



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit History Department School of Hist., Phil., and Relig. Stud.

Subject HST Number 333 Title African American History to 1865 Units: 3

Is this a cross-listed course? No
If yes, please identify course(s) _____

Is this a shared course? No If so, list all academic units offering this course _____
Course description: _____

Requested designation: Cultural Diversity in the United States-C

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Calvin Schermerhorn Phone 480-727-4039

Mail code 4302 E-mail: j.schermerhorn@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Matthew J. Garcia Date: 29 December 2014

Chair/Director (Signature): _____

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

HST 333: African American History to 1865

Course Description:

This course examines African American history since the arrival of the first Africans in the Americas through the era of African American emancipation in the United States. It begins with the proposition that Africans were instrumental in shaping what became the United States and that African American history stands at the center of American history rather than at the periphery. This course therefore focuses on the transitions of African Americans and emphasizes the cultural and political struggles that resulted. Key issues include the emergence of slavery and a powerful institution, the transition from Africans to African Americans, the development of black culture and community, the changing status of women of African descent, abolitionism, black political activity and leadership, African American churches, and the emergence of race and racism as powerful forces in American society. We critically evaluate these themes among others through reading histories, literature, and other sources, along with classroom discussions. Students are invited to be critical partners in exploring African American history.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	Syllabus
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	Syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	Syllabus

Course Prefix	Number	Title	General Studies Designation
HST	333	African American History to 1865	C

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
1. contributes an understanding of cultural diversity in the contemporary United States	By looking at 250 years of slavery and the struggles of African-descended people, the course supplies vital context for ongoing discussions of systemic inequalities of Africa-descended people in America and a history of violence and degradation that was is the cornerstone of anti-black racism.	The course surveys in detail the challenges and struggles faced by historical subjects such as Frederick Douglass and Harriet Jacobs and outcomes of legal emancipation in 1865 (See syllabus Weeks 2, 3, 6, 8, 10, 12-15).
2a. HST 333 is an in-depth study of cultures-specific elements, cultural experience, and cultural contributions of racial and ethnic groups within the United States	"African American History to 1865" details the experiences and contributions of enslaved Americans of African descent and their social, economic, and political struggles. It also explores free African Americans' culture, literature, activism, and theologies, ideologies, and politics.	The course addresses experiences of African-descended people through a detailed examination of historical records representing their experiences and those of enslavers (See syllabus Weeks 2, 3, 6, and 10 including following readings: Breen and Innes, Saint and Krimsky, Douglass, Jacobs, and Johnson).
2c. This course takes an in-depth look at racial groups in context, particularly African Americans in the context of white slaveholding and white supremacy.	By viewing enslavers' perspectives and political restrictions on African-descended people, this course studies the social, economic, and other differences between two racial and ethnic groups within the United States	Course materials set up a contrast between politics, economics, and society as ruled by white privilege and power and African-descended people within that order (See: Weeks 4, 10, 13-15, including readings on the African dimensions of the Stono Rebellion, Jefferson and scientific racism, Fugitive Slave Act, Dred Scott decision).

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HST 333 African American History to 1865

Spring 2011
Arizona State University Schedule # 24618

Course Syllabus

Calvin Schermerhorn, Asst. Professor of History **Location: Stauffer A-15**
Office: Coor Hall 4572 **Mon., Wed., 2:00 – 3:15**
Office Hours: M., W., 11:30AM – 12:30PM (or by appointment)
Email: J.Schermerhorn@ASU.edu

“If there is no struggle, there is no progress.”
-Frederick Douglass, 1857

To adequately understand the development of British North America and the United States, we must study African American history. Slavery and the systematic exploitation of people of African descent have profoundly shaped the history of the United States. The rise of racial slavery underpinned the beginnings of pervasive and discriminatory racist ideologies, beginning in colonial times. Debates over slavery influenced British colonial development and the values of “freedom.” They informed the U.S. Constitution and ultimately led the nation into four years of bloody civil war.

As Frederick Douglass suggests, African Americans were never passive participants. From the moment the first African people disembarked on the tip of Long Island, New York, and at Jamestown, Virginia, Africans and African Americans have played a vital role in shaping the United States’ social, productive, cultural, and political life. Agency or struggle has been a hallmark of black life in mainland North America. African Americans’ resistance gave particular shape to North America’s social institutions, and then helped bring about slavery’s destruction. This course is designed to begin telling that story.

Course Objectives:

This writing-intensive course examines African American history since the arrival of the first Africans in British North America through the era of African American emancipation. It begins with the proposition that Africans were instrumental in shaping what became the United States and that African American history stands at the center of American history rather than at the peripheries. This course will therefore focus on the transformations and transitions of African Americans and emphasize the cultural and political struggles that resulted. Key issues include the emergence of African slavery as a powerful and protean American institution, the transition from Africans to African Americans, the development of black culture and community building, the changing status of African American women, abolitionism, the emergence of black leadership, African American churches, black political movements, and the emergence of race and

racism as a powerful forces in American society. We will undertake critical evaluation of these themes and many more through reading histories, travel narratives, and imaginative literature, in addition to required lectures, films, and class discussions. Students are invited to be critical partners in exploring African American history and are not considered passive participants.

Prerequisite:

This course requires students to have taken HST 109: Introduction to United States History, AFR 210: Introduction to African American Studies, or AFH 305: World History of the Transatlantic Slave Trade and completion of 45 credit hours.

Required Reading Available at the Campus Bookstore:

- T. H. Breen and Stephen Innes, *“Myne Owne Ground”: Race and Freedom on Virginia's Eastern Shore, 1640-1676* (New York: Oxford University Press, 2004).
- Chandler B. Saint and George A. Krimsky, *Making Freedom: The Extraordinary Life of Venture Smith* (Middletown, CT: Wesleyan University Press, 2009).
- Harriet Jacobs, *Incidents in the Life of a Slave Girl, Written by Herself* ([1861] Cambridge, Mass.: Harvard University Press, 2000).
- Frederick Douglass, *My Bondage and My Freedom* ([1855] New York: Modern Library, 2003).
- Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market* (Cambridge, Mass.: Harvard University Press, 2001).

Grading:

Primary Source Paper #1	January 31	100 pts.	10%
Primary Source Paper #2	February 9	100 pts.	10%
First Essay: Venture Smith (4-6 pages)	February 23	150 pts.	15%
Midterm Exam	March 2	100 pts.	10%
Second Essay: Frederick Douglass (4-6 pp.)	April 4	150 pts.	15%
Third Essay: Harriet Jacobs (4-6 pp.)	April 20	150 pts.	15%
Primary Source Paper #3	May 4	100 pts.	10%
Final Exam - cumulative	May 9	<u>150 pts.</u>	<u>15%</u>
Totals:		1000 pts.	100%

Grading Scale:

Final grades will be assessed on the following scale:

A+	=	98%+ (980+ pts.)	C+	=	78-79.9% (780-799 pts.)
A	=	93-97.9% (930-979 pts.)	C	=	73-77.9% (730-779 pts.)
A-	=	90-92.9% (900-929 pts.)	C-	=	70-72.9% (700-729 pts.)

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B+	=	88-89.9% (880-899 pts.)	D+	=	67-69.9% (670-699 pts.)
B	=	83-87.9% (830-879 pts.)	D	=	60-66.9% (600-669 pts.)
B-	=	80-82.9% (800-829 pts.)	E	=	0-59.9% (<600 pts.)

Course Policies:

Classroom Policies: Laptops and cell phones (or any electronic device sending or receiving a signal) must be turned off while in class. Medical exceptions will of course be granted. Students found to be using electronic communications devices will be invited to leave the class for the day.

Grading Policies: In this class, students will demonstrate analytical, critical thinking, and writing skills. Assignments will be graded for clear arguments, organization, composition, creativity, and content. You will be provided with a grading rubric for each assignment (posted on Blackboard) so that you can clearly understand what is expected in each assignment.

Attendance/Participation: Students are expected to attend each class with all assignments completed on time.

Primary Source Papers: There will be four independent primary source papers of at least three pages, two due during the first half of the class and two after spring break. The purpose of these assignments is to give students the opportunity to “do” history, i.e. work with the raw materials or primary sources of historical inquiry to construct arguments using original documents available online. **The first primary source paper, due January 31,** will ask you to read three (or so) images from the “Atlantic Slave Trade and Slave Life in America”: <http://hitchcock.itc.virginia.edu/Slavery/search.html>. **The second primary source paper, due February 9,** will ask you to give an account of enslaved people’s motives for and understanding of freedom from eighteenth-century runaway advertisements: <http://people.uvawise.edu/runaways/>. **The third and final primary source paper, due May 4,** asks you to explain the differences emancipation made in the lives of former slaves through an examination of Freedmen’s Bureau records: <http://freedmensbureau.com/>. The specific assignments will appear on Blackboard well in advance of the due date.

Critical Essays: There will be three independent writing assignments in which you will be asked to write at least five pages on African Americans who made significant contributions to bring about the end of slavery and advance civil rights. **The first essay, due February 23,** will ask you to critically evaluate life and times of Venture Smith, based on his writings and the biography we will read in class. **The second essay, due April 4,** will ask an interpretive question concerning Frederick Douglass’s 1855 autobiography, *My Bondage and My Freedom*. **The third essay, due April 20** will ask you to put in context Harriet Jacobs’s struggles as an African American woman from Edenton North Carolina and an American slave, based on her autobiography. The specific assignments will appear on Blackboard well in advance of the due date.

Midterm and Final Exam: Examinations test the extent to which you have mastered the lectures, reading assignments, and documents. The Midterm is **March 2nd** and Final is **May 9th**. They will consist of several short-answer questions and essay questions. Essays and short answers will require your critical thought and interpretations (as opposed to “facts” and dates). Make-up exams are only considered after verification of a **documented** personal or family emergency (e.g., a signed physician’s note, etc.). **NOTE:** If you cannot make the midterm on March 9th, please drop the class now.

Extra Credit: There will be a small amount of extra credit given on the midterm and final exams.

Blackboard: (<https://myasucourses.asu.edu>) This will be an important part of this course. Certain required course readings will be made available, and all announcements, assignments, grading rubrics, and the course syllabus will be posted there.

Late Assignments Policy: Any assignment not turned in at or before the class period that it is due will result in a 5 point deduction from your final point tally. No assignment will be accepted for credit after 8pm on the day it is due except in the case of extreme, documented hardship.

Academic Honesty: Students who are found to have plagiarized material for any assignment will receive an E or XE for the final course grade. For example, if in your paper assignments you copy material without using quotes – even a sentence or two – from a website, book or article not written by you, you will **fail the assignment**, not just the assignment. **No exceptions. Particularly disturbing acts of plagiarism are subject to punishment with an XE (failure based on academic dishonesty) grade for the course. Such a grade might result in withdrawal of financial aid and dismissal from the university. For information about ASU’s academic integrity policies, see: <http://provost.asu.edu/academicintegrity>**

Disabilities: If you are a student with a disability the University has resources to assist you. For more information please see the Disability Resources Center: <http://www.asu.edu/studentaffairs/ed/drc/index.htm>. **Students with documented disabilities will be accommodated in this class.**

Lectures and Assignments:

Part I: From Africans to Americans

Week One: Overview

1/19 Introductions: The African roots of American history

Week Two: Making the Black Atlantic

1/24 West African history, politics, and society

- **Reading:** Linda M. Heywood, “Slavery and Its Transformation in the Kingdom of Kongo: 1491-1800,” *Journal of African History* 50.1 (2009), 1-22 [Blackboard].
- **Maps: Slaving Regions in Africa and Proportions of the Atlantic Slave Trade**
1) Major Slaving Regions of Africa:
[<http://hitchcock.itc.virginia.edu/SlaveTrade/collection/large/ELTIS2.JPG>]
2) Major Slaving Regions of West Africa:
[<http://hitchcock.itc.virginia.edu/SlaveTrade/collection/large/A007.JPG>]

1/26 Slaving and being enslaved in Atlantic contexts

- **Reading:** Joseph C. Miller, “Africa, the Slave Trade, and the Diaspora,” [Handout].
- **Map: Slaving Regions in Africa and Proportions of the Atlantic Slave Trade**
African Slave Trade to the Atlantic, 1500-1870
[<http://amciv.files.wordpress.com/2008/09/african-slave-trade-1.jpg>]

Week Three: African to Creole

1/31 Atlantic Creoles

- **Reading:** Breen and Innes, *Myne Owne Ground*, 3-67.
- ❖ **Primary Source Paper #1 Due:** Images of African Society and the Slave Trade

2/02 Africans in Seventeenth-Century British North America

- **Reading:** Breen and Innes, *Myne Owne Ground*, 68-114.

Documenting African American life in Colonial Virginia:

What do the court documents tell us about the contours of life and labor in early colonial Virginia? What was the relationship between “race” and slavery? (The following documents are on the website Virtual Jamestown:

[<http://www.virtualjamestown.org/courtrecords.html>]

- **Document: Freedom Suits from York County, Virginia, 1685-1715.** What do these court records tell us about African American life during the late seventeenth and early eighteenth centuries in colonial Virginia?
[http://www.virtualjamestown.org/yorkfreedomsuits1685_1715.html]

Week Four: Making a Plantation Society

2/07 Discussion: Was American freedom conditioned by, if not premised on American slavery?

- **Reading:** Edmund S. Morgan, “Slavery and Freedom, the American Paradox,” *The Journal of American History*, Vol. 59, No. 1 (Jun., 1972), 5-29. (Blackboard)

2/09 African American resistance in the eighteenth century

- **Reading:** John K. Thornton, “African Dimensions of the Stono Rebellion,” *American Historical Review* 96, no. 4, (Oct. 1991), 1101-1113. [<http://www.jstor.org/stable/pdfplus/2164997.pdf> & on Blackboard]

Documenting Rebellion in Colonial America. What were the circumstances of the uprising of fifty or so enslaved Africans in colonial South Carolina? What is the significance and how was the rebellion remembered?

- **Document:** “Two Views of the Stono Slave Rebellion, South Carolina, 1739.” [<http://nationalhumanitiescenter.org/pds/becomingamer/peoples/text4/stonorebellion.pdf>]
- ❖ **Primary Source Paper #2 Due:** Runaway Ads.

Week Five: Trans-Atlantic Slave Trade

2/14 New York and New England

- **Reading:** Saint and Krimsky, *Making Freedom*, 1-62.
- **Documents:** Voyage of the Slave Ship Sally: [<http://www.stg.brown.edu/projects/sally/documents.html>]
- **Documents:** Account Books [<http://dl.lib.brown.edu/sally/browse.php?browsetype=type&genre=accountbooks>]
- **Documents:** Sales records [[http://dl.lib.brown.edu/sally/browse.php?browsetype=type&genre=sales records](http://dl.lib.brown.edu/sally/browse.php?browsetype=type&genre=salesrecords)]

2/16 Wave upon Wave: the crest of the Atlantic slave trade

- **Reading:** Saint and Krimsky, *Making Freedom*, 63-112.

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- **Document:** *Brooks*, plan of slave ship
[<http://hitchcock.itc.virginia.edu/Slavery/details.php?categorynum=5&theRecord=11&recordCount=71>]

Week Six: African Americans in the Age of Revolutions

2/21 American Revolution

- **Reading:** *Memoirs of the Life of Boston King, A Black Preacher. Written by Himself, during his Residence at Kingswood School (1798).*
[http://antislavery.eserver.org/narratives/boston_king/bostonkingproof.pdf/]

2/23 Uprising in St.-Domingue to Revolution in Haiti

- ❖ **First Essay Due:** Venture Smith

Week Seven: Midterm Week

2/28 Review

3/02

**3/02 Midterm Examination: Short Answer/ Brief Essay.
(Exam will test material through March 2nd)**

Part II: From Slavery to Freedom

Week Eight: Roots of Religion

3/07 Evangelical Christianity and the Black Church

- **Reading:** Douglass, *My Bondage and My Freedom*, 3-141 (chaps. 1-17).

3/09 Film and Discussion: *Prince Among Slaves* (2007).

What is remarkable or significant about the life and struggles of Abdul-Rahman?

Week Nine: Spring Break – No Class Meetings

Week Ten: Post-revolutionary United States

3/21 Radical Abolitionism, its Means and Ends

- **Reading:** Douglass, *My Bondage and My Freedom*, 142-195 (chaps. 18-21).

3/23 New science of racism

- **Reading:** Douglass, *My Bondage and My Freedom*, 199-244 (chaps. 22-25).
- **Document:** Thomas Jefferson, *Notes on the State of Virginia* (1781-82), Query XIV, [<http://xroads.virginia.edu/~HYPER/JEFFERSON/toc.html>]
- **Document:** David Walker, *Walker's Appeal, in Four Articles; Together with a Preamble, to the Coloured Citizens of the World, but in Particular, and Very Expressly, to Those of the United States of America, Written in Boston, State of Massachusetts, September 28, 1829* (1830), 3-39; 49-73 [<http://docsouth.unc.edu/nc/walker/menu.html>]

Week Eleven: Second Middle Passage

3/28 Expansion of the Cotton Kingdom

- **Reading:** Johnson, *Soul by Soul*, 1-77 (Introduction, chaps. 1-2).

3/30 The Slave Market and the “Chattel Principle”

- **Reading:** Johnson, *Soul by Soul*, 78-134 (Introduction, chaps. 3-4).

Week Twelve: Rebellion and Politics

4/04 Slave Rebellions of the Nineteenth Century

- **Reading:** Johnson, *Soul by Soul*, 135-220 (chaps. 5-7, Epilogue).
- ❖ **Second Essay Due:** Frederick Douglass

4/06 African American political thought and action

- **Reading:** Jacobs, *Incidents in the Life of a Slave Girl*, 1-53 (Author’s Preface, chaps. 1-7).

Week Thirteen: Women and Resistance

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4/11 Harriet Jacobs and African American women

- **Reading:** Jacobs, *Incidents in the Life of a Slave Girl*, 54-153 (chaps. 8-22).

4/13 Everyday resistance and the drift toward disunion

- **Reading:** Jacobs, *Incidents in the Life of a Slave Girl*, 154-259 (chaps. 23-41).
- **Document:** Fugitive Slave Act, 1850
[http://avalon.law.yale.edu/19th_century/fugitive.asp]

Week Fourteen: Secession and Civil War

4/18 Dred Scott and John Brown

- **Document:** *Dred Scott v. Sandford* (1857), decision by Chief Justice Roger B. Taney [<http://www.ourdocuments.gov/doc.php?doc=29&page=transcript>]

4/20 Contrabands and refugees

- **Document:** Emancipation Proclamation of 1863:
[http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/transcript.html]
- ❖ **Third Essay Due:** Harriet Jacobs

Week Fifteen: Rehearsals for Reconstruction

4/25 Soldiers of emancipation

- **Document:** William Tecumseh Sherman's Special Field Order #15
[<http://www.history.umd.edu/Freedmen/sfo15.htm>]

4/27 Slow death for slavery?

- **Document:** Labor contract, Wilkes County, Ga., 1866
[<http://freedmensbureau.com/georgia/contracts/georgiacontract.htm>]

Week Sixteen: New Struggles, New Progress

5/4 Summary and Conclusions

- ❖ **Primary Source Paper #3 Due:** Freedmen's Bureau

**FINAL EXAM: MONDAY MAY 9TH
12:10PM – 2:00PM**

Course Information and Agreement

This syllabus is an agreement between the professor to adhere to course goals and materials, and students to fulfill course obligations. Please sign and return this form to the professor no later than January 31st.

Name (and how you prefer to be addressed):

Major or Prospective Major(s): _____ Year (e.g., Senior) _____

What theme, topic, or area of interest would you like most to understand better in HST 333?

What background, if any, do you bring to the course? (No specific background is assumed.)

What interests you most about African American history or history in general?

Which of the prerequisites have you fulfilled, e.g. HST 109, AFR 210, AFH 305?

I have read and understand the “course policies” section of the syllabus.

Signed: _____

Please detach and return this page to the instructor. THANK YOU!



THIRD EDITION

The African-American Odyssey

VOLUME ONE: TO 1877

DARLENE CLARK HINE
Northwestern University

WILLIAM C. HINE
South Carolina State University

STANLEY HARROLD
South Carolina State University

PEARSON
Prentice
Hall

Upper Saddle River, New Jersey 07458



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