

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: HSTY 225
Course Title: African American History

Year: 2024-2025
Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

This course is an introduction to African American history from the colonial era until Reconstruction. While tracing the major events that shaped America's history, the course focuses on the experience of African peoples using primary sources, audio and video presentations, class discussions, and lectures. Some major topics include geography and culture of Africa, transatlantic slave trade, systems of chattel slavery, and the roles of African Americans in religion, politics, culture, revolution, and the Civil War in America. Note: For students scoring above 84 on the N.Y. State Regents U.S. History & Government Exam, HSTY 225 fulfills the SUNY General Education American History requirement. Prerequisites: ENGL 101; RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Spring semester.

Course Context/Audience

This course may be used to satisfy a liberal arts, social science or unrestricted elective requirement. It is an excellent choice for students planning to transfer to a baccalaureate degree program in history. In addition, it should be considered by students with a special interest in African American studies.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.

Math: M0 Course requires very little or no math.

Reading: R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

Course Goals

Successful completion of this course will enable students to:

1. Recognize the major social, political, economic, and religious factors that gave rise to the African slave system in the colonial era.
2. Explain factors that influenced the evolution and demise of chattel slavery in colonial America (recognizing differences in this transformation among the first colonial establishments).
3. Demonstrate their understanding of the role and the impact of African American people in the development of American society.
4. Effectively use the skills necessary to research, analyze, compare, and evaluate primary and secondary sources of historical information.

5. Show evidence of a greater level of mastery of information literacy skills.

Course Objectives/Topics

| Objective/Topic | # Hours |
|---|---------|
| Students will be able to recognize the geography and culture of the African continent at the time of European contact. | 3 Hours |
| Students will be able to trace the path of an African slave from capture to sale in North America. | 3 Hours |
| Students will be able to explain the differences between slave societies existing in northern, mid-Atlantic, and southern colonies. | 3 Hours |
| Students will be able to describe the major aspects of daily life for slaves in colonial America. | 3 Hours |
| Students will be able to explain the development of African American culture in colonial America. | 6 Hours |
| Students will be able to describe the African American experience during the revolutionary transition in American society. | 6 Hours |
| Students should be able to explain the constitutional decisions that impacted African Americans under the newly developing Republic in America. | 6 Hours |
| Students will be able to understand how the westward expansion and resulting domestic slave trade impacted African Americans. | 3 Hours |
| Students will be able to identify the beginning abolition movements, political organization, and slave revolts developing in the colonies. | 6 Hours |
| Students will be able to explain the role of African Americans in the American Civil War. | 6 Hours |

General Education Objectives/Emphasis

| CRITICAL THINKING OUTCOMES | HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes) |
|--|---|
| <p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ consider analytically the viewpoints of self and others. ➤ reach informed conclusions and solutions. | <p>Students will recognize how the history of African Americans has been defined by RACE in this country. They will consider question of whether racism caused slavery or slavery caused racism.</p> <p>Students will examine narratives in written and audio formats as sources to determine history of African Americans from their own perspectives.</p> <p>Students will gain an understanding of the changing nature of historiography throughout modern American history.</p> |

| SOCIAL/GLOBAL AWARENESS OUTCOMES | HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes) |
|--|--|
| <ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. | <p>By more fully understanding the African American experience in this country, students will begin to examine their own views surrounding race. They will also begin to appreciate how racism toward this population continues to influence the society in which they live.</p> <p>Students should begin to identify the social and economic consequences of racism.</p> <p>Students should begin to link the farming methods in the deep south, and transfer of them west to Texas, Oklahoma, and Kansas, to Dust Bowl conditions in the 1930's.</p> |

Instructional Methods

It is recommended that the course be structured in both a chronological and a thematic sequence. The following teaching methods may be used to increase students' understanding: lecture, discussion, self-study, lab seminar for presentation of visuals, cooperative learning groups, and student presentations. In addition, the following educational resources may be used to add dimension to the course: Primary documents (including speeches, diaries, newspaper articles, etc.), Audio/visual presentations (including music, poetry, speeches, photographs – Internet, PowerPoint, CD presentations, overheads), and Case Studies (the constitution, amendments, and Supreme Court cases involving African Americans' civil rights).

Methods of Assessment/Evaluation

| Method | % Course Grade |
|---------------------|----------------|
| Class Participation | 30% |
| Documents/Project | 30% |
| Exam I | 20% |
| Exam II | 20% |

Text(s)

The African American Odyssey Vol. 1, Darlene Clark Hine, William C. Hine and Stanley Harrod, Latest edition, © 2000 New Jersey: Prentice Hall, Inc.

Required

The Classic Slave Narratives, Henry Louis Gates, Jr., Latest edition, © 2002 Signet Classics.

Autobiography of Malcolm X, Malcolm X, Latest edition, © 1987 Ballantine Books.

Bibliography

Aptheker, Herbert. American Negro Slave Revolts. 1943; reprint, New York: International, © 1983.

Berlin, Ira. Remembering Slavery, The New Press, © 2007.

Brent, Linda. Incidents in the Life of a Slave Girl. New York: Harvest, © 1973.

Courlander, Harold, ed. A Treasury of African Folklore. New York: Marlowe, © 1996.

Curtin, Philip C. The Atlantic Slave Trade, a Census. Madison: University of Wisconsin Press, © 1969.

Edwards, Paul, ed. Equiano's Travels. London: Heinemann, © 1967.

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Fast, Howard. Freedom Road. New York: M.E. Sharpe, © 1995.

Garrow, David. Bearing the Cross.

Greene, Jack P. All Men are Created Equal: Some Reflections on the Character of the American Revolution. Oxford: Clarendon, © 1976.

Levtzion, Nehemiah. Ancient Ghana and Mali. London: Methuen, © 1973.

Lovejoy, Paul E. Africans in Bondage: Studies in Slavery and the Slave Trade. Madison: University of Wisconsin Press, © 1986.

Nketia, Kwabena J.H. The Music of Africa. New York: Norton, © 1974.

Rawley, James A. The Transatlantic Slave Trade: A History. New York: Norton, © 1981.

Thompson, Vincent Bakpetu. The Making of the African Diaspora in the Americas, 1441-1900. New York: Longman, © 1987.

Wright, Donald R. African Americans in the Colonial Era: From African Origins Through the American Revolution. Illinois: Harlan Davidson, © 1990.

Wright, Donald R. African American in the Early Republic, 1789-1831. Arlington Heights, IL: Harlan Davidson, © 1993.

Other Learning Resources

Audiovisual

Gates, Jr., Henry Louis. Wonders of Ancient Africa. Video. PBS, 2000.

African in America Series. Video. PBS

Remembering Jim Crow

The Rise and Fall of Jim Crow

Eyes on the Prize

Scottsboro: An American Tragedy

A Question of Color

Martin Luther King Jr.

Malcolm X

Roots of Resistance

The Civil War

Race: The Power of an Illusion

Jazz

Electronic

American Memory Website

Other

Recommended Primary Text: "Harlem, 1900-1929" (set of 50 pictures)