

**Bowie State University**  
**Department of History and Government**  
**African American History to 1865**  
**History 114 3 Credits**

**Instructor:** Dr. Tamara L. Brown  
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3:30 - 5:15 PM;  
W—2:55 - 4:55 PM

**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 TEXTS:** Clayborne Carson, et al. *The Struggle for Freedom: A History of African Americans* (vol. I to 1877);

Yohuru Williams, et al. *A Constant Struggle: African American History, 1619 -1865*

**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 web enhanced and has components on University's Blackboard system.

**LIBRARY REQUIREMENTS:** Students will be required to utilize the holdings of the University's library

as well as other accessible repositories to complete the assigned research project. The project 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 skills in 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 the 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.

<b>Curriculum Themes</b>	<b>Corresponding Outcomes or Objectives</b>
✓ 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

**ACTIVITIES TO ACHIEVE THE EXPECTED OUTCOMES:**

- Lecture and discussion of conceptual and factual information from the textbook and additional materials such as handouts, articles, and audiovisual material;
  - to help students’ reading and comprehension skills through synthesizing large amounts of information from required reading materials;
  - 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.
- Research Project
  - 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 and oral presentations. 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, assigned readings, written assignments, and computer work. Corresponding assignments will develop critical thinking, communication, and problem solving skills. In addition, students will produce an original research project to improve their communication and problem solving skills. Lectures 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.

### **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 Blackboard for corresponding assignments.*

### **ATTENDANCE**

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** [six (6) for a course that meets three (3) times a week; four (4) for a class that meets twice a week; and two (2) for a class that meets once a week]. Students are expected to attend (on time) 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 because of tardiness will not be able perform make-up work without a valid excuse. Make-up work will be at the discretion of the instructor. For example, if a student misses a quiz, the instructor may, but is not required to, have the student write a paper that is equivalent to that particular activity.

#### **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 group 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!**

#### **CLASSROOM DECORUM**

Bowie State University “prohibits disorderly or disruptive conduct on University premises or at University sponsored activities, which interfere with the activities of others, including studying, teaching, research, and administrative operations.” Students must not disrupt class for any reason such as excessive talking or continuously entering/exiting the classroom. Students should be dressed appropriately for an academic setting. Offensive or revealing clothing is not acceptable in a learning environment. Please refrain from the use of cellular phones (talking and text messaging), pagers and other similar electronic devices (e.g., iPods or CD players) during class. These devices must be silenced prior to the start of class. Recording devices are not allowed in this class. Students who fail to adhere to these policies will be penalized accordingly.

#### **COURSE REQUIREMENTS**

Examination questions may be short answer/essay, true or false, or multiple choice. There will be two online, in-class examinations—a midterm and a final. Students are required to research and present a research project (specific guidelines to follow) based on the assigned topic and guidelines relevant to African American history to 1865. Homework discussion questions will be assigned with each lecture topic. Students must complete and turn in all homework at the stipulated time. Optional extra-credit assignments may be assigned during the semester

#### **Evaluations**

Midterm Examination — 20%  
 Research Project — 30%  
 Final Examination — 30%  
 Assignments, Attendance and Participation  
 — 20%

#### **Grading Scale**

90 -100 — A  
 80 - 89 — B  
 70 - 79 — C  
 60 - 69 — D  
 under 59 — F

## Course Outline

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.

Jan.30 – Feb. 14:	Chapter 1: Ancient Africa
February 19 - 26	Chapter 2: Africa and the Atlantic World
Feb. 28 - Mar 4:	Chapter 3: Africans in Early North America, 1619-1726
March 6 -11:	Chapter 4: Africans in Bondage
March 13:	<b>Midterm Examination (Chapters 1-4)</b>
March 16 – 23:	<b>Spring Break</b>
March 25 – Apr. 3:	Chapter 5: The Revolutionary Era: Crossroads of Freedom
April 7:	Last day to drop from a class with a “W” grade: Last day to change from credit to audit status.
April 8-15:	Chapter 6: After the Revolution
April 17-24:	Chapter 7: African Americans in the Antebellum Era
April 22:	<b>Research papers are due.</b>
April29 - May1:	Chapter 8: African Americans in the Reform Era, 1831-1850
May 6-8::	Chapter 9: A Prelude to War: The 1850s
May 8-13:	Chapter 10: Civil War and the Promises of Freedom
May 8:	<b>All extra-credit assignments are due.</b>
May 13:	Last day of class
May 14 -20:	<b>Final Exam (Chapters 14 -19): 9:30: Tuesday, May 20, 2008 @ 10:00 AM</b>
	<b>12:30: Tuesday, May 20, 2008 @ 1:00 PM 2:00: Thursday, May 15, 2008 @ 3:00 PM</b>

**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. THE ENGLISH PROFICIENCY EXAM WILL BE ADMINISTERED FEBRUARY 14-15, 2008.**

### 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.