

BOWIE STATE UNIVERSITY
DEPARTMENT OF HISTORY AND GOVERNMENT
AFRICAN AMERICAN HISTORY TO 1865
HISTORY 114 3 CREDITS

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And By Appointment

"If you wish to know who I am,
If you wish me to teach you what I know,
Cease for the while to be what you are
And forget what you know"
(*Tierno Bokar, sage of Bandiagara*)

COURSE PREREQUISITES: Students must have successfully passed English 101 to enroll in this class.

COURSE DESCRIPTION: African American History to 1865 is an introductory course to African American history. This course is an analysis of the history of African American life from the ancient civilizations of Africa to the Civil War.

REQUIRED TEXT: E-Book-John Hope Franklin and Evelyn Brooks Higginbotham, *From Slavery to Freedom, vol. 1, to 1865* (McGraw Hill Publishing 2020) Tenth Edition; E-Book must be used with the McGraw Hill Connect Platform. See Blackboard for purchasing directions. Choose the Digital Option.

Frederick Douglass, *Narrative of the Life of Frederick Douglass*, 1845; Electronic copy will be posted on Blackboard.

Optional Extra Credit Text: Karen Cook Bell, *Claiming Freedom: Race, Kinship, and Land in Nineteenth Century Georgia* (2018). (Copy on reserve in the Marshall Library)

******ADDITIONAL REQUIRED READINGS PROVIDED BY THE INSTRUCTOR WILL BE ASSIGNED DURING THE SEMESTER.**

COURSE DESCRIPTION:

History is the study of all people who have lived anywhere in the world at anytime. In studying history, we look at events that happened, at the people who made them happen, and at the interactions among people, events, and the environment in which those events took place. The present has grown out of the past and so, if you want to understand the present, it is necessary to understand the past. In studying history, we learn to analyze and interpret the people and events of

the past in meaningful ways. We learn to use factual evidence and to analyze the sources of our information so that our conclusions are valid. These analytical skills that you will develop in studying history are valuable for many different professions and, indeed, for understanding what is going on in the world today. This course can help you find your own place in the world and help you understand how the experiences of your family and all Americans in the past have shaped today's world. Historical memory is the key to understanding your identity. Knowledge of the past will help you understand the present.

History is not just memorization of facts. In this course you will be able to find the links between your historical heritage and your place in today's interconnected and ever-changing world. You will be challenged with materials and assignments that call for thought and reflection. You will be encouraged to ask probing questions. And you will be required to write essays that are historically accurate and composed according to the standards of formal English.

EMERGING ISSUES: As Bowie State University strives to become a campus sensitive to the issues of preserving the environment, elements of the class will be conducted in accordance to this ideal. Moreover, through the study of history students will be able to determine their place within an ever changing diverse and global society.

GENERAL EDUCATION COMPETENCIES:

Written and Oral Communications:

- Analyze and discuss critical issues and recurring themes in the discipline;
- Conduct research and evaluate information using the appropriate methods of the discipline;

Scientific and Quantitative Reasoning:

- Analyze and understand the physical and the biological world as they relate to the historical discipline.

Critical Analysis and Reasoning:

- Apply skill in analysis, synthesis, and problem solving;
- Apply logical reasoning in the examination and resolution of tasks.

Technological Competency:

- Create a document using word processing software;
- Produce a quantitative visual representation of data using mathematical computation software;
- Construct a presentation using presentation software; or
- Manipulate data using a database management system or programming language.

Information Literacy:

- Identification of key concepts and terms that describe the information needed;
- Understanding of the ethical, legal and socioeconomic issues surrounding information and information technology.

TECHNOLOGY REQUIREMENTS: This course is fully online via the University's Blackboard system.

FILMS: During the semester students will examine significant clips of African American history through the visual record to analyze the social, economic, political and cultural development of African descended people in the United States.

CLASS REQUIREMENTS: The critical reviews and class assignments will introduce students to

primary and secondary sources, reference materials, and tools that the historian uses in his/her craft.

STUDENT EXPECTED OUTCOMES:

Students will:

1. be acquainted with the historian’s craft;
2. be exposed to various historiographical writings;
3. develop an appreciation of the complex societal forces in operation during the formation of the United States from their status as British colonies through the emergence of a new nation and the series of events, conflicts and ideas that lead to the Civil War with a particular focus on African American thought and action within the historical context of America between African origins and the American Civil War;
4. have an understanding of the unique institutions, organizations and systems that were developed by the transplanted African to America that aided in their survival and adaptation to a new environment and culture to the Civil War; and
5. study the impact of the origins of African American culture beginning with the ancient civilizations of Africa through the middle passage and the cultural transformation brought about by life in North America to the transition from slavery to freedom.

SPECIFIC LEARNING OBJECTIVES:

1. to assist the student’s understanding of the methodology and techniques of the historian’s craft by utilizing the material culture of the African American experience from the African origins through the American Civil War.
2. to develop the student’s research and library skills through the use of African American documents and bibliographic reference tools.
3. to strengthen the student’s ability in the areas of critical thinking and abstract reasoning through the examination of historical problems that confronted-the “displaced” Africans in the emerging British colonies and United States of America.
4. to aid in the student’s understanding of the larger plight of humanity through the uniqueness of the African American experience in western culture.

Curriculum Themes	Corresponding Outcomes or Objectives
✓ Academic Scholar	Outcomes 1, 2, & all objectives
✓ Multicultural and Global Perspectives	Outcomes 3, 4, 5 & all objectives
✓ Personal and Interpersonal Perspectives	Outcomes 3, 4, 5 & all objectives
✓ Technological Applications	Outcomes 1 & 2; Objectives 1 & 2

- to develop historical analysis skills and relate the past to contemporary events;
- to help students develop listening and note taking skills.
- Examinations
 - to test the retention of historical knowledge.
- Critical Reviews
 - to assist students in developing a thesis emphasizing critical thought with regard to a historical problem or question;
 - to assist students in the synthesis of gathered detailed or factual information in a comprehensive and structured fashion;
 - to assist students in the analysis of a historical question or problem;

- to draw conclusions for the development of individual perspectives and interpretations of historical problems or questions.

TEACHING MODES:

This course presents African American history as a subject in its own right as well as an integral part of American and world history. African American History to 1865 examines the past to understand the position that African Americans occupied in American society, their efforts to cope with their status, and their successes and failures in pursuing full equality. It challenges the (now evolving) perception of African Americans as insignificant, non-contributors to American history with the goal of developing a new appreciation of persons of African descent as a people capable of influencing the direction of historical development.

This course will focus on critical thinking skills. These relate to students' ability to comprehend, analyze, synthesize, and communicate information from a variety of sources about the African American past. Students will apply these skills to solving problems or answering questions concerning the study of the African American historical experience. In the process, students will learn how to relate detailed or factual information within conceptual frameworks. This will be accomplished by asking questions such as how do historians know? Students will learn how to ask questions about the past and then to begin the process of learning to address these questions. Finally, students will learn how to effectively communicate their conclusions to a general audience through the development of written communication skills. The course also emphasizes reading historical texts as well as listening to other's ideas—all of which are important in the learning process.

The course information will be conveyed to students through lectures and discussions, assigned readings and written assignments. Corresponding assignments will develop critical thinking, communication, and problem solving skills. Lectures and discussions will assist students in the process of comprehending general concepts and relating details or facts to these through the synthesis of information. Finally, the course will provide students with a foundation for lifelong learning.

To prepare for class, students should refer to the course outline and focus on the weekly topics and assignments. Students are responsible for completing all assignments, and should pay particular attention to the weekly topic of discussion and activity for focused reading and preparation.

Blackboard will be used as a classroom management system to post grades.

Student Study Website:

https://highered.mcgraw-hill.com/sites/0072963786/student_view0/

Students with Disabilities. This course is in compliance with Bowie State University policies for students with disabilities. Students with disabilities are encouraged to register with Disability

Support Services (Thurgood Marshall Library). Students who suspect that they have a disability but do not have documentation are encouraged to contact DSS for advice on how to obtain appropriate evaluation. A memo from DSS authorizing your accommodation is needed before any accommodation can be made.

STUDENT PREPARATION ROLES

This course emphasizes three competencies that help facilitate the student's role in a global, diverse contemporary American society. Students will receive instruction on identifying historical problems or questions; understanding broad historical concepts, gathering related details or facts, and synthesizing information; and testing their required and retained knowledge. *In case of inclement weather or the cancellation of class, students should check Angel for corresponding assignments.*

ATTENDANCE

Web-attendance is required to complete the course successfully. **University rules and regulations state that a student may fail a course if he/she misses a certain number of classes.** Failure to log-in weekly to complete assignments will adversely affect your grade. Students are expected to attend via the web and participate in all scheduled classes and activities. Quizzes and daily class activities are considered class participation and cannot be made up. All students are expected to take examinations and turn in all assignments at the scheduled time. Students who miss assignments will not be able to perform make-up work.

STATEMENT OF ETHICAL AND PROFESSIONAL STANDARDS FOR THE COURSE

According to the "Code of Student Conduct," students are to achieve high standards of ethical and professional academic standards. This includes behavior and appearance in the classroom. For written and non-written scholarship, students are encouraged to be creatively responsible for making a contribution to the body of knowledge. This is accomplished through individual and effort according to assigned activities. Students who commit acts of plagiarism or copying from other scholarship and/or violating academic standards in the classroom will be penalized according to the "Code of Student Conduct" for students as outlined by Bowie State University. "In cases involving academic dishonesty, a failing grade or a grade of zero (0) for either an assignment and/or course may be administered. Students who are expelled or suspended for academic dishonesty are not admissible to other institutions within the University System of Maryland." **Students engaging in academic dishonesty will fail this course!**

POLICIES

Assignments must be turned in on the due date each Sunday by 11:59 p.m for quizzes and each Monday by 11:59 p.m. for Chapter Questions.

Course Expectations:

1. Timely assignment submissions and attending class meetings serve as "attendance" for this online course.
2. Preparedness: Students are expected to read all assigned material and be prepared to take quizzes each week. If you are unable to meet the deadline, it is YOUR responsibility to notify

the instructor as late assignments may not be accepted. **You are responsible for reading the course syllabus; following the course schedule and completing all assignments on time.** All Discussion Board assignments are to be completed in an error-free, clear and concise manner. Each post is considered a short essay and will be graded as such.

3. Late assignments: Students are expected to submit all assignments on time. Assignment received after the due date are considered late. Late assignments may not be accepted.
4. Conduct: Students are expected to conduct themselves in a professional and orderly manner. Students are expected to submit their own work. Cheating and plagiarism will not be tolerated. Inappropriate language on Blackboard is strongly discouraged and may result in a grade reduction.
5. Discussions: I will not debate your discussion grade. See the rubric for guidance on why you received the grade posted. Discussion grades are final.
6. **FINAL GRADES:** I do not raise your grade for any reason including academic probation, financial aid loss, or loss of scholarship.

The professor reserves the right to change or modify the syllabus.

COURSE REQUIREMENTS

There will be two in-class examinations—a midterm and a final and eleven quizzes. Exams will consist of both objective and subjective questions which will reflect chapter coverage during the semester. Students are required to write weekly analysis on assigned topics in the Blackboard Discussion forum (specific guidelines posted on BB) based on the assigned topics relevant to African American history to 1865. Course work discussion questions will be assigned with each lecture topic. Students must complete the assigned work at the stipulated time.

Course Expectations

Preparedness: Students are expected to read all assigned material and be prepared to take quizzes each week. If you are unable to meet a deadline, it is YOUR responsibility to notify the instructor as late assignments will not be accepted. You are responsible for reading the course syllabus; following the course schedule and completing assignments on time. All Discussion Board assignments are to be completed in an error free, clear and concise manner. Each post is considered a short essay and will be graded as such.

Conduct: Students are expected to conduct themselves in a professional manner. Students are expected to submit their own work. Cheating and plagiarism will not be tolerated.

Evaluations

Examinations — 33%

BB Discussion and Written Assign. — 33%

Assignments (including 10 quizzes) 33%

Grading Scale

90 -100 — A

80 - 89 — B

70 - 79 — C

60 - 69 — D

under 59 — F

Midterm Exam Date: October 19-23

Last Day to Change to Audit: Nov. 6

Thanksgiving Break: Nov. 26-27th

Final Exam Date: December 14-20

Course Outline and Schedule: See Blackboard Lessons for the Course Schedule

With the exception of Week 1, All quizzes are due each Sunday at 11:59 p.m.
Chapter Questions are due each Monday starting September 14th.

Week 1	Chapter 1 Quiz Due Sept. 13	Blackboard Discussion Due Sept. 7th Chapter 1 Questions Due: Sept. 14th	
Week 2	Chapter 2 Quiz Due Sept. 20	Chapter 2 Questions Due: Sept. 21st	
Week 3	Voyages Database Assignment Due: Sept. 27		
Week 4	Chapter 3 Quiz Due Oct. 4	Chapter 3 Questions Due: Oct. 5th	
Week 5	Chapter 4 Quiz Due Oct. 11	Chapter 4 Questions Due Oct. 12th	Claiming Freedom Part I (option xcredit)
Week 6	Chapter 5 Quiz Due: Oct. 18	Chapter 5 Questions Due Oct. 19th	Claiming Freedom Part II (optional xcredit)
Week 7	Midterm Exam Due Oct. 23rd		
Week 8	Chapter 6 Quiz Due: Nov. 1st	Chapter 6 Questions Due Nov. 2nd	
Week 9	Chapter 7 Quiz Due: Nov. 8th	Chapter 7 Questions Due: Nov. 9th	
Week 10	Chapter 8 Quiz Due: Nov. 15th	Blackboard Discussion Chapter 8 Questions Due: Nov. 16th	
Week 11	Chapter 9 Quiz Due: Nov. 22	Chapter 9 Questions Due: Nov. 23	
Week 12	Thanksgiving Break		
Week 13	Chapter 10 Quiz Due Dec. 6th	Chapter 10 Questions Due: Dec. 7th	

Week 14	Final Exam Due Dec. 15th		Claiming Freedom Part III (optional xcredit)
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NOTE: THE SCHEDULE MAY CHANGE GIVEN TIME CONSTRAINTS OR OTHER FACTORS.
ADDITIONAL READINGS WILL BE ASSIGNED AS NECESSARY. ALL CHAPTER ASSIGNMENTS
CORRESPOND TO THE REQUIRED TEXT.

Important Dates: Last Day to Change from Credit to Audit: Nov 6th
Final Exams for December Graduation Candidates: Dec. 7-11

NOTE; AFTER COMPLETING ENGLISH 101 AND 102, STUDENTS MUST TAKE AND PASS THE BOWIE STATE UNIVERSITY ENGLISH PROFICIENCY EXAMINATION. TRANSFER STUDENTS WHO COMPLETED THEIR ENGLISH COMPOSITION REQUIREMENTS AT ANOTHER UNIVERSITY SHOULD TAKE THE ENGLISH PROFICIENCY EXAMINATION DURING THEIR FIRST SEMESTER OF ENROLLMENT AT BOWIE STATE UNIVERSITY.

EVALUATION (Professor)

At the end of the semester, students will complete an anonymous on-line evaluation. This evaluation will assist the professor in making adjustments to the course to improve instruction and learning outcomes. The evaluation requires honest reflection of the course, the instructor, and student learning outcomes.

GENERAL REFERENCE SOURCES

- ◆ Bennett, Lerone, Jr. *Before the Mayflower: A History of Black America*. Chicago: Johnson, 1982.
- ◆ Du Bois, W. E. B. *The Souls of Black Folk*. New York: New American Library, 1969.
- ◆ Foner, Eric. *Reconstruction: America's Unfinished Revolution, 1863-1877*. New York: Harper and Row, 1988.
- ◆ Franklin, John Hope. *From Slavery to Freedom: A History of Negro Americans*. New York: Alfred A. Knopf, 1988.
- ◆ Hine, Darlene Clark, ed. *The State of Afro-American History: Past, Present, and Future*. Baton Rouge: Louisiana State University Press, 1986.
- ◆ _____. *Black Women in United States History*. Brooklyn, NY: Carlson, 1990.
- ◆ Lincoln, Eric C., and Lawrence H. Mamiya. *The Black Church in the African-American Experience*. Durham, NC: Duke University Press, 1990.
- ◆ Litwack, Leon F. *Been in the Storm So Long: The Aftermath of Slavery*. New York: Alfred A. Knopf, 1979.
- ◆ Logan, Rayford. *The Negro in American Life and Thought: The Nadir, 1877-1901*. New York: Collier Books, 1965.
- ◆ Meier, August. *Negro Thought in America, 1880-1915*. Ann Arbor: University of Michigan Press, 1963.

- ◆ Myrdal, Gunnar. *An American Dilemma: The Negro Problem and Modern Democracy*. New York: Pantheon Books, 1975.
- ◆ Quarles, Benjamin. *Black Mosaic: Essays in Afro-American History and Historiography*. Amherst: University of Massachusetts Press, 1988.
- ◆ Sterling, Dorothy, and Benjamin Quarles. *Lift Every Voice: The Lives of Booker T. Washington, W. E. B. Du Bois, Mary Church Terrell, and James Weldon Johnson*. Garden City, NY: Doubleday, 1965.
- ◆ Woodson, Carter G. *The Mind of the Negro as Reflected in Letters Written during the Crisis, 1800-1860*. New York: Russell & Russell, 1969.
- ◆ Woodward, C. Vann. *The Strange Career of Jim Crow*. New York: Oxford University Press, 1974.

REFERENCE AND BIBLIOGRAPHIC BOOKS

- ◆ Aptheker, Herbert, ed. *A Documentary History of the Negro People in the United States*. New York: Citadel Press, 1951.
- ◆ Davis, Nathaniel, ed. *Afro-American Reference: An Annotated Bibliography of Selected Resources*. Westport, CT: Greenwood Press, 1985.
- ◆ Logan, Rayford W., and Michael R. Winston. *Dictionary of American Negro Biography*. New York: Norton, 1982.
- ◆ McPherson, James M., ed. *Blacks in America; Bibliographical Essays*. Garden City, NY: Doubleday, 1971.
- ◆ Newman, Richard, comp. *Black Access: A Bibliography of Afro-American Bibliographies*. Westport, CT: Greenwood Press, 1984.
- ◆ Porter, Dorothy B., ed. *The Negro in the United States: A Selected Bibliography*. Washington, DC: Library of Congress, 1970.
- ◆ Sims, Janet L., comp. *The Progress of Afro-American Women: A Selected Bibliography and Resource Guide*. Westport, CT: Greenwood Press, 1980.
- ◆ Work, Monroe Nathan, comp. *A Bibliography of the Negro in Africa and America*. New York: Octagon Books, 1965.

Recent Scholarship in African American History

1. Ira Berlin. Generations of Captivity: A History of African American Slaves, (Cambridge: Belknap Press, 2003).
2. Stephen D. Behrendt, The Transatlantic Slave Trade: A History, rev. ed. (1981; repr., Lincoln: University of Nebraska Press, 2005).
3. Stephanie Smallwood. Saltwater Slavery: A Middle Passage from Africa to American Diaspora, (Cambridge, MA and London: Harvard University Press, 2007).
4. Michael Gomez. Exchanging Our Country Marks: The Transformation of African Identities in the Colonial and Antebellum South (Chapel Hill, NC: University of North Carolina Press, 1998)
5. James Brooks, ed., Confounding the Color Line: The Indian-Black Experience in North America (Lincoln, NE: University of Nebraska Press, 2002)
6. Jennifer Morgan. Laboring Women: Reproduction and Gender in New World Slavery (Philadelphia: University of Pennsylvania Press, 2004)

7. Edward Baptiste and Stephanie Camp, eds. New Studies in American Slavery, (Athens: University of Georgia Press, 2006)
8. Walter Johnson. Soul by Soul: Life Inside the Antebellum Slave Market, (Cambridge, MA: Harvard University Press, 2001).
9. Dylan Peningroth. The Claims of Kinfolk: African American Property and Community in the Nineteenth Century South (Chapel Hill: University of North Carolina Press, 2002)
10. Daina Ramey Berry. Swing the Sickle for the Harvest is Ripe: Gender and Slavery in Antebellum Georgia. (Urbana, IL: University of Illinois Press, 2007)
11. Brenda Stevenson. Life in Black and White: Family and Community in the Slave South (New York: Oxford University Press, 1997)
12. Annette Gordon Reed. The Hemingses of Monticello: An American Family, (New York: W.W. Norton, 2008)
13. Mary Frances Berry. My Face is Black is True: Callie House and the Struggle for Ex-Slave Reparations, (New York: Knopf Publishing Group, 2005).