

1.) DATE: 1/25/19	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) PROPOSED COURSE: Prefix: HIS Number: 203 Title: African-American History to 1865 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: JOHN COUGHLIN PHONE: 623-845-4845 EMAIL: john.coughlin@gccaz.edu	
<p>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> <p>MANDATORY REVIEW:</p> <p><input checked="" 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>	
<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.</p>	
<p>5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:</p> <p>Core Areas: Humanities, Arts and Design (HU) Awareness Areas: Select awareness area...</p>	
<p>6.) REQUIRED DOCUMENTATION</p> <p><input checked="" type="checkbox"/> Cover Form</p> <p><input checked="" type="checkbox"/> Course Syllabus</p> <p><input checked="" type="checkbox"/> Course Description</p> <p><input checked="" type="checkbox"/> Criteria Checklist for the area</p> <p><input checked="" type="checkbox"/> Table of Contents from the textbook required and list of required readings/books</p>	
<p>7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:</p> <p><input checked="" type="checkbox"/> DECHSTprefix <input type="checkbox"/> Elective</p> <p>Current General Studies designation(s): HU, SB, C, H</p> <p>Requested Effective date: 2019 Spring Course Equivalency Guide</p> <p>Is this a multi-section course? Yes</p> <p>Is it governed by a common syllabus? Yes</p>	
<p>Chair/Director: JANINE ADKINS, HISTORY IC CHAIR /s/ Janine Adkins</p> <p style="text-align: right;">Chair/Director Signature:</p>	

AGSC Action: Date action taken: Approved Disapproved

Effective Date: **2019 Spring**

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

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

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	Course syllabus and centralized course description/outline
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	Course syllabus and centralized course description/outline
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	Course syllabus and centralized course description/outline
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	General Studies Designation
HIS	203	African American History to 1865	HU

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)
Concerns the analysis, interpretation or written, aural or visual texts; and/or the development of textual traditions.	From the MCCCDC Official Course Competencies : "1. Describe the relevance of African-American history for African-Americans and for other Americans." "9. Trace the early presence of Africans in the Americas and describe their influence on the cultures of Mexico, Central and South America.." "10. Trace the history and the development of the European slave trade." "11. Trace the resistance to slave trade, and describe the factors involved in the closing of the slave trade." "12. Describe pre/Civil War conditions, and trace the role of African-Americans in the Civil War" "13. Describe the migration and urbanization of African- Americans after the Civil War and trace the consequences on African-Americans and on American culture." These course competencies set up the parameters by which students will engage the course and set up a framework in which students will engage in course readings, primary and secondary, to get a larger sense of African American' role in United States history. Specifically, these competencies help students engage the debate that erupted over enslavement in nineteenth century and help students understand the role the abolitionist printing press played in focusing this issue into the national spotlight. Additionally, competency 13 points to the precarious nature of freedom in the wake of the Civil War and how African American leadership fought with and, eventually, against	<p>In terms of how this course meets the aforementioned criteria, assignments reflect an interactive course via course discussions, seminars and essays. These assignments reflect a sustained analysis of course readings, guided by the professor, and helps students connect various historical events to a larger pattern of African American history.</p> <p>Students will have the opportunity, in my class, to demonstrate mastery by weekly quizzes that they take over the material - chapter quizzes (140 pts). Additionally, as this course is seminar based in many instances, there will be random quizzes (50 pts.) throughout the semester to gauge student reading comprehension and acquisition of course deliverables. Additionally, Unit Essays (120 pts) will be in place to gauge "milestones" in class and provide an opportunity to submit written essays on a variety of topics that serve as capstones to a series of chapters along the way. Taken together, these exams provide qualitative and quantitative evaluations of both chapter, unit and semester long objectives. Finally, a comprehensive research paper (100 pts) will see students read a book of their choosing the pertains to American enslavement. They will use this paper as a focal lens to discuss issues of race and resistance and provide a thesis statement defended by the "choice" book, class discussions, textbook and reader. This will be presented to the class on the last week of the semester.</p> <p>One aspect of the course, the discussion leader (100 pts), has students engaged in leading course seminars through an analysis of both the text and secondary course readers. As noted in the syllabus, it will be the student's job to create, field and facilitate discussion questions and</p>

	<p>US leadership to define the parameters by which emancipation was to be understood. In short, these specific competencies point to the philosophical evolution of abstract concepts such as freedom and agency and how the African American experience, in particular, highlights these struggles uniquely within American history.</p>	<p>prepare students for the aforementioned quizzes and essays. Students will have an opportunity, on the back end of their discussion leadership, to answer the questions they posed to class, but this time incorporate their discussions to provide a wide array of viewpoints.</p>
<p>Concerns the development of human thought, with emphasis on the philosophical and/or religious systems of thought.</p>	<p>From the MCCCDC Official Course Competencies : "1. Trace the origin and development of humans in Africa. 2. Trace the origin and development of humans in Africa. 4. Identify and describe the Nile Valley civilizations. 11. Trace the resistance to slave trade, and describe the factors involved in the closing of the slave trade." "12. Describe pre/Civil War conditions, and trace the role of African-Americans in the Civil War" These course competencies continue the process described above, but with an emphasis on the evolving narrative of slavery and its centrality to the emerging problem of competing economic and philosophical/political systems within the United States. Additionally, the first part of the course will trace the evolution of humanity and its dispersal across the globe. The unanimity of race is used, later in the course, to juxtapose emerging ideas of race and help students think critically about what it meant to socially construct notions of race and what that mean for individuals of African descent, particularly in the United States.</p>	<p>In terms of how this course meets the aforementioned criteria, students use the textbook and secondary course readings to analyze the emerging conflict regarding slavery in the United States. As this is a US history course through 1865, slavery was central to the formation of the United States. As such, the discussion and analysis of enslavement and its centrality to the American experiment became the pressing issue of the day. Students, therefore, will spend the semester engaged in unpacking the various perspectives presented by major American figures of the day. Course discussions, reading and quizzes reflect an attempt to help students acquire mastery of these ideas. As noted, the discussion leader role in class has students assembling questions designed to interrogate course readings and lead a course discussion of the same.</p> <p>As noted above, there are a host of assignments along the way to integrate and evaluate course competencies. These assignments will be, as noted, varied in nature but all reflect back to the competencies noted to the side. In short, these assignments provide a diverse series of opportunities for students to demonstrate course, class, unit and daily competencies and create a foundation for subsequent discussions and assignments.</p>



African-American History to 1865

Course: HIS203	Lecture 3 Credit(s) 3 Period(s) 3 Load
First Term: 2014 Spring	Course Type: Academic
Final Term: Current	Load Formula: S

Description: History and cultural heritage of African-Americans from their beginnings in Ancient Africa through the experience of chattel slavery in the Americas to their eventual emancipation and participation in the American Civil War.

Requisites: None.

Course Attributes:

General Education Designation: Cultural Diversity - [C]

General Education Designation: Historical Awareness - [H]

General Education Designation: Humanities and Fine Arts - [HU]General Education Designation:

Social and Behavioral Sciences - [SB]

MCCCD Official Course Competencies

MCCCD Official Course Competencies

1. Describe the relevance of African-American history for African-Americans and for other Americans. (I)
2. Trace the origin and development of humans in Africa. (II)
3. Describe the migrations of modern humans to Europe, Asia, and the Americas. (II)
4. Identify and describe the Nile Valley civilizations. (III)
5. Identify and describe the major western Sudanic civilizations. (IV)
6. Describe the Moorish Empire in Spain, and explain the significance of Moorish education and scholarship.(V)
7. Identify and describe Moorish influences in the arts and sciences. (V)
8. Identify and describe the major factors that contributed to the fall of Pre-Colonial African societies.(VI)
9. Trace the early presence of Africans in the Americas and describe their influence on the cultures of Mexico, Central and South America. (VII)
10. Trace the history and the development of the European slave trade. (VIII)
11. Trace the resistance to slave trade, and describe the factors involved in the closing of the slave trade. (VIII)
12. Describe pre/Civil War conditions, and trace the role of African-Americans in the Civil War. (IX)

MCCCD Official Course Outline

- I. Relevance of African-American History
 - A. For African-Americans
 - 1. Self-Knowledge and understanding
 - 2. Role models
 - 3. Identity questions
 - 4. Cultural crisis questions
 - B. For Other Americans
 - 1. Corrective for racist myths and stereotypes
 - 2. Elimination of historical amnesia
- II. Human Origins/Africa
 - A. Eastern and Southern Africa
 - B. Cradle of Early Man (Homo erectus)
 - C. Cradle of Modern Man (Homo sapiens)
 - D. Dispersions migrations
- III. Nile Valley Civilizations
 - A. Nubia/Ethiopia
 - B. Kemet/Egypt
 - C. Golden Ages of African History
 - 1. 6000 B.C.E. to 525 B.C.E. (First Classical Period)
 - 2. 525 B.C.E. to 641 A.D. (Second Classical Period)
 - 3. 641 A.D. to 1600 A.D. (Third Classical Period)
- IV. Western Sudanic Civilizations
 - A. Ancient Ghana
 - B. Mali
 - C. Songhay
 - D. Other states and empires
- V. Moorish Empire in Spain (711 A.D. to 1492 A.D.)
 - A. Spain`s First Golden Age
 - B. Moorish influences in arts and sciences
 - C. Moorish education and scholarship
- VI. Fall of Pre-Colonial African Societies
 - A. Conditions
 - B. Events
- VII. African Presence in the Americas
 - A. Early migrations
 - 1. Mexico
 - 2. Central America
 - 3. South America B Early influences
- VIII. European Slave Trade
 - A. Misconceptions related to trade
 - B. Basis for trade
 - C. Impacts of trade
 - D. Dehumanization system
 - E. Colonial and domestic slavery
 - F. Resistance to slavery
 - G. Closing of slavery
- IX. Civil War
 - A. Pre/Post Civil War Conditions
 - B. Reconstruction
 - C. African American Participation

C. African-American Participation

1. Civil War
2. Rebuilding of South

MCCCD Governing Board Approval Date: **10/28/2008**

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.

HIS203 – African-American History to 1865 (#20241)
3 Credits: Face to Face
Fall 2018
(08/20/18-12/14/18)
Tuesday, Thursdays – 10:00am – 11:15am
Glendale Community College (Main Campus), Room CL14.

Professor: John Coughlin Email: john.coughlin@gccaz.edu
Office: 05-107 Telephone: 623.845.4845

Required Texts: Hine, Darlene Clark and William C. Hine and Stanley Harrold. *African Americans: A Concise History (Combined Volume, 5th Edition)*. (Boston, MA: Pearson, 2014)

Mintz, Steven (ed.). *African American Voices: A Documentary Reader, 1619-1877 (4th Edition)*. (New York, NY: Wiley-Blackwell, 2009)

Choice Text: Johnson, Walter. *Soul by Soul: Life Inside An Antebellum Slave Market*. (Boston, MA: Harvard University Press, 2001)

Rediker, Marcus. *The Amistad Rebellion: An Atlantic Odyssey of Slavery and Freedom*. (New York, NY: Penguin Books, 2013)

Rothman, Adam. *Slave Country: American Expansion and the Origins of the Deep South*. (Boston, MA: Harvard University Press, 2007)

Yellin, Jean Fagan. *Harriet Jacobs: A Life*. (New York, NY: Basic Civitas Books, 2005)

My Philosophy of Education

The British philosopher Alfred North Whitehead once argued that education is “the acquisition of the art of the utilization of knowledge.” Thus education consists of more than the mere accumulation of facts. For Whitehead, the educated person connects facts to her life in a way that creates joy, that arouses passion, and that brings hope. The educated person not only can, but must, achieve this synthesis in order fully to *understand* that which she *knows*.

As historians, we have the duty and responsibility to look beyond what merely happened and try to understand the “whys” of what happened and its ramifications for all individuals within the dynamic of that history, be they Presidents or journeymen. The trick of delving into history, then, becomes looking at who has written the history we utilize and understand, as well as coming to an understanding of why the aforementioned events played out on the field of history as they did. Elbert Hubbard once wrote that life (and by default, history) is “one damned thing after another.” The quote has also been attributed to Frank Ward O’Malley, who wrote in a letter, Oct. 24, 1930: “It’s not true that life is one damn thing after another—it’s one damned thing over and over.” As an explanation (and maybe more cynically), Pat Buchanan has commented, “The only lesson we learn from history is that we do not learn from history.” To

what extent these quotes hold validity will hopefully play out over the semester. The knowledge of “what” happened is the starting point, the accumulation of facts that Alfred North Whitehead describes. The “why” is the utilization of said knowledge.

It may be useful to know my theory of history, in addition to my theory on education. I think novelist Richard K. Morgan summed it up best when he commented, “Society is, always has been, and always will be a structure for the exploitation and oppression of the majority through systems of political force dictated by an elite, enforced by thugs, uniformed or not, and upheld by a willful ignorance and stupidity on the part of the very majority whom the system oppresses.” I encourage you to find the tools, during the course of the semester, to both challenge and uphold the previous statement.

I feel privileged to have the opportunity to guide you through your introduction to pre-Civil War African American history.

Official Course Description

“History and cultural heritage of African-Americans from their beginnings in Ancient Africa through the experience of chattel slavery in the Americas to their eventual emancipation and participation in the American Civil War. Prerequisites: None.”

Questions we will consider include 1) What happened that created the events we will study? 2) Who were the “movers and shakers” to cause such events? 3) What ramifications did such events have for subsequent history? 4) Why did the event, in question, occur and how might events played out differently? 5) How has that history been transmitted over time to students of history and to the general public? 6) Who has transmitted this history? 7) How can a multi-disciplinary approach help us “tease” out the various dynamics within historical events, be they psychological, philosophical, or sociological (etc.)?

Goals and Objectives

This course will introduce students to the method and practice of history through consideration of classical and contemporary sources. En route, you will learn to think with a critical, analytic, and open mind – and hopefully come to enjoy abstract thought for its own sake.

By the end of the course, students will be able to (taken from the MCCCDC Official Course Competencies, approved 10/28/2008):

- Describe the relevance of African-American history for African-Americans and for other Americans. (I)
- Trace the origin and development of humans in Africa. (II)
- Describe the migrations of modern humans to Europe, Asia, and the Americas. (II)
- Identify and describe the Nile Valley civilizations. (III)
- Identify and describe the major western Sudanic civilizations. (IV)
- Describe the Moorish Empire in Spain, and explain the significance of Moorish education and scholarship.(V)

- Identify and describe Moorish influences in the arts and sciences. (V)
- Identify and describe the major factors that contributed to the fall of Pre-Colonial African societies.(VI)
- Trace the early presence of Africans in the Americas and describe their influence on the cultures of Mexico, Central and South America. (VII)
- Trace the history and the development of the European slave trade. (VIII)
- Trace the resistance to slave trade, and describe the factors involved in the closing of the slave trade. (VIII)
- Describe pre/Civil War conditions, and trace the role of African-Americans in the Civil War. (IX)

Course Requirements and Grading Policy

You may earn up to 750 points in this course through participation, examinations, and the final exam. The point breakdown follows:

10%	Textbook Discussion	72
10%	Reader Discussion	60
13%	Paper/Presentation	100
7%	Quizzes	50
13%	Discussion Leader	100
32%	Chapter Quizzes	240
16%	Unit Essays	120
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(appx.) 100%	TOTAL	742 points

We will employ the following grading scale:

A=	(90% - 100%)
B=	(80% - 89%)
C=	(70% - 79%)
D=	(60% - 69%)
F=	(0% - 59%)

Discussion Leader: Each week, we will be reviewing a reading from the African American Reader, in addition to having an in-depth discussion of the textbook chapter for the week. The Discussion Leader(s) will facilitate conversation by handing out discussion questions before the assigned session. The Discussion Leader(s) will be graded on thoroughness of questions raised, the ability to direct conversation, and ability to contextualize the history covered within our larger study of African-American history.

As a Discussion Leader, the student will provide a series of fifteen open-ended questions (ten for the textbook, and five for the reader) that will be distributed to class the class period BEFORE the Discussion Day. If there are multiple students facilitating, it will be the responsibility of the members to assign a group leader to collaborate and come up with a series of questions. These questions should be emailed to me at john.coughlin@gccaz.edu the class BEFORE the

Discussion Day by 5pm.

Additionally, each Discussion Leader(s) will compose a brief essay that analyzes the various readings by providing answers to the questions that they will provide to class. This will be due the day after the Discussion Leader(s) is set to facilitate. Each answer to the question should be, approximately, 100 words, bringing the final summary to 1500 words. This will, again, be sent to john.coughlin@gccaz.edu the class AFTER the Discussion Day by 5pm.

Paper Requirement:

There will be more information given on the essay, as we progress through the semester. However, so as to give you some insight into what the essay requirements will be, there will be an expectation that you compose a 5-7 page analysis of any of the choice texts. You will choose your text in class and the choice texts will be grouped around the following thematic areas:

Market – *Soul by Soul*

Resistance – *The Amistad Rebellion*

War – *Slave Country*

Gender – *Harriet Jacobs*

You will be responsible for presenting your research at the end of the semester. You will be responsible for picking a topic that is distinct from your classmates and coordinate this selection with me. Your grade for this will be a combination of the paper research plus the effectiveness of your presentation.

Discussions:

In order to create an atmosphere that encourages participation and the exchange of ideas, I ask that everyone is respectful towards others. We welcome a diverse range of ideas and opinions in this course. Verbal attacks, discriminatory comments, threats, and insults will not be tolerated and will be dealt with in accordance with GCC guidelines. I am, well, aware that much of the material we are discussing is modern, sensitive and extraordinarily capable of arousing strong feelings. Any deviation from the above expectations could result in any number of consequences, from a personal meeting all the way up to, and including, administrative action. Please be mindful, respectful and tolerant of differing viewpoints and allow them to strengthen and challenge your own.

Seminars:

This course is a reading intensive that works best with maximum student participation. I have an expectation that, while you need not master the material, you come prepared to earnestly discuss what you have read, as well as give contributing analysis to spur discussion. This class will be a seminar based course that maximizes student participation. While I intend to guide and narrate certain topics, please be mindful that this is a student centered course where you, the student, is going to guide much of the discussion, so as to give you a taste of upper-division and graduate level coursework.

Having said that, there will be periodic “quizzes” to, as they say, keep you honest and to minimize the problem of the “free rider” problem.

Time Required: In class – 3 hours per week; Out of class – 6 hours per week.

Writing: The following rubric will give insight into all of the factors that the “Model Learner” addresses within any writing assignments in class:

Writing Elements	Exemplary	Satisfactory	Needs Improvement	Insufficient
Content: Development of Ideas Factual Accuracy Analysis Logical Accuracy	Student provides extensive explanations and illustrations of key ideas; Thorough incorporation of primary concepts of the discipline; Sophisticated ability to analyze and weigh differing facts and ideas and synthesize all material	Student provides detailed explanation and illustration of key ideas; Incorporation of several primary concepts of the discipline; Accurate analysis of differing facts and ideas and a clear synthesis of all material	Student provides explanation and illustration of most key ideas; Incorporation of some primary concepts of the discipline; Some inconsistency in analysis of differing facts and ideas and an effort to synthesize all materials.	Student provides vague explanation and illustration of key ideas; Inconsistent incorporation of primary concepts of the discipline; Weak or no effort to analyze and weigh differing facts and ideas; Incomplete synthesis of material
Structure/Organization: Logical order of evidence Format	The student provides highly logical and clear arrangement of ideas; This may include, but is not limited to, efficient use of transitions or headings and creation of comprehensive unity and coherence of paragraphs	The student provides mostly logical and clear arrangement of ideas; This may include, but is not limited to, appropriate use of transitions or heading and creation of adequate unity and coherence of paragraphs	The student provides fairly logical and clear arrangement of ideas; This may include, but is not limited to, use of some transitions or headings and creation of some unity and coherence of paragraphs	The student provides inconsistent and sometimes unclear logic and arrangement of ideas; This may include, but is not limited to, lack of transitions or headings, and creation of no unity and coherence of paragraphs
Audience Awareness: Fits assigned topic Tone/Voice Appropriate Word Choice	Student demonstrates perceptive awareness of purpose and audience; Word choice and tone reflect subject area knowledge	Student demonstrates accurate awareness of purpose and audience; Word choice and tone are appropriate for the assignment.	Student demonstrates passable awareness of purpose and audience; Word choice and tone are not always appropriate for the assignment.	Student demonstrates minimal or no awareness of purpose and audience; Word choice and tone are not appropriate for the assignment.
Style/Syntax: Standard Usage Sentence Variety	Student writes grammatically correct and sophisticated sentences with an absence of usage errors (fragments, verb tense,	Student writes mostly grammatically correct and sophisticated sentences, with 1-2 usage errors per page	Student writes some grammatically incorrect sentences with little sophisticated or varied structure	Student writes with many patterns of errors in grammar and shows no variety in sentence

Attendance:

I do not have an attendance policy; you are a college student and will be the best judge of how your time is best utilized. You may have a hot date, a horrific surgery, or work commitment – all of those are indicating to me that you are missing class, so you need not ask my permission. A friendly “heads up” is all I ask for, so I may note if you will be there.

With that said, the easiest way to glean some ‘hints’ as to what might be on an exam would be to attend class to see what is discussed. Thus, although a study guide will be handed out, the class, by nature of my lecture, is the most surefire way to see what will be covered on the exam. The study guide is to be used in conjunction with class lecture to get a “feel” for what will be on the test. Do not ask me what you missed, as I will tell you, “class.” As Spider-Man says, “with great power comes great responsibility.” Use it wisely.

Finally, be aware that I will never initiate a student withdrawal. As such, failure to stop attending will not be taken as an indication of anything other than your failure to attend. Thus, the final grade you earn will still be entered at the end of the semester. Additionally, I do not issue grades of Incomplete (I).

Class Exams:

The exams **must** be taken on the scheduled date and time. Any alteration in the testing schedule must be worked out in advance with me.

Tardiness and Absences

Please do your best to be neither tardy nor absent. Tardiness and absenteeism adversely affect everyone. We are learning and doing history together, and we are counting on you to be here. The material in this course is best learned in class, not on your own. Call or email me if you know in advance you will be tardy or absent.

Excessive unexcused absences (missing more than four classes) can result in my administratively withdrawing you from the course.

Academic Misconduct

Academic misconduct includes, among other things, plagiarism, cheating on exams or papers, and disruption of class. At a minimum, you will receive a score of zero on any exam, quiz, or paper involving academic misconduct. Depending on the seriousness of the offense, I may also reduce a final grade, remove the student from class, and/or refer for disciplinary action.

If you feel lost or insecure about the course material, making an appointment with me is a much better option than resorting to cheating or plagiarism. I sincerely want to help you learn the material and prepare you for whatever career path you are traveling. Cheating prevents you from learning, prevents me from helping, and ultimately could stand in the way of your future success.

Electronic Devices

As a courtesy to the class, and me, all cell phones, beepers, etc. should be turned off during class. If you are expecting an urgent call, please use non-audible settings and leave the classroom

before answering. Please do not electronically record the class without my prior permission.

Disability Accommodations

I am more than happy to make reasonable accommodations for persons with documented disabilities. If you have, or believe you have, a disability and would benefit from any accommodations, you may wish to self-identify by contacting Disability Services:

Building: Testing & Disability Resources (TDS) - 100
Phone: (623) 845-3080, VP f/t Deaf: (480) 525-6472
Fax: (623) 845-3273
Email: dsr.advisor@gccaz.edu

Miscellaneous

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To view the full Sexual Harassment Policy refer to the Student Handbook, [Sexual Harassment Policy for Students \(AR 2.4.4\) \(see also 5.1.8\)](#).

This syllabus is a tentative plan for the course and likely will be altered, orally or in writing, at my discretion. Course content may also vary from this syllabus to meet the needs and interests of this particular class. It is your responsibility to keep abreast of changes to the syllabus. These will be posted in the “Announcements” section of our Canvas course should they occur. Please check this site at least once a day to keep informed of any changes

Every student is expected to know and comply with all current published policies, rules and regulations as printed in the college catalog, class schedule, and student handbook.

#	Topic	Date:	Readings/Due Dates
1	Introduction: Course and Method	August 21	
<u>Unit 1</u>		<i>August 23</i>	
2	Africa, ca. 6000 BCE- ca. 1600 CE		Textbook, Chapter 1
3	Introduction		Reader, pages 2-20
<u>Unit 2</u>		<i>August 30</i>	
4	Middle Passage, ca. 1450-1809		Textbook, Chapter 2
5	LABOR DAY	September 4	NO CLASS
6	Introduction		Reader, pages 21-39
<u>Unit 3</u>		<i>September 11</i>	
7	Black People in Colonial North America, 1526-1763		Textbook, Chapter 3
8	“Death’s Gwineter Lay His Cold Icy Hands on Me:’ Enslavement		Reader, Chapter 1
<u>Unit 4</u>		<i>September 18</i>	
9	Rising Expectations: African Americans and the Struggle For Independence, 1763-1783		Textbook, Chapter 4
10	“God’s A-Gwineter Trouble De Water:” The Middle Passage And Arrival		Reader, Chapter 2
11	TBA	September 25	
<u>Unit 5</u>		<i>September 27</i>	
12	African Americans in the New Nation		Textbook, Chapter 5
13	“A Change is Gonna Come:” Slavery in the Era of the American Revolution		Reader, Chapter 3
<u>Unit 6</u>		<i>October 4</i>	

14 Life in the Cotton Kingdom, 1793-1861 Textbook, Chapter 6

15 “We Raise de Wheat, Dey Gib Us de Corn:” Conditions Of Life Reader, Chapter 4

Unit 7

October 11

16 Free Black People in Antebellum America, 1820-1861 Textbook, Chapter 7

17 “Nobody Knows the Trouble I’ve Seen:” Visual History Of Slavery Reader, Chapter 5

Unit 8

October 18

18 Opposition to Slavery, 1730-1833 Textbook, Chapter 8

19 “O Mother Don’t You Weep:” Women, Children, and Families Reader, Chapter 6

20	TBA	October 25
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Unit 9

October 30

21 Let Your Motto Be Resistance, 1833-1850 Textbook, Chapter 9

22 “Go Home to My Lord and Be Free:” Religion Reader, Chapter 7

Unit 10

November 6

23 “And Black People Were At The Heart of It”: The United States Disunites over Slavery, 1846-1861 Textbook, Chapter 10

24 “Oppressed So Hard They Could Not Stand:” Punishment Reader, Chapter 8

Unit 11

November 13

25 Liberation: African Americans And the Civil War, 1861-1865 Textbook, Chapter 11

26 "Let My People Go:" Resistance
And Flight Reader, Chapter 9

Unit 12

November 20

27 The Meaning of Freedom:
The Promise of Reconstruction Textbook, Chapter 12

28	THANKSGIVING BREAK	November 22	NO CLASS
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29 "The Walls Came Tumblin'
Down:" Emancipation Reader, Chapter 10

30	PAPER DUE	November 25
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31	TBA	November 29
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32 Presentation Day I December 4

33 Presentation Day II December 6

*** Note: Exams are on the day listed. Chapters refer to the text.

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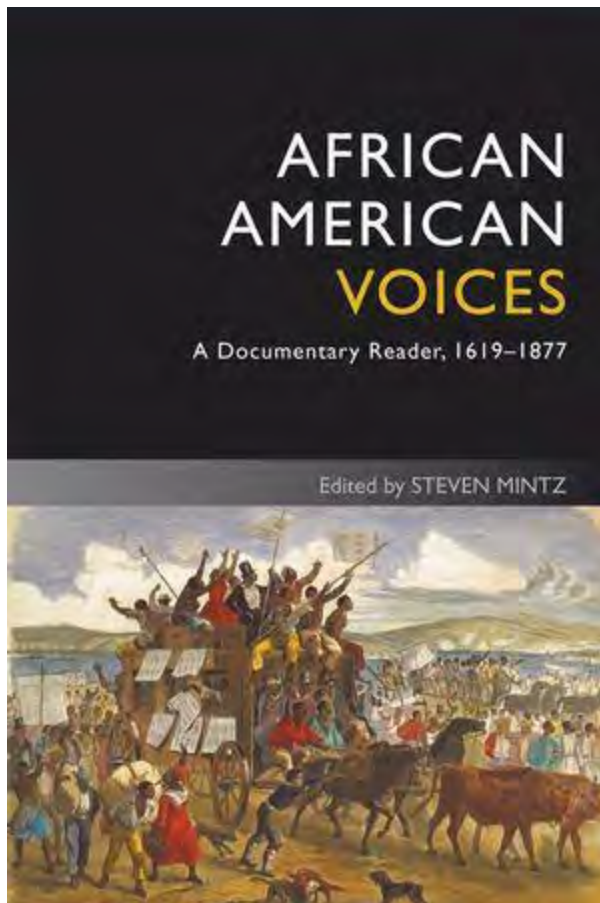
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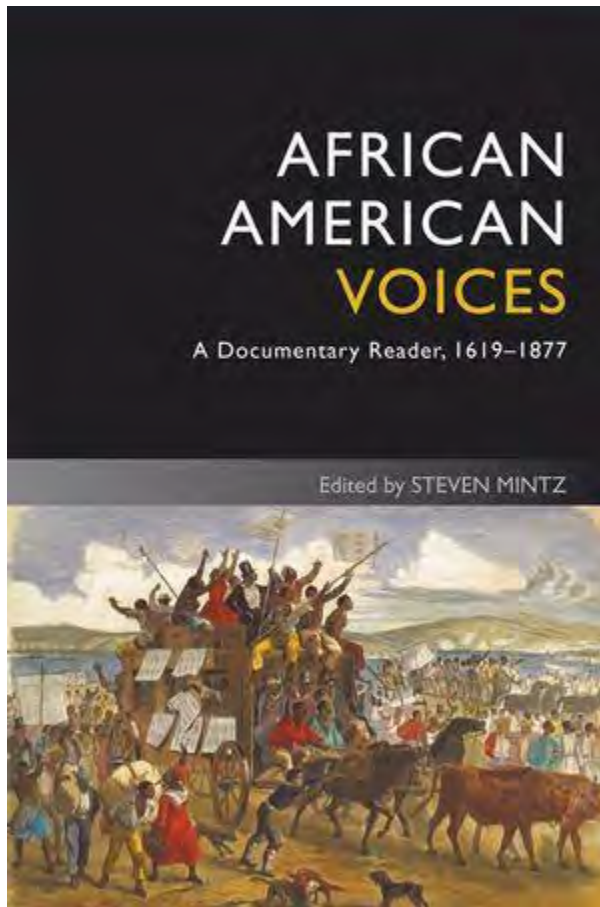
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About the Author

Steven Mintz is Professor of History and Director, American Cultures Program, at the University of Houston. His thirteen books include *Domestic Revolutions: A Social History of American Family Life* (1988; co-authored with Susan Kellogg); and a major interpretation of antebellum reform, *Moralists & Modernizers: America's Pre-Civil War Reformers* (1995). His most recent book, *Huck's Raft: A History of American Childhood*, received the Association of American Publishers R.R. Hawkins Award for the Outstanding Scholarly Book of 2004; the Organization of American Historians 2004 Merle Curti Award for the best book in social history; and the Texas Institute of Letters Carr P. Collins Award for the best non-fiction book of 2004.

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