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AAS 342H.01: African American History to 1865

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AAS/HIST 342H: AFRICAN AMERICAN HISTORY TO 1865
COURSE SYLLABUS
Fall 2010

COURSE INFORMATION

- a. Course Number: AAS/HIST 342H, Sec. 01A & 01B
- b. Course Request Number (CRN): 74315 & 72776
- c. Room# and time: Jeanette Rankin Hall (JRH) 204, 11:10-12:00, MWF
- d. Prerequisites: none
- e. Credits: 3

INSTRUCTOR INFORMATION

- a. Instructor: Dr. George R. Price
- b. Office Hours and Location: MWF, 10:05-10:45, 1:00-1:30, 3:30-4:30, no appointment necessary, or other times *by appointment only*, in NAC (Native American Center) 203E
- c. E-mail: george.price@mso.umt.edu
- d. Office Phone: 243-2302

REQUIRED TEXTS

Hine, Darlene Clark, William C. Hine, and Stanley Harrold, *The African-American Odyssey, Volume One to 1877*, New Jersey, Pearson/Prentice Hall, Fourth Edition, 2009. (Includes a CD disk that can be very useful for research papers, but the CD is not required for class.) If you have the third edition, it could still work, the page numbering is just slightly different.

Wright, Donald R., *African Americans in the Colonial Era: From African Origins through the American Revolution*, Wheeling, Ill., Harlan Davidson, Inc., 2000. (referred to as “v1” in the lecture calendar)

Wright, Donald R., *African Americans in the Early Republic, 1789-1831*, Wheeling, Ill., Harlan Davidson, Inc., 1993. (referred to as “v2” in the lecture calendar)

A Frederick Douglass Reader, compiled excerpts from Frederick Douglass’ two most important autobiographies. Available online on our course ERes page (see below) and also a paper copy will be available for checkout at the Mansfield Library reserve desk.

Some short articles will be added to our readings during the course of the semester, either as paper handouts given in class, or posted electronically on our ERes webpage. The web page can be found at <http://eres.lib.umt.edu> Click on “Course Reserves” then select AAS 342. The password is AAS342 (all caps, no spaces). Important announcements, web links and other information will also be put on this page throughout the semester. There is also a discussion board where you can raise questions and get feedback from the professor and your fellow students. It is recommended that students check this page at least once a day.

COURSE DESCRIPTION

This course is a survey of the diverse historical experiences of Americans of African descent in the United States, from their origins in Africa until the end of the Civil War. Our focus will be on the quest of enslaved African Americans for freedom and dignity and the quest of free African Americans for equal opportunity and inclusion in American society, as they struggled against racism.

COURSE OBJECTIVES

- A. To familiarize students with the historical facts and circumstances that transformed diverse peoples of Africa into African Americans in the United States.
- B. To enable students to explore the reasons behind the formation of the institution of American slavery and racist concepts regarding humanity.
- C. To assist students in forming their own assessments and analyses regarding the logic, validity, and usefulness of popularly-held ideas about the nature of humanity.
- D. To help students to think independently and move beyond the limitations of customary popular concepts.
- E. To familiarize students with the facts concerning the history of African American resistance to slavery racism and other social injustices.
- F. To increase student awareness of the significant African-American influences upon, and contributions to, the development of American society.
- G. To provide a more complete context for understanding many of America's current social problems.
- H. To familiarize students with some of the bibliographical and other sources of knowledge that are available for further study of the various topics that we will cover.
- I. To improve students' research and writing skills.
- J. To provide students with opportunities for discussion and inquiry related to our topics.

GRADING CRITERIA

I use a precise, numerical, percentage point grading system. No letter grades are assigned until after the final exam and all of the points are added up. Student grades will be based on the combined scores of the writing assignments, in-class participation, the midterm exam, and the final exam. The grades will be weighted as follows:

	<u>Grade Scale:</u>	
21% for the short essays	92-100 = A	72-77.5 = C
27% for the research paper	90-91.5 = A-	70-71.5 = C-
20% for the midterm exam	88-89.5 = B+	68-69.5 = D+
22% for the final exam	82-87.5 = B	62-67.5 = D
10% for attendance and participation	80-81.5 = B-	60-61.5 = D-
	78-79.5 = C+	below 60 = F

(The details for the writing assignment will be given separately from this syllabus.)

Extra credit opportunity: Two extra points for making a five minute presentation to the class regarding your research and/or writing experiences related to our topics.

Special arrangements for taking the exams at other than the designated times must be made in advance and approved by the instructor. Only very dire, unavoidable

circumstances will be considered. Students with University-recognized disabilities who are enrolled with Disability Services for Students (DSS) will be accommodated according to University regulations. Such students should communicate with the instructor as early in the semester as possible about their special needs.

ATTENDANCE

All students are individually responsible for acquiring information made available through lectures, reading assignments, and materials handed out in class. The instructor does not copy or publish his lecture notes. Attendance and participation make up 10% of your grade (see "Grading Criteria" section above). **Disrespectful behavior, such as talking during a lecture or while another student is addressing the class, or playing with electronic devices, will result in loss of attendance and participation credit for the day.**

ACADEMIC HONESTY

Plagiarism is the misrepresentation of another person's writing as one's own. Plagiarism is a violation of the University of Montana Code of Student Conduct, and the professor can give a student who plagiarizes an assigned paper a failing grade for the course. The UM leaves it up to each professor to decide if such action is appropriate. I choose to give a failing grade (no credit) *for the particular assignment that was plagiarized, and no opportunity to re-do the assignment.* That could lead to a failing grade for the course, but not necessarily, depending on how the student does with the rest of the graded items for the course. We professors are aware that there are a growing number of internet websites that sell "research papers" to students who are susceptible to that kind of scam. But there are also several websites that we can use to detect such papers and find their point of origin. Using such internet aids, I have caught several students over the years who turned in plagiarized works, and it is never a pleasant situation for either of us. Consider yourselves to be kindly forewarned.

Exams will be monitored and students must work individually. Talking to other students during the exam, copying another student's paper, or other forms of cheating, will result in an "F" grade for that exam.

COURSE OUTLINE/ CLASS CALENDAR (may be subject to minor revisions, TBA)

<u>Date</u>	<u>Lecture Topic</u>	<u>Reading Assignments</u>
Aug. 30	Introduction to the course	
Sept. 1	The African origins of African Americans	Hine, chap. 1; Wright, v1, pp.7-28
" 3	" " continued, with discussion	
" 6	LABOR DAY HOLIDAY- NO CLASS	
" 8	Origins and reasons for the trans-Atlantic slave trade	Hine, pp. 27-33; Wright, v1, pp. 28-41
" 10	Excerpts from documentary, "Wonders of the African World"	
" 10	The "Middle Passage" and early experiences of Africans in America; discussion of study guide questions	Hine, pp. 34-49; Wright, v1, pp.41-54
" 13	previous lecture, continued	
" 15&17	Slavery, indentured servitude, and freedom in Colonial America	Hine, chap. 3; Wright, v1, pp.55-96
" 20	Excerpt from documentary, "Slavery and the Making of America"	
" 20	Africans into African Americans: African American cultural development during the Colonial era	Wright, v1, pp.100-157

COURSE OUTLINE/ CLASS CALENDAR, continued

<u>Date</u>	<u>Lecture Topic</u>	<u>Reading Assignment</u>
Sept. 22	AfAm cultural development in the Colonial era, cont.: African Americans and Native Americans; Influence of the Great Awakening and the Enlightenment	
" 24	African Americans and the American Revolution Hopes and Betrayal: The U.S. Constitution and institutional racism Case study: James Easton	Hine, chap. 4; Wright, v1, pp.158-174; articles to be handed out " " "
" 27	Previous lecture, cont.; The U.S. Constitution and institutional racism	"
" 29	Reasons for the expansion of slavery and racism in the new republic	Hine, pp.105-116; Wright, v1,pp.174-202, v2, 12-36
Oct. 1	African American community and cultural development under slavery; scenes from "Roots" depicting slave community life	Hine, chap. 6; Wright, v2, pp.43-84
" 4	Video documentary: "When the Lion Wrote History," Part 1 Frederick Douglass, experiences under slavery and insights gained; Conditions under slavery and the impact on families; psychological impact of slavery	Douglass, Narrative, pp. 39-47, 57-63, and 75-79 Douglass, <i>My Bondage...</i> , pp. 192-193
" 6	previous lecture continued, discussion Forms of slave resistance to slavery	Wright, v2, pp.85-124
	First essay due	
" 8	The growth of free African American communities in early 19 th century (antebellum) America Origins and reasons for African American church denominations	Hine, pp.116-128; chap. 7 Wright, v2, pp.125-161
	Review outline for midterm exam distributed	
" 11	previous lecture, continued; discussion of study guide questions, and review for Midterm exam	
" 13	Midterm exam	
" 15	The life of Captain Paul Cuffe	
" 18-22	The Uplift Movement; Free African American human rights activism in the 1820s and '30s excerpt from documentary: "Slavery and the Making of America" The early African American press; the "prophetic voice" (excerpt posted on ERes) David Walker, Maria Stewart, & Hosea Easton (writings of all three of these activists are posted on our ERes page)	Hine, chap. 8
" 25-29	The abolition movement, or, "The American Revolution, Part 2"; Violent opposition to freedom and equality in the 1830s	Wright, v2, 162-208
" 28	"Day of Dialogue" UM campus event (extra credit possibility- TBA)	
Nov. 1&3	Frederick Douglass, life as a free man and an abolitionist Documentary: "Frederick Douglass: When the Lion Wrote History,"Pt. 2 Discussion of Douglass writings and the video	Douglass, <i>My Bondage...</i> , 198-243 247-279, 289-298
" 5-10	Free African American human rights activism from 1833-1850 African Americans and politics in the 1840s; voting rights; the Free Soil Party; The impact of pro-slavery forces on American politics and society; "The Slave Power Aristocracy"; discussion	Hine, chap. 9
" 12	African Americans on the early western frontiers and in the California Gold Rush	readings TBHO

COURSE OUTLINE/ CLASS CALENDAR, continued

<u>Date</u>	<u>Lecture Topic</u>	<u>Reading Assignment</u>
Nov. 12	3rd or last essay due Submit research paper topics to the professor for approval and/or suggestions (if you have not yet already done so)	
" 15-19	The Underground Railroad, The Fugitive Slave Law of 1850, and the U.S. attack on free African Americans in the 1850's Increasing violent disputes over slavery in the 1850s	Hine, pp.236-250
" 22	African American inventors and inventions	
" 24-26	THANKSGIVING VACATION- NO CLASSES	
" 29	The Dred Scott decision and it's implications for America Turn in rough draft or outline for your research paper	
Dec. 1&3	John Brown and Abraham Lincoln	Hine, pp.250-257
" 6	Abraham Lincoln, Frederick Douglass and African Americans in the Civil War Student extra credit presentations can be made any day this week- inform Professor Price in advance if and when you want to present. Review outlines for final exam distributed and/or posted on ERes	Hine, chap. 11
" 8	Did the Civil War end slavery? Impact of the Civil War and the 13 th Amendment on African Americans	
" 10	Last student presentations, closing discussion, Review for Final (Q and A); Course evaluations Last day to turn in late essays or research paper	
" 16	Final Exam, Thursday, December 16, 8:00-10:00	