I. LOCATOR INFORMATION:
Instructor: Dr. Linda D. Tomlinson
Course # and Name: HIST 210.03 African American History
Semester Credit Hours: 3
Office Location: 321 Lyons Science
Office hours: 10:00-11:30 Tues./Thurs., 1:00-3:30 Mondays/Wednesdays
Day and Time Class Meets: 8-9:00 a.m. Tuesday/Thurs.
Total Contact Hours for Class: 2.5 weekly
Email address: itomlins@uncfsu.edu

The following statement should appear on the first page of each course syllabus:

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. COURSE DESCRIPTION: A study of African-American social, economic, cultural and political history, with emphasis on the contributions of African-Americans to the social, cultural, economic and intellectual life of American society and with the attention to the role of African-Americans in the exploration, settlement, and development of America, the experience of slavery, and the struggle for civil rights.

III. DISABLED STUDENT SERVICES: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.


V. PRIMARY CORE STUDENT LEARNING OUTCOME – Humanities/Creative Arts: Students will demonstrate comprehension, analysis, and/or synthesis of the social and historical contributions of the humanities and/or arts to human cultural and intellectual advancement by engaging in inquiry, writing, and/or creative processes.

SPECIFIC COURSE OBJECTIVES:
Upon completion of this course, students will be able to:
A. Describe and analyze forces that contributed to the rise and decline of West African states during the 15th and 16th centuries.
B. Compare and contrast European, African, and Colonial American societies.
C. Analyze and evaluate ideas and forces that shaped colonial intellectual thought prior to the American Revolution.
D. Debate pro-and anti-slavery arguments, the position of blacks in America and concepts of power before 1865.
E. Identify major political, social, and cultural movements that influenced the course of African American history between 1870 and 1930 notably Reconstruction, Jim Crow laws, the Harlem Renaissance, suffrage, New Deal and American music.
F. Compare and contrast the philosophies and the roles of African Americans and their social and educational organizations in the 20th century through class discussions and videos.
G. Identify and celebrate the contributions of outstanding African Americans to the cultural, scientific, economic, and intellectual development of America.
H. Analyze the effect of the modern civil rights movement on the political, educational, aesthetic, and economic advances made by African Americans.

NORTH CAROLINA PROFESSIONAL TEACHING STANDARDS (DPI)
A. Standard II
   1. Demonstrate knowledge of diverse cultures.
   2. Maintain High Expectations for all students
B. Standard III
   1. Develop literacy skills appropriate to specialty area.
   2. Know the subject beyond the content they teach.
   3. Relate content to other disciplines.

VI. COURSE REQUIREMENTS AND EVALUATION
A. Class Activities—15%
B. Unit Quizzes, Tests and/or in-class quick writes—40%
C. Midterm Examination—10%
D. CLA Styled Analysis of Archival Website and Short Paper—25%
E. Final Exam.—10%

Grading Scale-FSU Catalog
   A  92-100
   B  83-91
   C  73-82
   D  64-72
   F  63-0
VII. ACADEMIC SUPPORT RESOURCES – This is an SI supported course, which also utilizes Smarthinking, Criterion, Blackboard, University College Learning and Writing Centers.
VIII. COURSE OUTLINE AND SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Chapters-Topic/Themes</th>
<th>Assignments/Assessments</th>
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</thead>
<tbody>
<tr>
<td>One</td>
<td>Jan 12-18</td>
<td>Course Orientation/Introductions</td>
<td>Pre-tests administered</td>
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<tr>
<td>Two</td>
<td>Jan 19-25</td>
<td>Ch. 1: Africa and Ch. 2: The Middle Passage</td>
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<td>Three</td>
<td>Jan 26-Feb 1</td>
<td>Ch. 3: Black People in Colonial North America and Ch. 4: Rising Expectations . . .</td>
<td>Analyzing Slavery Artifacts/web-based Assignment</td>
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<td>Four</td>
<td>Feb. 2-8</td>
<td>Ch. 5: African Americans in the New Nation and Ch. 6: Life in the Cotton Kingdom</td>
<td>Test 1</td>
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<tr>
<td>Five</td>
<td>Feb. 9-15</td>
<td>Ch. 7: Free Black People in Antebellum America and Ch. 8: Opposition to Slavery</td>
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<td>Six</td>
<td>Feb. 16-22</td>
<td>Ch. 9: Let Your Motto Be Resistance</td>
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<td>Seven</td>
<td>Feb. 23-Mar 1</td>
<td>Ch. 10: And Black People Were at the Heart of It and Ch. 11: Liberation: African Americans and the Civil War</td>
<td>Test 2</td>
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<tr>
<td>Eight</td>
<td>Mar. 2-8</td>
<td>Ch. 12: The Meaning of Freedom: The Promise of Reconstruction and Ch. 13: The Meaning of Freedom: the Failure of Reconstruction</td>
<td>Midterm Examination—March 6</td>
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<td>Nine</td>
<td>Mar. 9-15</td>
<td>Ch. 14: White Supremacy Triumphant</td>
<td>Spring Break Week</td>
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<tr>
<td>Ten</td>
<td>Mar. 16-22</td>
<td>Ch. 15: African Americans Challenge White Supremacy Ch. 16: Conciliation, Agitation and Migration</td>
<td>Analyzing Intellectual Thought documents/web-based Assignment</td>
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<tr>
<td>Eleven</td>
<td>Mar. 23-29</td>
<td>Ch. 17: African Americans in the 1920s and Ch. 18: The Great Depression and the New Deal</td>
<td>Test 3</td>
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<tr>
<td>Twelve</td>
<td>Mar. 30-Apr. 5</td>
<td>Ch. 19: Black Culture and Society in the 1930s and 1940s Ch. 20: The World War II Era and Seeds of Revolution</td>
<td>Analyzing Aesthetic Artifacts/web-based</td>
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<tr>
<td>Thirteen</td>
<td>Apr. 6-12</td>
<td>Ch. 21: The Freedom Movement</td>
<td>CLA-styled Document Analysis and Short Paper (Essay) COMMON ASSESSMENT</td>
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<tr>
<td>Fourteen</td>
<td>Apr. 13-19</td>
<td>Ch. 22: The Struggle Continues</td>
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<td>Fifteen</td>
<td>Apr. 20-16</td>
<td>Ch. 23: African Americans at the New Millennium and Ch. 24: The Triumph of Black Politics</td>
<td>Test 4 Thanksgiving Holiday on Nov. 28th</td>
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<tr>
<td>Sixteen</td>
<td>Apr. 17-May 2</td>
<td>Course Wrap Up</td>
<td>Final Examinations for Graduating senior examinations. Post-Tests Administered</td>
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<tr>
<td>May 3-9</td>
<td>Final Examinations</td>
<td>Final Examinations</td>
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IX. TEACHING STRATEGIES:
A holistic approach to teaching will occur wherein students will share in the learning process through PowerPoint presentations, class participation, discussions, analyzes of primary and secondary sources, debates, simulations, and characterizations. Lectures, videos, guest speakers, web searches and graphics, interwoven with music, literature, and art will be used in presenting the history of African Americans and their contributions to America.

X. BIBLIOGRAPHY (Suggested Readings, Internet and/or other multi-media resources may be utilized and made available via Blackboard.)