

History 271

African - American History - 1865 - 1975

Course Syllabus – 2002-2005

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I. Course Description

This course offers an overview of African-American history, from African origins to the end of the Civil War. The course will analyze the political, economic, social, and cultural responses of both individuals and groups of African-Americans as they encountered European culture and survived through 250 years of slavery in North America. 5 lecture hours. *Prerequisites: READ 090 or placement in READ 120; ENGL 095 or placement in ENGL 101; or instructor permission. Completion of or concurrent enrollment in ENGL 101 recommended.*

II. Course Objectives/Outcomes

The objectives of this course are to improve students' demonstrated abilities in the following areas; letters cited after the individual outcomes, and elsewhere in the syllabus, refer to Grays Harbor College's five desired student learning abilities [A - Competency in the Disciplines; B- Literacy; C-Critical Thinking; D-Social/Personal Responsibility; E-Using Resources].

Regarding Course Content: students will have as objectives or outcomes the understanding of:

- *the relevance of historical study [A, B, C, D, E]
- *the "WHY" of history [A, B, C, D, E]
- *the meaning of the past on the present [A, B, C, D, E]
- *the possibilities of creating a better future by understanding the past [A, B, C, D]
- *the relationships between and among the various peoples who have and do inhabit the United States [A, B, C, D, E]
- *the race, class and gender diversity in United States history [A, B, C, D, E]

***For specific weekly course content learning objectives see the instructor handout, "Weekly Schedule of Assignments."**

Regarding the Skills Gained in the Course: students will have as goals the improvement of their ability to:

- *adopt and maintain an open mind about new issues and ideas [A, B, C, D]
- *read texts for comprehension of meaning, analysis, and evaluation [A, B, C, D]
- *read and think critically about texts and arguments [A, B, C, D]
- *effectively communicate, in writing, knowledge and perspectives [A, B, C]
- *support arguments with evidence [A, B, C, E]
- *use of information resources in building opinions and arguments [A, B, C, D, E]
- *identify and use an expanded vocabulary [A, B, C]
- *apply knowledge of material in written and oral presentations [A, B, C, D]
- *work together in groups [A, B, C, D]
- *discuss texts and concepts in small and large groups [A, B, C, D]
- *effectively evaluate self and peers [B, C, D, E]
- *take charge of one's own learning [A, B, C, D, E]
- *use technology [B, C, E]

III. Texts and Documents

Texts:

Horton and Horton, *Hard Road To Freedom*

Thomas R. Frazier, *Readings in African-American History*

Arwin D. Smallwood, *The Atlas of African-American History and Politics* Vincent

Documents (available on-line):

The Declaration of Independence

The Articles of Confederation

The Constitution Of The United States (with Amendments)

IV. Organization of the Course

The course will be divided into weekly topical units. Within each unit students can expect to take part in an in-depth analysis of the topics presented. The analysis will be based on reading relevant texts and documents, viewing videos, engaging in discussions and weekly seminars.

V. Methods Of Instruction

This course will make use of a variety of instructional techniques and classroom activities, which will include:

*regular assigned reading

*seminar

*student-led group discussions

*instructor-led lecture/discussion based on reading assignments

*videos

VI. Rules and Responsibilities

A. Student/instructor generated responsibility list for students [B, C, D]

B. Student/instructor generated responsibility list for the instructor [B, C,]

VII. Assessment and Grading

Students will earn points for the course in the following ways:

40 Questions Developed From Reading For Tuesday Lecture/Discussion [four questions due every week beginning with week 2] [A, B, C, D]

40 Questions Developed From Reading for Wednesday Lecture/Discussion [four questions due every week beginning with week 2] [A, B, C, D]

40 Questions Developed From Reading for Thursday Seminar [four questions due every week beginning with week 2] [A, B, C, D]

2 Argumentative Essays [A, B, C, D]

2 Draft Thesis Statements [A, B, C, D]

2 Scheduled Appointments with the Instructor [D]

1 Final Exam [A, B, C, D]

Note: Assigned work is due at the beginning of the class period for which it is assigned. No late work will be accepted.

Points:

40 Questions for Tuesday lecture/discussion @ 2 points each, 80 points

40 Questions for Wednesday lecture/discussion @ 2 points each, 80 points

40 Questions for Thursday seminars @ 2 points each, 80 points

2 Argumentative Essays @ 80 points each, 160

2 Draft Thesis Statements @ 20 points each, 40 points

2 Scheduled appointments with instructor @ 10 points each, 20 points

1 Final Exam @ 140 points

Total Points Available 600

Note: All work submitted by students in this course is to be original. This means that plagiarism (turning in someone else's words or ideas as if they were you own) is unacceptable in all its forms. For written work, be sure to include your name, the course name, the date, and the assignment.

Questions

Questions should be framed in such a way that they could be the basis for an essay and so that

they help the class understand some component of the reading. The assignment does not call for you to provide an answer to your questions. Don't try to write trick questions and be sure to use the concepts and ideas that prompted the question in the first place - - don't hide the meaning (What happened on April 12th that changed life for people of what country?). Questions will not be counted for points:

*if the question calls for a one-word response

*if the question asks for a definition

*if the question calls for the name of a person

*if the question can not be answered from the assigned reading

Argumentative Essays

Each argumentative essay must be typed (computered), double-spaced, with 12 point font and 1" margins. In addition to content, essays will be assessed for grammar, punctuation, and spelling. Essays will be due on Friday of weeks 6 and 11.

Draft Thesis Statement

On the Friday prior to the due date of the essay, students will turn in for assessment a draft of the thesis for the essay. Each student will make an appointment with the instructor for Friday of weeks 5 and 10 to discuss the thesis.

Final Exam

The final will be an argumentative essay that students will complete outside of class and turn in at the time scheduled for the final during finals week.