meaning of Freedom: The Failure of Reconstruction, 1868-1877

A. **Unit Two**: Late Nineteenth Century, Early Twentieth Century, Booker T.

1. **Unit Objectives:** Upon completion of this unit, the student will be able to:
   a. Describe the overthrow of Reconstruction, the movement of disfranchisement, and the triumph of White Supremacy, including the Supreme Court decision in *Plessy v. Ferguson* (1896).
   b. Describe northern philanthropy and black education, the life and impact of Booker T. Washington, and the struggle for economic achievement.
   c. Describe the early twentieth century urban problems of black America, including violence, World War I, and the rise of W.E.B. DuBois and the protest movement.
   d. Describe the Harlem Renaissance.
   e. Describe the New Deal and its impact on African Americans.
   f. Describe blacks and World War II, including blacks in the service and at home, and the changing attitudes of white Americans toward racism.
   g. Unit Two Examination.

2. **Learning Activities:**
   a. Lecture and discussion
   b. *African-American Odyssey*, Chapters 14, 15, 16, 17, 18, 19, and 20

3. **Unit Outline:**
   a. **The African-American Odyssey:**
      (1) Chapter 14: White Supremacy Triumphant: African Americans in the Late Nineteenth Century, 1877-1895
      (2) Chapter 15: African Americans Challenge White Supremacy, 1877-1918
      (3) Chapter 16: Conciliation, Agitation, and Migration: African Americans in the Early Twentieth Century, 1895-1925
      (4) Chapter 17: African Americans and the 1920s, 1918-1929
      (5) Chapter 18: Black Protest, the Great Depression and the New Deal, 1929-1940
      (7) Chapter 20: The World War II Era and Seeds of a Revolution, 1940-1950
B. **Unit Three:** The Black Revolution

1. **Unit Objectives:** Upon completion of this unit, the student will be able to:

   
   
   c. Discuss additional events and people associated with the Civil Rights movement, including: the Freedom Rides, the Albany Movement, Selma, Martin Luther King, Jr., The Mississippi Freedom Summer, the passage of the 1964 Civil Rights Act, and the 1965 Voter Rights Act.
   
   d. Discuss the role of the following groups and individuals in the Civil Rights movement: Malcolm X, Stokely Carmichael, Black Power, The Black Panther Party, Lyndon Johnson and the War in Vietnam, Muhammad Ali, Barbara Jordon, and black Americans in the Carter Administration.
   
   e. Describe the growth of the black middle class, Oprah Winfrey, Ronald Reagan and the conservative reaction, affirmative action, Jesse Jackson, and African-American cultural and intellectual movements.
   
   f. Explain the major political events in black politics from 1980 to the present.
   
   g. Unit Three Examination.

2. **Learning Activities:**

   a. Lecture and discussion
   
   b. African-American Odyssey, Chapters 21, 22, 23, and 24

3. **Unit Outline:**

   a. African-American Odyssey

      (4) Chapter 24: African Americans End the Twentieth Century
and Enter into the Twenty-First Century, 1980-2016