

1.) DATE: 9/28/18	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) PROPOSED COURSE: Prefix: AFR Number: 203 Title: African-American History: The Slavery Experience Credits: 3	
<p>CROSS LISTED WITH:</p> <p>Prefix: Number: ; Prefix: Number: ;</p> <p>Prefix: Number: ; Prefix: Number: ;</p> <p>Prefix: Number: ; Prefix: Number: .</p>	
4.) COMMUNITY COLLEGE INITIATOR: MONA SCOTT PHONE: 480-461-7064 EMAIL: mscott@mesacc.edu	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.	
<p>MANDATORY REVIEW:</p> <p><input type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).</p> <p>POLICY: The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.</p>	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:	
Core Areas: Select core area... Awareness Areas: Cultural Diversity in the United States (C)	
6.) REQUIRED DOCUMENTATION	
<input checked="" type="checkbox"/> Cover Form <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and list of required readings/books	
7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:	
<input type="checkbox"/> DEC prefix <input checked="" type="checkbox"/> Elective	
Current General Studies designation(s):	
Requested Effective date: 2019 Spring Course Equivalency Guide	
Is this a multi-section course? Yes	
Is it governed by a common syllabus? Yes	
Chair/Director: ROBERT SOZA, ETHNIC STUDIES IC CHAIR Chair/Director Signature:	

Effective Date: **2019 Spring**

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

AFR203 C Rationale

This course examines how the contemporary culture of the United States developed through the complex interplay of European groups, African slaves, white indentured servants, plantation owners, Native Americans and others at the beginning of and through the slave era. Diverse relationships and power structures will be explored using a multidisciplinary approach to illuminate our collective past, present and future. The cultural heritage of African-Americans, including the The Great Awakening, creolization, religion, language, music, folk literature, will be presented from Afro-centric, feminist, critical race, and intersectionality lenses. Students will become aware of and appreciate the diversity of the US through examining the cultural, social and scientific contributions of African slaves in America.

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.	MCCCD Official Course Competencies Course Description Syllabus Primary texts
		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.	MCCCD Official Course Competencies Course Description Syllabus Additional sources
<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.	MCCCD Official Course Competencies 1-23 Course Description Syllabus Additional Sources in syllabus Essay Questions

Cultural Diversity [C]

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Course Prefix	Number	Title	General Studies Designation
AFR	203	African-American History: The Slavery Experience	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
Criteria 1: The course contributes to to the understanding of Cultural Diversity in contemporary U.S. society	This course focuses on the study of African Americans with regard to culture formation of a diaspora responding to an era of enslavement and the aftermath of Slave Codes, Jim Crow, and historical trauma. We will consider the political, social, economic and cultural underpinnings of research from the slave era including group dynamics and how scholars in African American Studies have sought to adapt various methods to addressing the needs of marginalized communities. The course encourages students' understanding of the dynamic forces behind the history of the African Americans and how these forces impacted their lives, their choices and their challenges.	MCCCD Official Course Competencies 1-23 Course Description Book report assignment Franklin & Higginbotham Text Chapters 1-2, 4-9 Dunn Text
2a. The course is an in-depth study of culture-specific elements, cultural experiences or cultural contributions (in areas such as MUSIC) or gender, racial, ethnic and/or linguistic minority groups within the United States	A primary goal of this course is to chronicle African American cultural experiences and cultural contributions to the development of contemporary US culture through history, language, literature, art, science, religion, and politics. The legacy of slavery; leadership and identity; sex,	MCCCD Official Course Competencies 1, 8-13, 19-22 Course Description Book report assignment Franklin & Higginbotham Text Chapters 1, 4-6

	<p>gender and the gender division of labor; intersectionality; feminism and Black feminism is explored in order to help students understand the importance of intersectionality and cultural complexities in order to understand African Americans in the United States.</p>	<p>Collins Text Slave Narratives</p>
<p>2b</p>	<p>N/A</p>	<p>N/A</p>
<p>Criteria 2c: The course is primarily a study of the social, economic, political or psychological dimension of relations between and among gender, racial, ethnic and/or linguistic minority groups within the United States</p>	<p>African American Studies is an interdisciplinary field that is informed by numerous critical and analytical traditions. This course covers a dynamic controversial and often tragic period in U.S. history, illustrating both the tragedy and the heroic human spirit in the struggle to maintain liberty and human dignity. We consider the role of institutional obstacles and the cultural complexities confronting young Black people due to the history of slavery. Social-psychological impacts and identity formations are rooted in the collective memory of slavery. The rise and consequences of mass incarceration of young Black men are also rooted in slavery, slave codes, the social construction of black bodies and white supremacy. We also consider the gendered experience of slavery and the role of early grassroots movements and cultural strategies in survival and obtaining freedom.</p>	<p>MCCCD Official Course Competencies 1-23 Course Description Book report assignment Franklin & Higginbotham Text Chapters 1-10 Collins Text Slave Narratives Dunn Text Essay questions: 1. Explain how the structural inequalities beginning with the period of enslavement continue to impact African Americans and their communities today. 2. Trace how centuries of slavery followed by systemic racism and oppression have resulted in multigenerational adaptive behaviors—some of which have been positive and reflective of resilience, and others that are</p>

		<p>detrimental and destructive.</p> <ol style="list-style-type: none">3. Expand on the dynamic nature of New World slavery, its modernity, profitability, expansiveness, and centrality to capitalism in the economic development of the United States.4. List ways Southern slavery was important to American capitalism.
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African-American History: The Slavery Experience

Course: **AFR203**

Lecture **3.0** Credit(s) **3.0** Period(s) **3.0** Load

First Term: **2012 Summer I**

Course Type: **Academic**

Final Term: **Current**

Load Formula: **S**

Description: History and cultural heritage of African-Americans, including arrival in the Americas, chattel slavery experience, emancipation, and participation in the American Civil War. Presented from an Afro-centric perspective.

Requisites: Prerequisites: A grade of C or better in AFR110 or permission of Instructor.

MCCCD Official Course Competencies

1. Summarize briefly the history and geography of Africa as the birthplace of humanity. (I)
2. Describe the social organization and culture of the Egyptian and ancient Ghana civilizations. (I)
3. Describe the slave trade in Africa. (I)
4. Describe the capture and purchase of African slaves. (II)
5. Describe the crossing, including the significance of the Middle Passage, the role of slavers, and the slave story. (II)
6. Examine the experience of Black people in North America during the period of 1619-1763, including the Jamestown and Chesapeake experience. (III)
7. Describe Black servitude, the origins of slavery, and the emergence of chattel slavery. (III)
8. Describe the plantation slave life in early America, including miscegenation and creolization. (IV)
9. Explain the origins of African-American culture on the slave plantations, including the Great Awakening, religion, language, music, and folk literature. (IV)
10. Analyze the African-American impact on the culture of colonial America. (IV)
11. Describe the slavery experience in the northern colonies, the experience of Black women in colonial America, and the development of Black resistance and the Black rebellion. (IV)
12. Describe the experience of African-Americans in the new nation between 1783-1820, including the impact of the Declaration of Independence, the revolutionary debate, Black enlightenment, the revolution, and emancipation. (V)
13. Describe the experience of African-Americans in the new nation between 1783-1820, including forces for freedom and for slavery, the emergence of free Black communities, the impact of Black leaders, the Black resistance, and the impact of the War of 1812. (V)
14. Explain the impact of the cotton kingdom on slavery, including its expansion and the significance of an agrarian-based economy on the institutionalization of slavery. (VI)
15. Contrast and compare the experiences of house servants, field and skilled slaves on plantations, and the experience of urban and industrial slavery. (VI)
16. Describe the domestic slave trade and analyze its impact on slave families and on the

socialization of slaves. (VI)

17. Describe the demographics and geographical distribution of free Black people in antebellum America. (VII)

18. Contrast and compare the experiences of free African- Americans in the urban North, in the upper South, and in the Deep South. (VII)

19. Explain the opposition to slavery during the period from 1800-1833, including the turmoil in America, the beginning of abolitionism, the American Colonization Society, the role of Black women abolitionists, the Baltimore Alliance, and the contributions of David Walker and Nat Turner. (VIII)

20. Explain the intensification of the opposition to slavery during the period from 1833-1850, including increased incidents of racism and violence, the response to the antislavery movement, the impact of Black militancy and Black nationalism, and the contributions of Frederick Douglass. (IX)

21. Describe the disunity of the United States over slavery by examining the merits of free labor vs. slave labor, the philosophy of nativism, the significance of the Kansas- Nebraska Act, the Dred Scott Decision, the Lincoln-Douglass debates, and the election of Abraham Lincoln. (X)

22. Describe the experiences and roles of African-Americans in the Civil War, including the rejection of Black volunteers, the Union policies toward Confederate slaves, the Emancipation Proclamation, and the Confederate reaction to Black soldiers. (XI)

23. Describe the end of slavery and the experiences of African- Americans during the reconstruction by comparing and contrasting the promises made and their manifestation. (XII)

MCCCD Official Course Outline

I. African History and Geography

A. Ancient civilizations

1. Birthplace of humanity
2. Egyptian civilization
3. Ancient Ghana civilization

B. Social organization and structure

C. Slave trade in Africa

II. Middle Passage

A. Capture and purchase

B. Crossing

C. Slavers

D. Slave Story

III. Black People in North America: 1619-1763

A. Jamestown & Chesapeake

B. Slavery

1. Origins
2. Chattel slavery

IV. Plantation Slavery

A. Daily life

B. Miscegenation

C. Creolization

D. Culture

1. Origins
2. Great Awakening/religion

- 3. Language
- 4. Music
- 5. Folk literature
- E. Impact on colonial culture
- F. Northern colonies experiences
- G. Black women in colonial America
- H. Black resistance
- I. Black rebellion
- V. African-Americans in the New Nation: 1783-1820
 - A. The Declaration of Independence
 - B. The Revolutionary Debate
 - C. Black enlightenment
 - D. The revolution and emancipation
 - E. Forces
 - 1. For Freedom
 - 2. For Slavery
 - F. Free Black communities
 - G. Black leaders
 - H. Black resistance
 - I. The War of 1812
- VI. Life in the Cotton Kingdom
 - A. Slavery expansion
 - B. Agrarian economy slave labor
 - C. House servants; field and skilled slaves
 - D. Urban and industrial slavery
 - E. Domestic slave trade
 - F. Slave families
 - G. Slave socialization
- VII. Free African-Americans in Antebellum America
 - A. Demographics and geographical distribution
 - B. Experiences
 - 1. Urban North
 - 2. Upper South
 - 3. Deep South
- VIII. Opposition to Slavery: 1800-1833
 - A. Turmoil in America
 - B. Beginnings of abolitionism
 - C. The American Colonization Society
 - D. Black women abolitionists
 - E. The Baltimore Alliance
 - F. David Walker's contribution
 - G. Nat Turner's contribution
- IX. Intensified Opposition to Slavery: 1833-1850
 - A. Increased racism and violence
 - B. Antislavery movement response
 - C. Black militancy
 - D. Black nationalism
 - E. Fredrick Douglass' contribution

X. United States` Disunity Over Slavery

- A. Free labor vs. slave labor
- B. Nativism
- C. Kansas-Nebraska Act
- D. Dred Scott Decision
- E. Lincoln-Douglass Debates
- F. Election of Abraham Lincoln

XI. African-Americans in the Civil War

- A. Rejection of Black volunteers
- B. Union policies toward Confederate slaves
- C. The Emancipation Proclamation
- D. Confederate reaction to Black soldiers

XII. Reconstruction

- A. Slavery`s end
- B. Promises and manifestations

MCCCD Governing Board Approval Date: **5/27/2003**

All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.

AFR203 AFRICAN-AMERICAN HISTORY: THE SLAVERY EXPERIENCE

REQUIRED TEXT: Franklin, J. H. & Higginbotham, E.B. (2011). From Slavery to Freedom: A History of African Americans. Ninth Edition. New York: McGraw Hill.

ADDITIONAL READINGS:

Hill Collins, P. (1991). *Black Feminist Thought: Knowledge, consciousness, and the politics of empowerment*. New York: Routledge.

Dunn, R. (2014) *A Tale of Two Plantations: Slave life and labor in Jamaica and Virginia*. Cambridge: Harvard University Press.

Jacobs. H. A. (1861). *Incidents in the Life of a Slave Girl*. Boston

[Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936 to 1938](#)

DeGruy, J. (2005) *Post Traumatic Slave Syndrome: America's legacy of enduring injury and healing*. Uptone Press.

Baptist, E. E. (2014) *The Half Has Never Been Told: Slavery and the making of American capitalism*. New York: Basic Books.

RECOMMENDED:

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*, 5th ed. Boston: Bedford Books of St. Martin's Press, 2006. Patrick Rael, *Reading, Writing, and Researching for History: A Guide for College Students* (Brunswick, Me.: Bowdoin College, 2007). Online.

CATALOG DESCRIPTION: History and cultural heritage of African-Americans, including arrival in the Americas, chattel slavery experience, emancipation, and participation in the American Civil War. Presented from an Afro-centric perspective.

COURSE DESCRIPTION: The history of slavery and the American South is crucial to understanding the evolution of the United States, as well as the maturation of American political culture. No study of the United States is complete without a careful analysis of slavery in the Southern states. Because of its importance to United States history, society, economy, and politics, the history of slavery and the South has been much contested. The war over the memory of slavery is nearly as important and exciting as the war that was fought to protect the institution itself – the Civil War. The term “Old

South” refers to the era of Southern history proceeding the Civil War (1861-1865) and after the signing of the United States Constitution (1787). In those critical decades, the Southern slave states rose to become a "Slave Power" that dominated the federal government, and Southern slave-owners became the wealthiest citizens of the young nation. It was also the period in which a distinct slave culture solidified, white Southern politics and society became formalized, and a powerful Planter Class experimented with versions of white supremacy democracy that ultimately led to the capitalism in society today. This course will explore, in detail, both the world of the slaves and the world of the masters. It will examine the complex life of "poor whites," as well as ever changing concepts of nationalism, democracy, and race. Additionally, the relationship of slavery and capitalism is paramount to understanding the origins of our modern world. The class will end on the topic of the legacy of slavery in contemporary society manifested as historical trauma. Joy Degruy describes trauma specific to African Americans as "Post-traumatic slave syndrome."

CONTENT OBJECTIVES: By the end of the course students will have a critical understanding of:

1. Values, religions, belief systems, and cultural diversity in western Africa,
2. African American history in the United States to 1865,
3. African American experience in America from Slavery to Freedom,
4. African American contributions to the history, culture and economics of the United States,
5. Post traumatic slave syndrome in the contemporary US.,
6. The resources and methods utilized in historical study.

PART I

Ancestral Africa, Africans in the Atlantic World and the New World

Reading: Franklin/Higginbotham - Chapters 1 - 3

Reading: Dunn Chapters 1 -3

W.E.B. Du Bois, *The Suppression of the African Slave Trade to the United States of America* (1896), online at :

<http://www.webdubois.org/wdb-sast.html>

twoplantations.com The Political Legacy of American Slavery, Maya Sen, Harvard

Kennedy School of Government, 2015. Reading: Select narratives from, Born in Slavery

This website displays research into the lives of 431 enslaved people in seven multi-generational families at Mesopotamia plantation in Jamaica and Mount Airy plantation in Virginia.

1st Exam on Part I - about September 19

PART II

18th/19th Century Slave Societies: Give Me Liberty, 1700 – 1830

Reading: Franklin/Higginbotham - Chapters 4-6

Reading: Hill Collins – Chapters 1-2

Reading: Jacobs Reading: Dunn Chapters 3-4

twoplantations.com The Political Legacy of American Slavery, Maya Sen, Harvard Kennedy School of Government, 2015. Reading: Select narratives from, Born in Slavery

This website displays research into the lives of 431 enslaved people in seven multi-generational families at Mesopotamia plantation in Jamaica and Mount Airy plantation in Virginia.

2nd Exam on Part II - about October 17

PART III

Southern Antebellum Slavery, and Abolitionism, 1790 – 1860

Reading: Franklin/Higginbotham - Chapters 7-9

Reading: Hill Collins - Chapters 3-4

Primary source readings, researched by students

Reading: Dunn Chapters 5-6

twoplantations.com The Political Legacy of American Slavery, Maya Sen, Harvard Kennedy School of Government, 2015. Reading: Select narratives from, Born in Slavery

This website displays research into the lives of 431 enslaved people in seven multi-generational families at Mesopotamia plantation in Jamaica and Mount Airy plantation in Virginia.

[Fogel, Robert W., and Engerman, Stanley L. Slave Sales and Appraisals, 1775-1865](#)

Ann Arbor, MI: Inter-university Consortium for Political and Social Research

3rd Exam on Part III - about November 19

PART IV

Civil War, the Promises and Pitfalls of Reconstruction, 1861 -- 1877 & Slavery's Legacy

Readings: Franklin/Higginbotham - Chapters 10 - 11

Reading: Hill Collins – Chapters 10-11

US Census Reading: Distribution of Slaves 1860

Reading: Dunn Chapters 8-9

Reading: DeGruy (Post Traumatic Slave Syndrome)

Reading Baptiste (from slavery to modern capitalism)

Slavery and Capitalism <https://www.chronicle.com/article/SlaveryCapitalism/150787>

Final Exam on Part IV, Wednesday, December 12th

Examinations: All exam dates, except for the final exam, are tentative and may be changed depending on the time taken to cover material in each section. Sufficient notice (at least one week) on any change will be given to the students. Exam formats will vary; they will be essays, short answer questions, and identifications - a combination of two in each exam, All exam questions will be taken from the texts, handouts, selected primary source readings, video material, class lectures, and class discussions. The format of each exam will be discussed in class at least one week before the exam.

Additional Graded/Required Work:

A Book Report (see end of syllabus).

Grading:

Exam 1 20% Exam 2 20% Exam 3 20% Final Exam 20% Book Report 20%

Homework/Class Preparation: Students are expected to have read the appropriate chapters of the text and the assigned primary source readings before class and will be assessed on their involvement in class discussions on same.

Extra Credit: If a student misses ONE of the scheduled exams for a valid and verifiable reason, an essay examination will be given. The grade for this essay examination will be substituted for the missing exam, and will comprise the same 20% of the grade as the missing exam. ANY missed exam, for whatever reason, will be made by an ESSAY exam, usually at least 3 essay questions. ONLY ONE EXAM CAN BE MADE-UP and

substituted for an in-class exam.

Students who do not attend class regularly will be withdrawn from the course. But the responsibility remains with the student to withdraw him/herself from the class, if they have made that decision. Students who need to leave class early for a valid reason must inform the instructor ahead of time. Otherwise, students who leave class early will be counted as absent for that day. The instructor reserves the right to make changes in the above material, if necessary.

The book report must be typed, double-spaced, and be a minimum of four (4) pages. It should be in prose form with complete sentences and paragraphs. Correct and appropriate grammar and structure should be used throughout the report. Sources other than the specific book you are reading are not required, but if you do use, or quote, another source, full citation must be given.

Book Report

Due: In Last Regular Class Meeting Before Exam Week

Late Submission will not be Accepted

Book Report is Required

Purpose

This assignment is not a book report that simply summarizes the content. The purpose of this critical book review is to apply *historical sociology*, connect a historical topic with how African Americans have shaped some aspect of society, including social institutions, the political arena, the economy, or social life in general. **Historical sociology** is the study of changes in societies over time, the historical events and contingencies that allowed for those changes, and the trajectories for further societal development that those changes create.

The historical source under review is usually secondary, that is, it is about an event in history that the author has contributed some new information. The review is critical in that it discusses and evaluates the significance of this new information and how it has changed society over time. Similar to a traditional book report you will tell the reader why you liked or disliked the book.

Students will select a book, generally non-fiction although there may be some expectations, covering the subject of the course. Select a book covering a topic or area of our study that particularly interests you. If you use this approach, this project should be fun, interesting, and enlightening. **I will be handing out a selected list of books covering our course from which you can chose. If you decide to pick a book outside this list, you MUST have it approved by the instructor ahead of time.**

Be sure to give full citation to the selected book at the beginning of the report, e.g.

Ely, Melvin Patrick, *Israel on the Appomattox: A Southern Experiment in Black Freedom from the 1790s Through the Civil War*. (Vintage, 2005).

When quoting directly from the book, use quotations marks and page numbers at the end of the quotations, e.g. "The future civil rights crusader W.E.B. Du Bois, then a young social scientist. . . found that black property ownership had continued to expand during the years since Reconstruction" (425).

Organization

Your book report should be organized into three parts.

I *Introduction*

The introduction should introduce the book you have chosen and why you have selected it, i.e. why is this particular person, event, or element of our study of interest to you?

II *Content Review*

This is the main body of the report. In your own words, using author's quotes where appropriate, write a brief synopsis of the book, giving the major points (preferably in chronological order) that, according to your author, have brought your person, event or period to historical prominence. Specifically address how the person, event, issue has influenced society.

III *Conclusion*

Draw together the elements of the book and explain their significance to the life of the individual or the event covered, and its historical importance to our society. Then express YOUR opinion of the book and the subject covered in the book.

The book report must be typed, double-spaced, and be a **minimum** of four (4) pages. Write in complete sentences and paragraphs. Correct and appropriate grammar and structure should be used throughout the report. Sources other than the specific book you are reading are not required, but if you do use, or quote, another source, full citation must be given.

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