

This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.

Course Number
HIST 2043

Course Title
African-American History

Course Description

This course is a general survey of the history of African-Americans from Africa through the eras of slavery, emancipation, and civil rights to the present. The emphasis will be on the cultural, historical, and political experiences of African-Americans.

College Mission

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

College Wide Student Learner Outcomes

Critical Thinking Responsibility Communication

ACTS Course **Program Course**

ACTS Outcomes

Program Outcomes

Course Outcomes

CLO #	Course Outcomes	Unit Outcomes/ Competencies	ACTS	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
CLO1	Analyze how slavery developed in the New World.	I. 1-5						Embedded questions in unit exam
CLO2	Analyze the Civil War era and its impact on African-Americans.	II. 1-11						Embedded questions in unit exam
CLO3	Analyze the Civil Rights Movement and the modern era in African-American history.	III. 1-6			CT1	C1		Research paper graded with rubric

Unit Outcomes/ Competencies

- I. Slavery and the New World, to 1861
 - Cultures and Influences of Early Africa (to 1500)
 - The Emergence of the Slave Trade (1493-1619)
 - Africans in Colonial America (1619-1770)
 - African-Americans and the Revolutionary War(1770-1791)
 - African-Americans and the New Nation (1791-1861)
 - The Abolitionist Movement (1774-1861)

The key concepts of this section will be the early cultures of Africa, the enslavement of Africans in the New World, and the different economic and social roles that African-Americans played in the different sections of the United States, both as freedmen and slaves. The role of African-Americans in the abolitionist movement and the coming of the Civil War will also be examined. Readings from selected articles and the Franklin text, pp. 1-219.

At the end of the unit, students should be able to:

1. Identify and describe the early cultures of Africa.
2. Describe the emergence of the slave trade.
3. Explain the role that Africans played in Colonial America.

4. Describe the role that Africans played in the Revolutionary War.
5. Explain the role that Africans played in the Abolitionist Movement.

II. The Civil War and the Early Years of Freedom, 1861-1928

The Civil War (1861-1865)

A New Promise: Emancipation and Reconstruction (1863-1877)

African-Americans and the Emergence of Jim Crow (1877-1896)

The Birth of the Civil Rights Movement (1896-1928)

African-Americans and World War I (1914-1918)

The Great Migration, the Harlem Renaissance, and Obstacles to African-Americans (1918-1928)

Students should understand the causes of the Civil War and the role that African-Americans played in the course of the war. Students should also understand emancipation and Reconstruction and the transformation of the role of African-Americans after the end of slavery as well as the collapse of African-American political gains and the emergence of segregation. The response to segregation, the emergence of the early civil rights movement with the NAACP in 1909, the role of African-Americans in World War I, the 1919 race riots, the Harlem Renaissance, and the early challenges to the segregation system will also receive attention. Readings from selected articles and the Franklin text, pp. 220-417.

At the end of the unit, students should be able to:

1. List the causes of the Civil War.
2. Explain the role that African-Americans played during the course of the war.
3. Narrate the events leading up to the emancipation and its immediate results.
4. Define Reconstruction.
5. Describe how the reconstruction period transformed the role of African-Americans.
6. Identify and explain the response to segregation.
7. Describe the emergence of the early civil rights movement.
8. Explain how World War I affected African-Americans.
9. Narrate the events in the 1919 race riots.
10. Describe the Harlem Renaissance.
11. Identify the early challenges to the segregation system.

III. The Civil Rights Movement and the Emergence of Modern Black America, 1928 to Present

African-Americans and the Great Depression (1929-1941)

World War II and African-Americans (1941-1945)

The New Age of Civil Rights Emerges (1944-1954)

The Collapse of Jim Crow and the Emergence of Equality (1954-1972)

African-Americans in Modern America (1972-Present)

The Triumph of President Obama (Present)

Different organizations and approaches to civil rights will be examined from Thurgood Marshall and the NAACP to Martin Luther King and the Southern Christian Leadership Conference to Malcolm X and the black separatist movement. Major social shifts and reactions, particularly regarding changes in the economy, the migration of African-Americans beyond the rural South, and changing social trends will be examined. This section will cover the period since 1928. Readings from selected articles and the Franklin text, pp. 418-636.

At the end of this unit, students should be able to:

1. Describe the African-American community against the backdrop of the Great Depression.
2. Explain how World War II affected African-Americans.
3. List the major events in the emergence of the civil rights movement in the 1940's and 50's.
4. List the major events in the collapse of the Jim Crow laws and the development of new rights for African-Americans.
5. Describe the advances and the setbacks for African-Americans during the modern era.
6. Identify the effects of the election of an African-American president.

Assessment Description(s)

Examinations: Three essay examinations will be given, each worth 20% of the student's final grade. Each examination will be non-cumulative. Any student absences must be excused to the professor's satisfaction, or the student will receive a grade of zero for the test.

Research Paper: A research paper will be required, worth 20% of the final grade. The paper will be 3 to 5 pages long, typed, and double-spaced. Papers will be graded on quality of research, writing style, and grammar. Topics must be on

some aspect of African-American History and will require instructor approval.

Participation: Online participation in the discussion boards will be required. Students must participate in discussion boards, leaving at least two posted comments THREE days per week (for a minimum of SIX posts). The times these posts are to be left is up to the student. Participation will be asynchronous, that is, no formal class times will be required, but students must participate a set amount of time each week. Discussion board comments will be based on questions posted by the professor and the class readings. Discussion posts for each section will be due at the time of the section exam. Participation will count 20% of the student's final grade.

Materials and Technological Requirements

Franklin, John Hope and Alfred A. Moss. From Slavery to Freedom: A History of African- Americans, 8th ed., Boston: McGraw-Hill, 2000.

Class Attendance Policy

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student's responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of "WE" if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

Regular Semester

Courses which meet once a week..... 2 absences
Courses that meet twice per week 3 absences
Courses that meet four times per week 5 absences

Summer Session

Courses that meet four times per week in a five week session 3 absences
Courses which meet two evenings per week in a 10 week session 3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave

- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

Academic Honesty Policy

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a Student Academic Misconduct Form, written report of the incident, to the appropriate dean.
- The dean will submit form to Vice President for Learning to determine disciplinary action.
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's academic appeals procedure.

Equal Opportunity-Affirmative Action Statement

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

Library Services

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

Procedures to Accommodate Students with Disabilities:

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. . VPSS Contact: 870.875.7262

The Early Alert System

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC).

Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

Behavioral Review Team

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262 BRT@southark.edu

Date of Revision: 8/31/2016