



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3/5/2009

1. ACADEMIC UNIT: Department of History

2. COURSE PROPOSED: HST 333 African American History to 1865 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Kent Wright Phone: 965-8595
Mail Code: 4302 E-Mail: kent.wright@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. 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. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA CS
Humanities, Fine Arts and Design-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

- Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [X] No [] Yes; Please identify courses:

Is this amultisection course?: [X] No [] Yes; Is it governed by a common syllabus?

Mark von Hagen
Chair/Director (Print or Type)

[Signature]
Chair/Director (Signature)

Date: 3/4/09

HST 333: African American History to 1865

Course Description

This course examines African American history since the arrival of the first Africans in the “New World,” 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 periphery. This course therefore focuses on the transformations and transitions of African Americans and emphasizes 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 and powerful forces in American society. We undertake a critical evaluation of these themes and many more, through reading histories, travel narratives, imaginative literature, in addition to required lectures and classroom discussions. Students are invited to be critical partners in exploring African American history, rather than passive consumers.

Meeting Cultural Diversity in the United States Criteria

HST 333 meets the criteria for the General Studies “Cultural Diversity in the United States” designation by introducing students to the historical origins and development of a centrally important racial and ethnic group within contemporary American society, African Americans; by making an in-depth of African American experience and culture or time, emphasizing multiple aspects of this culture - familial, social, religious, gender, and aesthetic expression; and by continually exploring the interaction of African Americans with other ethnic and cultural groups in 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.	COURSE SYLLABUS AND TEXTBOOK T.O.C.
		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.	COURSE 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: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	COURSE DESCRIPTION

Cultural Diversity [C]

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Course Prefix	Number	Title	Designation
HST	333	AFRICAN AMERICAN HISTORY TO 1865	CULTURAL

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
2 a. COURSE IS AN IN-DEPTH STUDY OF CULTURAL-SPECIFIC ELEMENTS	STUDENTS ARE REQUIRED TO EXAMINE EXPERIENCE OF PEOPLE OF AFRICAN DESCENT (HISTORY, LITERATURE, CULTURE) OVER 250 YEARS	SEE "COURSE OBJECTIVES" IN SYLLABUS
2 c. THE COURSE IS PRIMARILY A STUDY OF THE SOCIAL ... RELATIONS BETWEEN AND AMONG ... WITHIN THE UNITED STATES	COURSE TRACKS FORMATION OF "RACE" IN THE CONTEXT OF A MULTIRACIAL SOCIETY, STRUCTURING GENDER WITHIN THAT SOCIETY, AS BOTH CHANGED OVER TIME	SEE REQUIRED READING, SYLLABUS, PAGE 2,

HST 333

African American History to 1865

Fall 2008

Arizona State University Schedule # 85839

Course Syllabus

Professor Calvin Schermerhorn
Department of History, Coor Hall 4572
Office Hours: M, W, 11:00 - Noon and 3:30-4:30 (or by appointment)
Email: J.Schermerhorn@ASU.edu

Location: Physical Science F 123
Mondays, Wednesdays, 2:00-3:15
Office phone: (480) 965-0032

Description

Course Objectives:

This course examines African American history since the arrival of the first Africans in the “New World,” 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.

Chronology:

1. The first part of the course begins in Africa with African political strategies and exchanges. The course will then focus on the forced migration of millions of Africans to the Americas via the Middle Passage, and their struggle to maintain their humanity and family ties, while forging communities and a distinct African American culture in the midst of a colonial society marked by slavery.
2. The second half of the course underscores change, conflict, and the creation of social, economic, and political structures of racial oppression in the young United States. It addresses how, once again, African Americans were vital to the success of the Revolution and early republic – a success built primarily on exploiting those same people. We will survey one of the largest internal forced migrations in modern history, the “Second Middle Passage,” which took some 1.1 million African Americans across state lines from

the founding of the republic to well into the Civil War. The course will also look at free African American actors as shapers of a national agenda, and one that led to Civil War.

Required Reading Available at the Campus Bookstore:

- Hine, Darlene Clark, William C. Hine, and Stanley Harrold. *The African American Odyssey. Volume One: to 1877, Second Edition* (Upper Saddle River, NJ: Prentice Hall, 2006).
- 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).
- Olaudah Equiano, *The Interesting Narrative and Other Writings: Revised Edition* (New York: Penguin Classics, 2003).
- Harriet Jacobs, *Incidents in the Life of a Slave Girl, Written by Herself* (Cambridge, Mass.: Harvard University Press, 2000).
- Edward P. Jones, *The Known World: A Novel* (New York: Amistad Press, 2004).

Grading:

Attendance/Participation:		150 pts.
First Essay: “Myne Owne Ground” (3-5 pp.)*	Sept. 15	100 pts.
Second Essay: Olaudah Equiano (3-5pp.)*	Sept. 29	100 pts.
Midterm Exam	Oct. 6	250 pts.
Third Essay: Harriet Jacobs (3-5 pp.)*	Nov. 10	100 pts.
Fourth Essay: <i>The Known World</i> (3-5 pp.)*	Dec. 1	100 pts.
Final Exam - cumulative	Dec. 15	<u>300 pts.</u>
		1000 pts.

*Students are expected to hand in three out of these four assignments.

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.)
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:

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

Written Work: Students are required to attend all lectures and participate in class discussions. **This is critical to being an active participant in learning and critical engagement.** Students are also required to take midterm and final examinations. Examinations test the extent to which students have mastered the lectures, reading assignments, and films. Make-up exams are only considered after verification of a **documented** personal or family emergency (e.g., a signed physician's note, etc.). Students will also prepare three 3-5 page typewritten analytical essays on the four books assigned for the course.

Extra Credit: Any student wishing to earn extra credit may complete all four of the writing assignments, BUT no student will be allowed to submit them LATER THAN THE DUE DATE. So, extra credit may not be a "make up" assignment.

Attendance/Participation: Students are expected to attend each class with all assignments completed on time, and class lectures will be structured to allow student participation. Attendance will be taken in class, and participation will be evaluated based on active engagement with discussions in class. You must attend in order to participate.

Blackboard: The course Blackboard site, available at <https://myasucourses.asu.edu>, will be an important part of this course. Certain required course readings will be made available through Blackboard. All announcements, assignments, grading rubrics, and the course syllabus will be posted on Blackboard. Plan to complete these assignments early to leave time to address any computer/internet issues.

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 the student's 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.

Plagiarism policy: 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 COURSE**, not just the assignment. **No exceptions. Particularly disturbing acts of plagiarism are subject to punishment with an XE grade for the course. For information about ASU's academic integrity policies, see:**
<http://library.west.asu.edu/refguides/integrity/asu-policies.html>

Disabilities: If you are a student with a disability the University has resources to assist you. For more information please see the Matthews Center (Disability Resources Center):
<http://www.asu.edu/studentaffairs/ed/drc/index.htm>

Lectures and Assignments:

Part I: From Africans to Americans

Week One: Introduction to the Course and African Contexts

8/25 Introduction and syllabus.

- **Reading:** *The African American Odyssey*, Introduction, “Becoming African American,” and Chapter 1, “Africa,” 2-25.

8/27 African Political Societies and the African Roots of American History

Week Two: Making the Black Atlantic

9/01 NO CLASS – Labor Day

9/3 Slaving and being enslaved in Atlantic contexts.
Discussion: The Effects of the Middle Passage on the “New World.”

- **Reading:** *The African American Odyssey*, Chapter 2, “Middle Passage,” 26-49.
- Breen and Innes, *Myne Owne Ground: Race and Freedom on Virginia’s Eastern Shore, 1640-1676*, 3-67.

Week Three: African to Creole

9/08 Enslaved Africans in British North America

- **Reading:** *The African American Odyssey*, Chapter 3, “Black People in Colonial North America, 1526-1763,” 50-77.
- Breen and Innes, *Myne Owne Ground: Race and Freedom on Virginia’s Eastern Shore, 1640-1676*, 68-114.

9/10 Anthony Johnson’s Chesapeake

Week Four: Creole to American: Growth of the African Diaspora in North America

9/15 **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)

❖ **Due IN CLASS: First Essay: “Myne Owne Ground” (3-5 pages)**

9/17 Cultivation and Culture: African American life in the eighteenth century

Week Five: Age of Revolutions

9/22 Wave upon Wave: the Middle Passage of the Eighteenth Century, free people of African descent in America.

- **Reading:** *The African American Odyssey*, Chapter 4, Rising Expectations: African Americans and the Struggle for Independence, 1763-1783, 78-101.
- Olaudah Equiano, *Interesting Narrative*, Introduction, Chapters 1-6, 1-134.
- **Document:** Plan of the Slave Ship *Brooks* (Blackboard).

9/24 Film and Discussion: *Prince Among Slaves* (2007); Was is remarkable about the life and struggles of Abdul-Rahman?

Week Six: Empire for Liberty, Empire for Slavery

9/29 Plantation Revolutions from St.-Domingue/Haiti to the Cotton South

- **Reading:** *The African American Odyssey*, Chapter 5, African Americans in the New Nation, 1783-1820, 102-131.
- Olaudah Equiano, *Interesting Narrative*, Introduction, Chapters 7-11, 135-269.

❖ **Due IN CLASS: Second Essay on Olaudah Equiano and the Middle Passage.**

10/01 African Americans and the Foundations of American Evangelical Christianity

Week Seven:

10/06

10/06 Midterm Examination (Multiple Choice/ Essay)
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10/08 Class Discussion: African Americans and the Social Construction of Race in the early United States.

- **Reading:** *The African American Odyssey*, Part II (introduction), Slavery, Abolition, and the Quest for Freedom, 132-133.

Week Eight: The “Second Middle Passage”

10/13 Migration Generations

- **Reading:** *The African American Odyssey*, Chapter 6 “Life in the Cotton Kingdom,” 134-159.
- Solomon Northup, “Twelve Years a Slave,” [selections] (Blackboard).

10/15 African American families, torn and reformed. Class discussion: How did the “Second Middle Passage” affect African Americans and how did African Americans effect national change?

Week Nine: African Americans and Politics

10/20 African American Political Thought and Action

- **Reading:** *The African American Odyssey*, Chapter 7 “Free Black People in Antebellum America,” 160-187.
- Frederick Douglass, *My Bondage and My Freedom*, [selections] (Blackboard).

10/22 Film and Discussion: *Africans in America, III: Brotherly Love*.

Week Ten: Rebels on the Plantation

10/27 Everyday Resistance

- **Reading:** *The African American Odyssey*, Chapter 8 Opposition to Slavery, 1800-1833, 288-207.
- Harriet Jacobs, *Incidents in the Life of a Slave Girl*, chapters 1-18 (pages 1-104).

10/29 Class Discussion: Why were there not more rebellions among enslaved Americans?

Week Eleven: Abolitionism in the North

11/03 Radical Abolitionism, its Means and Ends.

- **Reading:** *The African American Odyssey*, Chapter 9 “Let Your Motto Be Resistance, 1833-1850,” 208-229.
- Harriet Jacobs, *Incidents in the Life of a Slave Girl*, chapters 19-41 (pages 105-202).

11/05 Women and African American family and freedom

Week Twelve: African American Culture at Mid-Century

11/10 Black Culture and Black Consciousness

- **Reading:** Jones, *The Known World*, 1-177 (first five chapters)
- ❖ **Due IN CLASS: Third Essay on Harriet Jacobs**

11/12 Race, Racism, and the New American Science

Week Thirteen: Apostles of Disunion

11/17 Race and Slavery Discussion: *The Known World*

- **Reading:** *The African American Odyssey*, Chapter 10 “And Black People Were at the Heart of It”: The United States Disunites over Slavery.
- *The Known World*, 179-388.

11/19 African Americans and the onset of the Civil War

- **Document:** John Washington’s Civil War (selections) (Blackboard).

Week Fourteen: Rehearsals for Reconstruction

11/24 Film and Discussion: *Africans in America, IV: Judgment Day*; Who ended slavery– Lincoln, the Army, or the slaves?

- **Reading:** *The African American Odyssey*, Part III introduction and Chapter 11 Liberation: African Americans and the Civil War, 256-287.

11/26 Emancipation and its ramifications, North and South

Week Fifteen: Birth of a New Nation, or Slow Death for Slavery?

12/01 Reunion and Reaction:

- **Reading:** *The African American Odyssey*, Chapter 12, The Meaning of Freedom: The Promise of Reconstruction, 1865-1868.


❖ **Due IN CLASS: Fourth Essay on Edward Jones’s *The Known World*.**

12/03 Discussion: Historical Images of African Americans to 1865 and Beyond.

Week Sixteen: Conclusion and Review

12/08 Last Day of Class

<p>FINAL EXAM: MONDAY DECEMBER 15TH 12:10PM – 2:00PM</p>



THIRD EDITION

The African-American Odyssey

VOLUME ONE: TO 1877

DARLENE CLARK HINE

Northwestern University

WILLIAM C. HINE

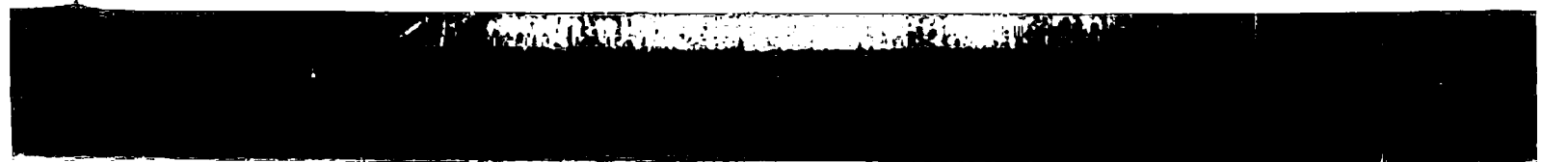
South Carolina State University

STANLEY HARROLD

South Carolina State University



Upper Saddle River, New Jersey 07458






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

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
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