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# African American History

HIS 257 – Wesleyan College

Syllabus

Summer 2024, May 13 - June 14

## Professor Contact Information

**Professor:** TBA

**Office Hours:** by appointment

**Contact Information:** TBA

**Text/ISBN:** *Freedom On My Mind* (combined Volume), 2ed, Deborah GrayWhite, Mia Bay and Waldo E. Martin, Bedford/St. Martin's Macmillan Learning, Jr. ISBN:978-1-319-02133-7

Other reading materials will be provided by the instructor

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## Policies and Procedures

### Course Goals

By focusing on major themes in African American history--including the transatlantic slave trade and African Diaspora, slavery and freedom, reform and radicalism, and assimilation and nationalism--the goal of this course is to enhance students' understanding of the social, economic, cultural, intellectual, and political history of African Americans from the colonial era to the present.

### Credit Hours

3

### Participation and Grading

Your grade in this course will be determined by your performance in the following categories:

Assignments	Percentage
Writing Assignments	20%
Quizzes	40%
Weekly Exams	40%
<b>Total</b>	<b>100%</b>



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### Quizzes: (40%)

There will be 10 quizzes with each one being worth 4 percentage points of the total grade. These quizzes will be based on the reading and the lecture and will be given at the end of every unit. These quizzes will be multiple choice.

### Writing Assignments: (20%)

There will be 10 writing assignments. Five of the lowest writing assignments will be dropped. The writing assignments will consist of students reading either from the textbook and/or articles posted. Students must cite their work with Turabian or Chicago Style citations. Each one of the assignments should be at least 250 words. Writing assignments that are not at least 250 words will result in a 0.

### Exams: (40%)

There will be two exams worth 20 percent each. These exams will be essay based and will require the student to respond to three questions. Each response will be 600 words and must cite the word with books and articles used in the course.

### **Grading Scale:**

The grading scale in the class will be as follows:

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=59% And Below

You may track your running point total throughout the term via our course site. Please be aware, however, that the course grade you see in the site will reflect only assignments and activities you have already completed and that your professor has graded.

### **Academic Integrity**

Wesleyan's College expects student to show integrity in all of their work. Cheating, plagiarism, unauthorized collaboration, inventing or falsifying information, turning in work for more than one class without authorization, or helping someone else are all violations of the Honor Code and are not tolerated. Any of these forms of cheating will not be tolerated and will be grounds for a grade of zero on the exam or assignment and a grade of F for the course, in addition to any penalties imposed by the Provost.

### **Potential Changes to Course Schedule**

The following week-to-week schedule is a general plan for the course. Deviations may be necessary and will be announced in advance via announcement and/or e-mail. Students should check their course site announcements and emails at least once every twenty-four hours throughout the term to watch for updates regarding this course.

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## Course Schedule

### Week 1: "Africa" and the "Slave Trade to the Early Americas"

- Mon - Introduction to Africa and Early African States (Unit 1) Read: pg 1-10 in textbook and articles posted (Thornton's *Africa and the Africans...* and Inikori "*Slavery in Africa*" and "*The Slave Trade and the Role of the State*")
- Tue -European Contact with Coastal Africa (Unit 1) Read articles posted (Ivor Wilks and letter Nzinga Mbemba/William Bosman)

#### Quiz 1 Due at 11:59 am, Tuesday, Week 1

- Wed -The Transatlantic Slave Trade (Unit 2) Read: pg. 10-13 in textbook and articles posted (Gomez Reversing Sail Ch3 )
- Thur - The African Diaspora and Slavery in the Americas (Unit 2) Read pages 13-33 in textbook and articles posted. (Gomez Reversing Sail Ch4)

#### Quiz 2 is due at 11:59 am, Tuesday, Week 1

#### Writing Assignments 1 and 2 Due at 11:59 am, Sunday, Week 1

### Week 2: "Colonial North America" and "Age of Revolution and Resistance"

- Mon - Slavery in Early Virginia and South Carolina (Unit 3) Read pages 47-60 in textbook and articles posted (Ira Berlin *Many Thousands Gone* Introduction)
- Tue - Free African American Societies (Unit 3) Read pages 61 to 100 in textbook.

#### Quiz 3 Due at 11:59 am, Wednesday, Week 2

- Wed - American Revolution (Unit 4) Read Pages 101-120 in the textbook and read articles posted (Gerald Horne's *Counter Revolution of 1776 and Declaration of Independence and the US Constitution*)
- Thur - Haitian Revolution and Caribbean Slave Revolts (Unit 4) Read pages 131- 161 and article posted (David Geggus' "*Haitian Revolution Atlantic Perspective*")

#### Quiz 4 Due at 11:59 am, Friday, Week 2

#### Writing Assignments 3 and 4 Due at 11:59 am, Sunday, Week 2

### Week 3: "Road to Civil War" and "Reconstruction"

- Mon - Expansion of Slavery and Resistance (Unit 5) Read pages 173-204 in the textbook and read article posted (Nubia Kai's "*Black Seminoles*" and Elizabeth Forest "*William Lloyd Garrison.*")
- Tue - A Nation Divided and Civil War (Unit 5) Read Pages 214-287 in the textbook and articles posted (Berlin "*Who Freed the Slaves*" and McPherson "*Who Freed the Slaves*")

#### Quiz 5 due at 11:59 am, Wednesday, Week 3

- Wed - (Exam ) Due at 11:59 am, Friday, Week 3\*
- Thur - Reconstruction (Unit 6) Read pages 299-329 in the textbook.



- Fri -Reconstruction (Unit 6) Read articles posted (James Hogues' "*The 1873 Battle of Colfax*")

**Quiz 6, Writing Assignment 5 and 6 Due at 11:59 am , Sunday, Week 3**

**Week 4: "Rising Racism and Black Resistance at the Turn of the Century"**

- Mon- Black Stereotypes and Black Resistance (Unit 7) Read pages 342-376 in the textbook and read articles posted (Booker T. Washington "*Atlanta Compromise*" and WEB Du Bois "*Niagara Movement*")
- Tue- White Terrorism and the Great Migration (Unit 7) Read pages 390-401

**Quiz 7 due at 11:59 am, Wednesday, Week 4**

- Wed- Harlem Renaissance (Unit 8) Read Pages 402-414 in the textbook and articles posted (Marcus Garvey's "*Aims and Objectives*" and WEB Du Bois' letter to Garvey "*Back to Africa*")
- Thur- Black Protest in the Great Depression (Unit 8) Read pages 414-426 in the textbook. Article Posted (Paul Moreno's "*An Ambivalent Legacy*")

**Quiz 8 Due at 11:59 am, Friday, Week 4**

**Writing Assignment 7 and 8 are due at 11:59 am, Sunday, Week 4**

**Week 5: "Internationalism and Radicalism" and "Civil Rights and Black Power"**

- Mon- World War II and Pan-Africanism (Unit 9) Read pages 438-466 in the textbook.
- Tue- Pan-Africanism in the Second Red Scare (Unit 9) Read pages 481-488 in the textbook and articles posted (Von Eschen's *Race Against Empire* Introduction and Chapter 5)

**Quiz 9 Due at 11:59 am , Tuesday, Week 5**

- Wed- Civil Rights (Unit 10) Read pages 488-533 in textbook and articles posted (Malcolm X's "*Message to the Grassroots*" and Martin Luther King, Jr's "*I have a Dream*")
- Thur- Black Power to Present (Unit 10) Read pages 534-595 in the textbook and read articles Malcolm X's "*Ballot or the Bullet*" and "*Preventing the Rise of a Messiah*"

**Quiz10 and Writing Assignment9 and 10 Due at 11:59 am, Thursday, Week 5**

**Final exam Due at 11:59 am, Friday, Week 5**

**Civility in the Academic Community**

Students, faculty, and staff are expected to treat one another with respect in all interactions both during class meetings and on the Moodle course site. Rude, disruptive and/or disrespectful behaviors as determined by a faculty member interfere with other students' rights and with the professor's ability to teach. Therefore, any student exhibiting unacceptable behaviors during a class meeting or Moodle collaborative activity will be asked to leave and will be counted absent for that class period or activity. Failure to cooperate with this process will result in disciplinary action that may include withdrawal from the class or dismissal from the College. Violations will be reported to the Provost.



## Disabilities Statement

Wesleyan College is committed to equal education, full participation and access to facilities for all students. Any student who requires reasonable academic accommodations, use of auxiliary aids or facility access for a class must first register with Disability Resources by contacting Jill Amos, Director of Disability and Advocacy Services, [jamos@wesleyancollege.edu](mailto:jamos@wesleyancollege.edu) or (478) 757-5219. If reasonable accommodations are established, students should request Accommodation Letters from Disability Resources then schedule an appointment to meet with the professor to determine how the accommodations will be implemented for each class as early in the semester as possible. Accommodations require advance notice to implement and will not be retroactively administered for the semester. Accommodations that decrease the integrity of a course will not be approved.

## Privacy in Teaching & Learning Spaces

In order to promote an environment in which ideas may be freely expressed, the interior offices; in-person and virtual classrooms; and Moodle course sites at Wesleyan are private spaces. The unauthorized creation of photographic images, audio recordings, or video recordings of students or faculty in these spaces is considered to be disruptive behavior which may result in a student's removal from class according to the professor's discretion. The distribution of unauthorized images or recordings, or of class meeting recordings shared by a professor for instructional purposes, without the express written permission of the College is strictly prohibited and is subject to disciplinary action by the Provost of the College.