

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 CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: .	
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.	
MANDATORY REVIEW: <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). 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.	
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: <u>Core Areas:</u> Select core area... <u>Awareness Areas:</u> Historical Awareness (H)	
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

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

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

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus; Course Description; Course Competencies; Textbook Table of Contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus; Course Description; Course Competencies; Textbook Table of Contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus; Course Description; Course Competencies; Textbook Table of Contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus; Course Description; Course Competencies; Textbook Table of Contents
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
AFR	203	African-American History: The Slavery Experience	H

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 checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. History is a major focus of the course.	This course provides a comprehensive understanding of the history of African Americans from the Diaspora through slavery's end. The course provides an overview of the wide variety of historical moments that have shaped the identity, memory, responses, and lives of African Americans.	MCCCD Official Course Competencies 1-23 Course Description Franklin and Higginbotham Text Ch 1-10 Collins Text Jacobs Text Slave Narratives Dunn Text Syllabus includes listing of other selective sources which expand on historical interpretations and perspectives.
2. The course examines and explains human development as a sequence of events.	The course is structured chronologically, with each unit focusing on a significant social and historical subject. Through the use of primary documents, lectures, primary and secondary readings, films, and novels students will gain an appreciation of historical events and human interactions from socio-historical and cultural and perspectives. The course encompasses all these factors in order to encourage students' understanding of the dynamic forces behind the history development of the African Americans a a social group.	MCCCD Official Course Competencies 1-23 Course Description See additonal readings in Syllabus Franklin & Higginbotham Text chapters 1-10
3. There is a disciplined systematic examination of human institutions as they change over time.	Using historical methods this course is to chronicle the history and development of African Americans considering the political and social underpinnings of research. Key institutions of slavery are emphasized, including the role of the Middle Passage, family and kin relationships, abolitionist organizations, church, and the	MCCCD Official Course Competencies 1-23 Course Description Syllabus Franklin & Higginbotham Chapters 1-10

	<p>government. Students will be able to analyze and evaluate this dynamic and important period of U.S. history and its change over time, particularly the influences and contributions of African Americans, in order to have a more effective and comprehensive appreciation of the nation's history.</p>	
<p>4. The course examines the relationship amongst events, ideas, and artifacts and the broad social, political, and economic context.</p>	<p>Course is largely constructed around the voices and language used by African slaves themselves. The course is organized chronologically, with an emphasis on the ideas of black social thought, political protest and efforts to initiate social change. The course covers the historical foundations and background to the modern black experience, from the struggle against slavery through the Civil War. The course will cover a wide spectrum of African-American leaders, intellectuals, organizations and institutions. Some have focused their energies primarily in finding ways for the black community to survive slavery and oppression. Through the development of their unique cultural and social traditions, and the establishment of covert local grassroots organizations, slaves managed to sustain themselves in the face of almost constant adversity. From plantation life to the slave rebellions is the common effort to achieve the same goals: the dissolution of slavery, the hope of democratic right, and the achievement of cultural integrity of the black community. Through the course lectures, required readings, videos, media, primary documents, autobiographies and discussions, students will acquire a fuller understanding about the historical development and social construction of black America from the harsh institution of slavery.</p>	<p>MCCCD Official Course Competencies 1-23</p> <p>Course Description</p> <p>Syllabus includes listing of other selective sources which expand on historical, political, and economic contexts.</p>

AFR 2013
JUSTIFICATION FOR HISTORICAL AWARENESS [H]

This course examines the experiences of Africans in the Diaspora through slavery in America. The social construction of African peoples to slaves has developed over this time span starting in 1442 when the European slave trade began with Portuguese explorers. Interdisciplinary approaches will engage students in a transnational examination of the social, political, economic, artistic and cultural forces that illustrate the influence African American slaves on American social life and institutions. The course content explores how African Americans constructed their own unique identity, ceremonies, traditions and symbols; a distinct spirituality, music, art, dance and folklore; a rich cultural heritage, kinship and community; and a complex body of political and social ideas about the contradictory nature of American democracy and the institution of slavery. Encumbered by the constraints of White supremacy in America, Black culture has managed to permeate American social life. Focus will also be on the complex and changing relationship between Blacks and Whites and other racial and ethnic groups and social institutions.



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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