

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

## American Public University System

*The Ultimate Advantage is an Educated Mind*

<b>School of Arts and Humanities</b>
<b>Course Number: HIST221</b>
<b>Course Name: African-American History before 1877</b>
<b>Credit Hours: 3</b>
<b>Length of Course: 8-Weeks</b>
<b>Prerequisite: None</b>

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### Instructor Information

### Course Description (Catalog)

This course examines the complex and varied experiences of African Americans from slavery to 1877. Topics include West African roots, the middle passage, American slavery and resistance, the development of racism, the Civil War, and Reconstruction. The course will examine internal and external factors that shaped the black historical experience economically, culturally, and politically. While the class is designed to proceed chronologically, important themes such as the development of racism, abolitionist thought, the slave community, and the impact of free blacks will be emphasized.

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### Course Scope

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This course focuses on the African-American population from the start of the trans-Atlantic slave trade through the American Civil War and era of Reconstruction. We will examine primary and secondary documents in an effort to understand the political, social, and economic issues that affected African-American during this period. We will focus on issues of race, slavery, resistance, culture, community, economics, and politics. The course is designed to help students understand how these themes and ideas influenced the African-American experience and culture in the United States, as well as lay the framework for the civil rights movements of the modern era.

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### Course Objectives

After successfully completing this course, you will be able to

- Effectively discuss African-Americans' and their experiences in order to better understand their impact on national history
- Explain the foundations of slavery and how slavery developed in the New World from a less severe form of servitude into a permanent slave class based solely upon race
- Describe African-American history from the slave trade to the Reconstruction Era
- Identify the impact of race during the American Revolution and the Writing of the Declaration of Independence.
- Analyze and interpret historical issues as they relate to African-American history and conduct university-level research on the subject that is communicated effectively in writing

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### Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member).

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## Course Materials

### Required Course Textbooks

E-book: Darlene Hine, William Hine, and Stanley Harrold. *The African-American Odyssey: Volume I*, 5th ed. New Jersey: Pearson 2011. (Password to access ebook is: apusstudent)

### Required Readings:

Please check within announcements, assignments, forums and lessons for additional readings. Lecturettes within Classroom

### Additional Resources:

Films as listed inside the classroom

### Web Sites:

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Required formats for citations and bibliography follows your major's required format.

Please see below the website of each style for further explanation.

Chicago Style: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

APA style: <http://www.apastyle.org/>

MLA Style: <http://owl.english.purdue.edu/owl/resource/747/01/>

Also remember that Noodle tools has the Noodle bib express which showcases all three styles and has a fill in page that creates your citation and bibliography reference for you.

<http://www.noodletools.com/login.php>

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## Evaluation Procedures

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**Reading Assignments:** This course relies mainly on the assigned text, lectures, and supplemental readings. Links to these readings are located in the weekly lesson section of the course.

**Forum Assignments:** Throughout the course you will answer questions in the Forums, respond to the postings of you classmates, and answer follow-up questions that I will post in the Forum. Directions for the Forum assignments are located within the classroom in the Forum area.

**Written Assignments:** During the course you will write two short papers, each at least three pages long plus a cover page and a bibliography page. An in-depth explanation of the exact expectations are located in the Assignment area of the class.

<u>Week</u>	<u>Topic</u>	<u>Learning Objectives</u>	<u>Readings</u>	<u>Assignment</u>
1	Introductions Middle Passage Atlantic Slave Trade Olaudah Equiano	<ul style="list-style-type: none"> <li>- Get to know everyone!</li> <li>- Discuss the arrival of Europeans in Africa</li> <li>-Identify what was the Middle Passage</li> <li>-Discuss the ending of the Atlantic Slave Trade</li> </ul>	<a href="#">The African-American Odyssey</a> Volume I, Chapter 2, pages 32-57  <a href="#">Dark Passage</a> - PBS video on the Atlantic Slave Trade and West Africa	Forum #1
2	Indentured Servitude vs. Slavery  Plantation slavery  The Great Awakening	<ul style="list-style-type: none"> <li>- Identify and describe who were the people of colonial North America</li> <li>- Discuss how African Americans resisted slavery</li> <li>-Identify how black servitude began</li> </ul>	<a href="#">The African-American Odyssey</a>  Volume I, Chapter 3, pages 60-85  <a href="#">Racism: A History: part 1 : The Color of Money</a>	Forum #2
3	Declaration of Independence  The Enlightenment  American Revolution	<ul style="list-style-type: none"> <li>- Identify African-Americans involved in the war for Independence</li> <li>-Discuss the meaning of the Declaration of Independence</li> <li>-Discuss the impact of the</li> </ul>	<a href="#">The African-American Odyssey</a> Volume I, Chapter 4, pages 88-110  Watch 2 <sup>nd</sup> episode: <a href="#">SLAVERY: THE MAKING OF AMERICA EPISODE 2:</a>	Forum #3  Forum #2 Follow-Up answer  Written Assignment

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		American Revolution on Slavery	<a href="#">LIBERTY IN THE AIR</a>  Watch episode 1 of <a href="#">For the Love of Liberty</a>	#1
4	Expansion of Slavery House servants vs. skilled slaves  Domestic Slave Trade  Religion	Identify the differences between house servants & skilled slaves  -Identify what was the domestic slave trade  -Discuss the expansion of slavery in the Cotton Kingdom	<a href="#">The African-American Odyssey</a> Volume I, Chapter 6, pages 141-165  Watch 3rd episode: <a href="#">SLAVERY: THE MAKING OF AMERICA EPISODE 3: SEEDS OF DESTRUCTION</a>  Watch <a href="#">Freedom, a history of US. Episode 5,</a>	Forum #4  Forum #3 Follow-Up
5	Abolitionism  Colonization  The Baltimore Alliance  Walker's Appeal	- Identify how abolitionism began  -Discuss Walker's Appeal  -Discuss the goals of the American Colonization Society	<a href="#">The African-American Odyssey</a> Volume I, Chapter 8, pages 196-215  . Watch <a href="#">Harriet Tubman and the Underground railroad, Frederick Douglass and John Brown</a>  Watch <a href="#">Roots of Resistance</a> - PBS show about the Underground railroad  Great resource site: <a href="#">Digital Library of American Slavery</a>	Forum #5  Forum #4 Follow-Up  Written Assignment #1 Follow-Up
6	Emancipation Proclamation  Black Soldiers	-Identify the need for the Emancipation Proclamation  -Discuss African-Americans affect on the Civil War	<a href="#">The African-American Odyssey</a>  Volume I, Chapter 11, pages 269-297 & begin reading Chapter 12 for next week's discussion  Watch 4 <sup>th</sup> episode : <a href="#">SLAVERY: THE MAKING OF AMERICA EPISODE 4: THE CHALLENGE OF FREEDOM</a>	Forum #6  Forum #5 Follow-Up  Written Assignment #2

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			Watch episode 2 of <a href="#">For the Love of Liberty</a>	
7	Ending of Slavery Freedmans' Bureau The Fourteenth Amendment Ku Klux Klan Fifteenth Amendment Reconstruction	-Identify the Freedman's Bureau  -Discuss the purpose of the 14 <sup>th</sup> & 15 <sup>th</sup> Amendments  -Discuss the Ku Klux Klan & their purpose	<a href="#">The African-American Odyssey</a>  Volume I, Chapter 12, pages 299-323 &  Chapter 13, pages 324 -345  Watch the <a href="#">History of the KKK</a> , <a href="#">The Failure of Reconstruction</a> , the <a href="#">Legacy of the Civil War</a>	Forum #7  Forum #6 Follow-Up
8	Final Exam	1. Demonstrate understanding of the events, circumstances, causes, and effects of the significant events of African-American to 1877 through thorough reflections and synthesis of course material.	As Required for Completion of Final Exam	Forum #8  Forum #7 Follow-Up  Written Assignment #2 Follow-Up  Final Exam

**Written Assignment Follow-On Questions:** The grading of the two written assignments will include content related questions. During the course, two weeks after each of the written assignments is due, you will have the opportunity to post the answer to one of the questions that I ask while of you...see your graded paper for the questions. Special forums are in the class during Weeks Five and Eight for this purpose.

**Exams:** There is an open book final exam, non-proctored, that will be available for you to complete during Week Eight.

Grade Instruments	Points
Weekly Forums (Weeks 1 through 8: See gradebook with the class for exact breakdown of points.)	<b>51</b>
Written Assignment 1	<b>10</b>
Written Assignment 2	<b>10</b>

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Written Assignment 1 Follow-Up Question	2
Written Assignment 2 Follow-Up Question	2
Final Exam	25
<b>Total</b>	<b>100</b>

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## 8 – Week Course Outline

Please see the [Student Handbook](#) to reference the University's [grading scale](#).

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## Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

**Writing Expectations:** Within the class, are several documents that explain the expectation within the History program. These documents are the “Forum Guidance and Requirements”, “Written Assignment Guidance”, and “Written Assignment Rubric”.

**Citation and Reference Style:** Attention Please: Students will follow their major’s format for citations...APA, MLA or CSW. Contact your academic advisor or department for information on your reference style.

**Late Assignments:** Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine

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submission of late assignments is unacceptable and may result in points deducted from your final course grade.

**Netiquette:** Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

**Disclaimer Statement:** Course content may vary from the outline to meet the needs of this particular group.

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## Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

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- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](#) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

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### Turnitin.com

Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. Typically the course professor will establish a Turnitin.com access code for his/her classes. If the code has not been established, those who wish to use Turnitin.com may ask their professor to establish the code. Professors will use Turnitin.com to routinely check for potential plagiarism in forum postings, written assignments, and the final exam.

Due to allot of students not understanding what constitutes [plagiarism please watch this video](#) explaining what plagiarism is.

Please go to: <http://www.screencast.com/users/isu85du93/folders/Jing/media/143323c9-e84b-4e7d-9290-a7d1496f62af>

### Selected Bibliography

The selected bibliography for this course is located in the [Course Guide](#) within the APUS Online Library.

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