

**Fayetteville State University
College of Arts and Sciences
Department of Government and History**

_____ Semester _____ Syllabus

HIST 210- African American History

Three Hours Credit

Meeting Place and Times:

JKSA- Rm_____

MWF Section_____

T R Section_____

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Instructor: Dr. Stanley Johnson

Office: TSS, 208E

Hours: 1-3, MTWF: 10-12, T F Available Other Times By Appointment

I. Course Description

History 210 is a study of African American social, economic, cultural and political history, with emphasis upon the contributions of African Americans including their role in exploration, settlement, and development of America as well as the experience of slavery and the struggle for civil rights.

II. Textbook

**Franklin, John Hope; Moss, Alfred A. From Slavery to Freedom Eighth Edition
McGraw-Hill, Inc. 2000**

III. Specific Course Objectives:

Knowledge

- _ Demonstrate an understanding of the subject matter and how it relates to other disciplines as well as to daily life.**

Technology

- _ Apply new technologies to teaching, learning, and research.

Reflection

- _ Examine and review cause and effect relationships and demonstrate ongoing need for professional development.

Diversity

- _ Become very aware of cultural and social differences and how they effect change.

Instruction in History 210 is to enable students to:

1. Describe and analyze forces that contributed to the rise and decline of the Old Coast African states during the 15th and 16th Centuries. (DPI 1.1; NACATE 2.1) (NCSS 2.1)
2. Compare and contrast European, African, Middle Eastern, and Central American societies. (DPI 1.5; NCATE 2.1) (NCSS 2.1)
3. Evaluate the merits of pro and anti slavery arguments following the American Revolution. (DPI 1.5; NCATE 2.1 [1,3]) (NCSS 2.1)
4. Evaluate the impact of major forces, i.e. Manifest destiny, The Civil War, Urbanization, etc. upon the life styles of African Americans. (DPI 1.2, 1.3, 1.4, 1.5; NACATE 2.1 [1,3]) (NCSS 2.1)
5. Distinguish between historical fact and interpretation while identifying and emerging historical trends (DPI 1.1, 1.2, 1.4; NCATE 2.1 [3,4])
6. Identify major eras that influenced the course of African American history.

(DPI 1.2, 1.4; NCATE 2.1 [1,2,3,]) (NCSS 2.1)

7. Compare and contrast the philosophies and roles of African American and organizations of the 20th Century. (DPI 1.1, 1.2, 1.3, 1.4; NCA [1,2,3,8]) (NCSS 2.1)
8. Compare and contrast 19th Century African American leaders and sup with those of the 20th century. (DPI 1.2, 1.2, 1.3, 1.4' NCATE 2.1 [1,

IV. Evaluation Criteria

Evaluation will be determined by performance on four classroom exami a term project, and classroom oral/verbal participation. Each examination req 20 per cent of grade average and the term project also represents 20 per cent fc of 100. Classroom participation on a regular basis may significantly influen final grade.

Grades will be based upon the University Grading System:

%	Grade
92-100	A
83-91	B
73-82	C
64-72	D
0-63	F

V. Course Outline/Assignment Schedule

TOPIC	CHAPTERS
Land of their Ancestors Ghana and Other States The African Way of Life	1 - 2

The Slave Trade and the New World	3 - 5
The Plantation System	
The Colonies	
Slavery and the American Revolution	
Blacks in the New Republic	5
Slavery and the Industrial Revolution	
Blacks and Manifest Destiny	6
Frontier influences	
War of 1812	
Rise of the Cotton Kingdom	8 - 9
The Peculiar Institution	
Plantation Life	
Slave Codes and Reaction	
Quasi-Free Blacks	
TOPIC	CHAPTERS
Slavery and Sectional Strife	10 - 11
Black Abolitionists and the Underground Railroad	
Advent of Civil War	12
Federal and Confederate Policies	
Black Soldiers	
Reconstruction	
End of Reconstruction	13 - 14
White Supremacy	
Philanthropy	
New American Imperialism	15 - 16
World War I and Democracy	
Pursuit of Democracy	
The Rise of Protest - 1908-1930	17
The Harlem Renaissance and the	18 - 19

“New Negro”

The New Deal and Old Problems

The World of African Americans 20 -21

The American Dilemma

World War II and Social Change

The Cold War and African Americans 22 -23

The Black Revolution

Popular Protest

New Forms of Activism 24

Review and Final Examination

VI. Course Requirements

Students are to take four classroom examinations at designated times. tests will consist of multiple choice, matching, short answer, and essay it review will precede each examination. Students who miss exams must provide excuses. Makeup tests must be taken within one week of the exam in question student must complete an original term project. Students may choose p subject to the approval of the professor. Typically these projects are term annotated bibliographies, critical essays, and other undertakings which deal v course of study. Projects must be typed and bound. See V. for deadline da

VII. Teaching Strategies

Methodology will involve lecture and discussion with emphasis upon ca effect relationships. Significance of events will be explained, analyzed, que and challenged. Questions will be directed to students by name.

Maps, charts, globes, and other aides will be used. Students are expected to g in the use of these.

BIBLIOGRAPHY

- Aptheker, Herbert. Afro-American History. New York; Citadel Press, 1992
- Banks, William M. Black Intellectuals. New York; W.W. Norton, 1996
- Bennett, Lerone. Before the Mayflower. Chicago; Johnson Co., 1969
- Coates, Rodney D. African American History. First Edition; Guilford, Ct; Duskin/McGraw-Hill, 2000
- Foner, Eric. America's Black Past. New York; Harper and Row, 1970
- Franklin, V.P. Living Our Lives, Telling Our Stories. New York; Scribner, 1996
- Gates, Henry Louis; Wes, Cornell. The Future of the Race. New York; Random House, 1996
- Hill, Patricia L. Call Et Response. New York; Houghton Mifflin Co. 1998
- Howard-Pitney, David. The Afro-American Jerimian. Philadelphia; Temple University Press, 1990
- Moses, Greg. Revolution of Conscience: Martin Luther King. Guilford Press