

## Course Syllabus

### HIS124-African-American History

#### Basic Information about Course and Instructor

Semester and year:  
Course and Section Number:  
Meeting Times and Locations:  
  
Instructor:  
Office Location:  
Phone:  
Departmental Secretary: [optional]  
Office Hours:  
Email Address:

#### Course Description

The content of the course spans the history of African-Americans in America from colonial times to the present day. Its aim is to write into the historical discourse of all Americans the contributions of African-Americans which shaped this country through their distinctive struggles.

3 credits

General Education Course – Humanities Elective [pending]

**Student Learning Objectives:** As a result of meeting the requirements in this course, students will be able to

1. Identify the major periods in the history of African-Americans from its beginnings to the end of the 20<sup>th</sup> century.
2. Demonstrate an understanding of the narrative framework and factual basis of African-American history.
3. Identify and analyze the important political, economic, social, intellectual, cultural, and religious forces that shaped African-Americans in the United States.
4. Summarize and interpret the continuity and change that occurs in African-American history.
5. Demonstrate the ability to develop a thesis and support it with historical evidence both in writing and orally.
6. Demonstrate basic research skills by locating and using source materials.
7. Summarize, paraphrase, and quote historical information in properly cited written analyses.
8. Demonstrate the ability to state and support their own interpretation of historical issues concisely, coherently, and logically.

#### Course Content

This course is a survey of African-American history from African origins in colonial times to the present. It focuses on the role African-Americans have played in the development of the United States. The class covers ancestral Africa, slavery in the Western Hemisphere, migrations, continuing quest for racial and economic equality, antebellum slave culture, slave resistance, the Black abolitionist movements, significance of the Civil

War and Reconstruction. Topics will also include emancipation, free black communities, African American women, expressions of protest, struggles for freedom and equality, local community activism, black internationalism, civil rights, and black power.

The class explores both the relationship of African-Americans to the larger society and the inner dynamic of the black community. Students will learn about the contributions of African-Americans in the development of American civilization and culture. The class also serves as an introduction to basic historical methodology and historiography. Students will acquire a solid understanding of historical facts and interpretation while gaining a sense of the broad scope of history as a discipline.

### Course Texts

The **required text** for this course is

**John Hope Franklin & Evelyn Brooks Higginbotham, *From Slavery to Freedom*, McGraw-Hill, 9<sup>th</sup> edition.**

### Assessment and Grading

In pursuit of the foregoing goals, the course is based on the reading and discussion of historical writings both primary and secondary sources; the techniques of historical research and writing are reviewed and students are expected to use subject specific resources in their preparation for active participation in class and for writing assignments. Students are required to do a substantial amount of expository and critical writing in response to the material presented in the course and by conducting outside research.

Because HIS-124 is a General Education course, it requires students to complete a variety of critical thinking and writing assignments. These assignments may include class discussions and debates requiring the application of critical thinking skills, short in-class essays, out-of-class writing projects (journals, research papers, argument-analysis papers, book reviews, etc.), tests and examinations containing essay components, and so forth. Instructors will respond to and comment on students' writing in detail.

### Grading Policy

A student's final grade for the course is based primarily on his or her performance on the required work for the course (writing assignments, examinations, class presentations, etc.) and on his or her overall mastery of the material covered in the course. A student's class participation may also be evaluated, and the grade thereon may be used as a factor in determining the student's final grade for the course; but a class participation grade will count for no more than fifteen percent (15%) of the final grade. Examinations can consist of objective questions such as multiple choice and short answers, but an essay of some form should also be evaluated as part of the test. A sample grade distribution is as follows:

1 <sup>st</sup> Mid-Term Exam	20%
2 <sup>nd</sup> Mid-Term Exam	20%
Final-Exam (non-comprehensive)	20%
Writing/Research Assignments	30%
Participation/Collegiality	10%

Total	100%
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**BCC Attendance Policy:**

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

**History and Geography Departmental Attendance Policy:**

It is imperative that students attend class on a daily basis in order to secure the knowledge necessary to succeed in the course. Coming to class on time and staying for the entire class period is expected. Excessive absences will have a detrimental effect on your performance in this course. Attendance will be taken at each class session. It is expected that class will be conducted such that students will benefit in their written work by the lectures and class discussion. If students occasionally arrive late, they should be encouraged to enter quietly, not disturbing the class. If students miss class, they should be encouraged to use the course calendar to stay abreast of material. Make-ups for examinations should be allowed by the instructor if, in the instructor's judgment, the student has presented a good excuse for missing the work. Instructors may penalize work which is late. Collegiality is expected at all times during the course.

**Academic Dishonesty (From BCC Handbook):**

Bergen Community College is committed to academic integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud and deception. Students are responsible for their own work. Faculty and academic support services staff will take appropriate measures to discourage academic dishonesty. The college recognizes the following general categories of violations of academic integrity whenever a student does one of more of the following: uses unauthorized assistance in any academic work, copies from another student’s exam, gives unauthorized assistance to other students, fabricates data in support of an academic assignment, inappropriately or unethically uses technical means to gain academic advantage, and commits plagiarism.

**Student and Faculty Support Services**

The Henry and Edith Cerullo Learning Assistance Center	Room L-125 of Pitkin Building	Includes the Tutoring Center, English Language Resource Center, and Writing Center. 201-447-7489
The Distance Learning Office – for any problems you may have accessing your online courses		201-612-5581 <a href="mailto:psimms@bergen.edu">psimms@bergen.edu</a>
The Tutorial Center	Room S-118 of Pitkin Building	201-447-7908
The English Language Resource Center	Room 126 in Ender Hall	For students whose native language is not English.
The Writing Center	Room L-125 of Pitkin Building	201-447-7136
The Online Writing Lab (OWL)		<a href="http://www.bergen.edu/owl">www.bergen.edu/owl</a> This website will help students with all aspects of the writing process in every discipline.

The Office of Specialized Services (for Students with Disabilities)	L-115 of Pitkin Building	Students with documented disabilities who require accommodations by the Americans with Disabilities Act (ADA) can request support services from the Office of Specialized Services. <a href="http://www.bergen.edu/pages/5175">www.bergen.edu/pages/5175</a>
The Sidney Silverman Library	2 <sup>nd</sup> Level of Pitkin Building	

### Sample Format for Course Outline and Calendar

Note to Students: **The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.**

Week(s)	Date(s)	Topic/Activity	Learning Objectives	Assignments/Events
1		<b>Course Introduction: expectations, syllabus, etc.</b>		
2		<b>Ancestral Africa, Ancient around 500 BCE to 1600</b>  <b>Africans and the Atlantic World, 1492-1800</b>		
3		<b>Establishing North American Slavery, 1520s to 1720s</b>  <b>Eighteenth-Century Slave Societies, 1700-1780s</b>		Instruction on writing an acceptable history paper.
4		<b>Give Me Liberty, 1763-1787</b>  <b>Building Communities in the Early Republic, 1790-1830</b>		
5		<b>Southern Slavery, 1790-1860</b>  <b>Antebellum Free Blacks, 1830-1860</b>		Workshop Paper #1 due
6		Documentary, Primary Source Review, Discussion  Mid-Term Examination #1		
7		<b>Abolitionism in Black and White, 1820-1860</b>  <b>Civil War, 1861-1865</b>		
8		<b>The Promises and Pitfalls of Reconstruction, 1863-1877</b>  <b>The Color Line, 1877-1917</b>		
9		<b>The Era of Self-Help, 1880-</b>		Workshop Paper #2 due

		<b>1916</b> <b>In Pursuit of Democracy, 1914-1919</b>		
10		Documentary, Primary Source Review, Discussion  Mid-Term Examination #2		
11		<b>Voices of Protest, 1910-1928</b> <b>The Arts at Home and Abroad, 1920s to early 1930s</b>		
12		<b>The New Deal Era, 1929-1941</b> <b>Double V for Victory, 1941-1945</b>		
13		<b>American Dilemmas, 1940-1955</b> <b>We Shall Overcome, 1947-1967</b>		
14		<b>American Dilemmas, 1940-1955</b> <b>We Shall Overcome, 1947-1967</b>		Workshop paper #3 due
15		<b>Perspectives on the Present, Since 2000 &amp; Review</b>  Final-Examination		

### **Rationale for General Education Status of HIS124—African-American History**

African-American history is a core history course that meets the required categories for NJCC General Education Course Status Rubric. This course also meets the Bergen Community College and NJ Statewide requirements for General Education designation. In the criterion categories of Course Title, Learning Outcomes, and Course Content HIS124 fulfills the requirements. The course is “broad-based”, it does not concentration on regional history, although it focuses on a particular community in America it serves as a vehicle for a broad-based examination of historical perspectives, and it is a survey of a major time period spanning the entire history of African-Americans in the United States from its colonial origins to the present. As a general education course its goals are to develop reading, writing, and critical thinking skills in which students can use in other disciplines and a wide variety of careers.

NJ Transfer indicates that African-American History HIS124 would be transferable to several colleges throughout the state. This includes Rutgers University (Newark and New Brunswick campuses), Montclair State University, and William Paterson University. Black History is listed as a General Education course at a number of colleges across the state. The class should also qualify for Diversity Status.