

revised

General Education Course Proposal

Proposed Course: AAIS 15 Slavery and the American Experience Units 3
Prefix No. Title

Department: Africana & American Indian Studies College/School: Social Sciences

GE Category (Indicate one category only):

Foundation: A1 ___ A2 ___ A3 ___ B4 ___
Breadth: B1 ___ B2 ___ C1 ___ C2 ___ D E ___
Integration: B ___ C ___ D ___ International/Multicultural ___



Existing Course ___ Revised Course ___ New Course
Course Included in Current GE Program ___

New courses require the Undergraduate Course Proposal form in addition to this form.
Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

A survey course examining the role of slavery in the economic, political and social development of the United States from the founding of the colonies through the revolutionary period to the civil war and beyond.

Enrollment limit per section: 40
Expected number of sections per semester - Year 1 1-2 Year 3 1-2

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

[Signature] 3/2/06
Department Chair Date

ORIGINAL SIGNED BY
CURRICULUM COMMITTEE CHAIR
[Signature] _____
College/School Curriculum Committee Date

ORIGINAL SIGNED BY
COLLEGE/SCHOOL DEAN
[Signature] _____
College/School Dean Date

[Signature] 9/12/06
General Education Subcommittee Date

[Signature] 9/12/06
Dean of Undergraduate Studies Date

Forward Original and TWELVE copies to:
Dean of Undergraduate Studies Office, M/S TA 54

ATTACHMENT 2

SLAVERY AND THE AMERICAN EXPERIENCE -- AAIS 15

FALL 2006

GENERAL SYLLABUS

Instructor: Name
Office: Instructor's Office
Office Hours: Instructor's office hours (minimum of five hours per week)
Phone/email: Instructor's office phone and email address
Dept. Office: Science Building, Room 182
Dept. Phone: (559) 278-2832

Catalog Description:

A survey course examining the role of slavery in the economic, political and social development of the United States from the founding of the colonies through the revolutionary period to the civil war and beyond.

Common Objectives:

- Students will be introduced to the racial and economic ideologies that were used to justify the enslavement of millions of African peoples in the Americas with a particular focus on the United States.
- Students will examine how the trans-Atlantic slave trade and the products created by the slaves' labor (eg., tobacco, rice, cotton) provided the solid foundation of America's wealth, underwriting the country's industrial revolution.
- Students will have the opportunity to explore the contradiction at the heart of the American Revolution that demanded liberty and representative government from British colonial rule, while tolerating human bondage for its African peoples.
- Students will analyze the origin and evolution of the anti-slavery movement in the United States; the Civil War; Reconstruction; the Ku Klux Klan and Jim Crow practices.
- Students will examine how the new cultures (religion, music, language, cuisine, values, and skills) that the enslaved Africans brought with them helped to shape America and its unique blended culture.
- Students will have the opportunity to discuss programs for resolving inter-racial/ethnic conflicts in communities across the United States and around the world.
- Students will be provided with an opportunity to develop critical thinking, writing, oral communication and interpretive skills.
- Through critical thinking skills, students will be introduced to instructor-led comparative analysis of the various texts, autobiographies, videos, and websites.

Learning Outcomes:

- Students will be able to describe part of the development and institutionalization of African slavery in the United States and other parts of the western hemisphere.
- Students will be able to develop an understanding of the racial and economic ideologies used to justify the enslavement of millions of African peoples in the Americas.
- Students will gain an awareness of the complex interrelationship of the trans-Atlantic slave trade, and the cultural, economic, and political development of the United States.
- Students will be able to recognize the origin and the evolution of the anti-slavery movement in the United States and the response of those who defended slavery.
- Students will be able to describe the role of slavery in the Civil War, the character of Reconstruction, factors leading to its abandonment, and the rise of Jim Crow practices
- Students will be able to identify the contradictory ideals of American society that preaches liberty and equal rights while denying same to its African peoples.
- Students will be able to recognize varying cultural, economic, and political programs for removing inequalities resulting from America's historical past as a slave society.
- Students will be able to develop an understanding of instructor-led comparative analysis of the various texts, autobiographies, videos, and websites through critical thinking skills.

Representative Texts:

- (1) SLAVERY AND THE MAKING OF AMERICA by James O. Horton and Lois E. Horton. Oxford University Press, New York, NY. 2005
- (2) THE LIFE OF OLAUDAH EQUIANO edited by Paul Edwards. Longman Publishers, New York, NY. Fourth Impression, 1998.
- (3) MUTINY ON THE AMISTAD by Howard Jones. Oxford University Press, New York, NY, 1987.
- (4) BELOVED by Toni Morrison. Penguin Putnam, Inc., New York, NY, 2000.
- (5) THE BURDEN OF MEMORY: THE MUSE OF FORGIVENESS by Wole Soyinka. Oxford University Press, New York, NY, 1999.

Recommended Readings:

- (1) RACE AND THE ENLIGHTENMENT: A READER edited by Emmanuel C. Eze. Blackwell Publishers, Cambridge, MA. 1997.
- (2) ROOTS: THE SAGA OF AN AMERICAN FAMILY by Alex Haley. Bantam Doubleday Dell Reissue Edition, New York, NY, 1980.
- (3) NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS, AN AMERICAN SLAVE: WRITTEN BY HIMSELF by Frederick Douglass, John W. Blassingame, John R. McKivigan, Peter P. Hinks, Gerald Fulkerson. Yale Nota Bene, a Paperback Trade Imprint from Yale University Press, New Haven, CT, 2001.
- (4) COLLECTED BLACK WOMEN'S NARRATIVES by The Schomburg Library of Nineteenth-Century Black Women Writers. Oxford University Press, New York, NY, 1988.

Common Student Activities:

Students in AAIS 15 will be required to undertake the following activities as outlined in the course syllabus:

- (1) Read the assigned readings and related materials.
- (2) Attend class and participate in class discussions.
- (3) Write two take-home tests requiring answers in essay format.
- (4) Do research on a specific topic related to the economic, political and social impact of slavery in the American experience and write a 5-6 page report (a list of suggested topics is provided below).
- (5) Work with a group on a book project to be presented to the class.
- (6) View videos in class and write response to each video relating the content to the relevant assigned readings for the class.

Course Requirements

Reading Assignments:

There will be reading assignments from the TEXT(S) and occasional readings from The Henry Madden Library E-Reserves system to be supplemented with lecture material. Check the library's website for information on how to access the course materials on E-Reserve. Students are required to complete the reading assignments before each class session and be prepared to discuss the contents of the readings. Students are to read the required books and other course materials, and be responsible for test questions from their contents.

Tests:

During the course of the semester, there will be a take-home MIDTERM exam and a FINAL examination both requiring answers in essay format. The tests will cover assigned readings from the texts and other materials.

Slavery in America Research Project:

Each student will pick a topic related to the economic, political and social impact of slavery in the American experience and study it throughout the semester. Using multiple sources such as autobiographies, encyclopedias, CD-Roms, books, newspapers, the INTERNET, academic journals, magazines, students will prepare a research paper of 5-6 pages in length (1,000 words). Support your position with reasoning and clear examples from your readings, experience, or personal observations. The instructor will provide written comments on the draft and request revisions to be incorporated into the final paper, due two weeks after the draft is corrected and handed back to students.

Book Project (Oral Presentation):

Students will be assigned into groups to review, summarize, and orally present materials from selected books. The book project should be a POWERPOINT presentation based on the analysis, evaluation, and critique of the selected book. Students are encouraged to extract data from all the readings and prepare class handouts of major points of their presentation. Each student is required to attend all group meetings and participate fully in this project. Students will have an opportunity to grade each other in terms of participation and contribution to the success of the group project. Five percent of the total grade for the book project will be based on student evaluation of each other, while the remaining 20% will be based on instructor's grading of the group performance in class.

Representative Readers for Book Report:

- THE LIFE OF OLAUDAH EQUIANO edited by Paul Edwards. Longman Publishers, New York, NY. Fourth Impression, 1998.
- BELOVED by Toni Morrison. Penguin Putnam, Inc., New York, NY, 2000.
- MUTINY ON THE AMISTAD by Howard Jones. Oxford Univ Press, New York, NY, 1987.
- THE SOULS OF BLACK FOLK by W.E.B. Du Bois. Penguin Books. New York, NY, 1996.
- THE MIS-EDUCATION OF THE NEGRO by Carter G. Woodson. Africa World Press, Inc. Trenton, NJ, 10th Reprinting, 1998.
- THE BURDEN OF MEMORY: THE MUSE OF FORGIVENESS by Wole Soyinka Oxford University Press, New York, NY, 1999.
- ROOTS: THE SAGA OF AN AMERICAN FAMILY by Alex Haley. Bantam Doubleday Dell Reissue Edition, New York, NY, 1980.
- NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS, AN AMERICAN SLAVE: WRITTEN BY HIMSELF by Frederick Douglass, John W. Blassingame, John R. McKivigan, Peter P. Hinks, Gerald Fulkerson. Yale Nota Bene, a Paperback Trade Imprint from Yale University Press, New Haven, CT, 2001.
- COLLECTED BLACK WOMEN'S NARRATIVES by The Schomburg Library of Nineteenth-Century Black Women Writers. Oxford University Press, New York, NY, 1988.
- A RAISIN IN THE SUN by Lorraine Hansberry. Vintage Books, A Division of Random House. New York, NY, 1994.

Videos:

Slavery and the Making of America. PBS Thirteen/WNET New York Production, 2005.

Volume 1: The Downward Spiral

Covering the period from 1619 through 1739, this first volume spotlights the origins of slavery in America. Focusing on Dutch New Amsterdam (later New York City), this episode illustrates how slavery in its early years was a loosely defined labor source similar to indentured servitude. Africans and others of mixed race and/ or mixed ethnicity had some legal rights. The enslaved could take their masters to court and they could even earn wages as they undertook the backbreaking labor involved in building a new nation – clearing land, constructing roads, unloading ships. This first hour culminates with bloody Stono rebellion in South Carolina, which led to the passage of “black codes,” regulating virtually every aspect of the slaves’ lives.

Volume 2: Liberty in the Air

Spanning from the 1740s through the 1830s, this second hour explores the continued expansion of slavery in the colonies, the evolution of a distinct African American culture and the roots of the emancipation movement. This volume reveals the many ways the enslaved resisted their oppression including their role on both sides of the Revolutionary War. Also examined is the strength and inspiration many slaves found in the Declaration of Independence and the Constitution despite the contradictions between what those documents expressed and what this country actually practices.

Volume 3: Seeds of Destruction

The third hour looks at the period from 1800 through the start of the Civil War when slavery saw an enormous expansion and entered its final decades. As the nation expanded west, the question of slavery became an overriding political issue. These years saw an increasingly militant abolitionist movement and a widening rift between the North – which had largely outlawed slavery but still reaped the vast economic benefits of the system – and the South, now home to millions of enslaved black men, women and children. By 1860, every attempt at striking an agreement had failed including the Missouri Compromise and the draconian Fugitive Slave Law of 1850, effectively splitting the Union apart.

Volume 4: The Challenge of Freedom

The final volume of this series takes viewers through the Civil War, the Reconstruction and beyond as it follows the life of Robert Smalls. In 1863, Abraham Lincoln issued the Emancipation Proclamation, freeing all slaves under the control of the Confederate government. Once the South was defeated in 1865, the nation adopted the 13th Amendment effectively ending slavery. With the 14th and 15th Amendments, all African Americans were declared U.S. citizens and all African American males were awarded the right to vote. With Smalls as the framework, this final installment examines the rise of the Ku Klux Klan and militant white opposition to black rights. We also look at the end of the Reconstruction and the new form of legalized oppression that replaced it.

Video Response:

Students will write a two-page reaction paper on all the films to be viewed in class. Students are to analyze, evaluate, and critique information from each film and relate the content to the relevant assigned readings for the class. The ff. questions should be answered in the video response paper:

- ✓ What is the correct title of the video?
- ✓ Who are the main characters and participants in the video?
- ✓ What's the purpose or goal of the video?
- ✓ What's the subject matter of the video?
- ✓ What's the significance of the subject matter in the larger scheme of themes being covered in this class?
- ✓ What question(s) does the video attempt to answer in relation to the course objectives?
- ✓ Pick at least three words that summarize your personal reactions and/or feelings toward the video, and discuss your choice of words.
- ✓ How does the video relate to specific reading materials for this course? You may use words, phrases, statements, etc, from both the readings and the video to illustrate the linkage(s).
- ✓ What conclusions can you draw after watching the video? Was the purpose or goal of the video achieved? If so, how? If not, why not?
- ✓ Provide a reference page for all the readings cited in the response paper.

Format:

All take home assignments are to be typed, double spaced, using 12-point font, one-inch margins, and cover page (with your name, instructor's name, class, date, and title of assignment). Each assignment should be carefully edited for grammar, typos, and/or spelling mistakes. Appropriate citations should be provided using the American Psychological Association (APA) format. Provide a bibliographic page of all references using the American Psychological Association (APA) format.

The following website offers information about writing and formatting papers in the APA style including general format, referring to the works of others in your text, your reference list, examples, notes, and additional resources:

<http://owl.english.purdue.edu/workshops/hypertext/apa/index.html>

Instructor Feedback on Writing Assignments:

For the research project on Slavery in America, the instructor will provide written comments on the draft and request revisions to be incorporated into the final paper, due two weeks after the draft is corrected and handed back to students. In providing the iterative revision, the instructor will use the campus' General Education scoring guide for writing developed in 2002.

http://academicaffairs.csufresno.edu/undergrad_studies/document/Writing_Rubric_060602.doc

Late Assignments/Projects:

All assignments are due in class on the due date. Late assignments/projects may be accepted only with genuine excuse and/or prior permission. Points would be taken from late assignments/projects. No assignments may be accepted four days after the due date.

Attendance:

Attendance is required for each student and tardiness is unacceptable. It is the responsibility of students to record their attendance at the beginning of each class period. A student is allowed 4 absences for whatever reason. Three incidents of tardiness will constitute one absence. For each class session missed beyond the 4 absences allowed, students lose two percentage points of the 10% earmarked for attendance. If students are absent from class, it is their responsibility to check on announcements made in their absence.

Final Grades:

Midterm Test	=	10%
Final Examination	=	15%
Slavery in America Research Project	=	20%
Book Project (Oral)	=	25%
Video Responses (x4)	=	20%
<u>Attendance</u>	=	<u>10%</u>
TOTAL	=	100%

Criteria for Grading (Grade point per unit in parenthesis):

A = Excellent, 90-100% (4.0) will be awarded to work showing the highest degree of competence, thorough development of ideas, a very high degree of intellectual initiative, and sustained superiority in meeting all stated course objectives and responsibilities.

B = Very Good, 80-89% (3.0) will be awarded to work that demonstrates a high level of competence, a high degree of intellectual initiative, and sustained superiority in meeting all stated course objectives and responsibilities.

C = Satisfactory, 70-79% (2.0) will be awarded to work that demonstrates a satisfactory level of competence, showing an adequate level of understanding of course objectives, responsibilities, and comprehension of course content.

D = Unsatisfactory, 60-69% (1.0) will be awarded to work that lacks focus and pertinent detail; work that shows inadequacy in meeting course objectives, responsibilities and comprehension of course content.

F = Failure, Below 60% (0.0) will be awarded to work with little or no understanding of course objectives, responsibilities and course content. Work at this level does not meet requirements for credit toward a degree.

Course Topics

- Domestic Slavery in Africa
- European Racial Theories and Slavery
- The Trans-Atlantic Slave Trade and Africa's link to Europe, North America, Central America and South America
- The African Roots of Colonial America
- Slavery: From the Revolution to the Cotton Kingdom
- Westward Expansion, Antislavery, and Resistance
- Troublesome Property: The Many Forms of Slave Resistance
- A Hard-Won Freedom: From Civil War Contraband to Emancipation
- Creating Freedom During and After the War
- Civil Rights Movement in the 1960s
- The Burden of Memory and Muse of Forgiveness

University Policies

- Students with disabilities
- Cheating and plagiarism
- Computers
- Disruptive classroom behavior
- Copyright policy
- Final grade distribution
- Syllabus subject to change

ATTACHMENT 3

SLAVERY AND THE AMERICAN EXPERIENCE -- AAIS 15 FALL 2006

TENTATIVE COURSE SYLLABUS

DR. YAW OHENEBA-SAKYI
AFRICANA & AMERICAN INDIAN STUDIES
CAL STATE UNIVERSITY, FRESNO
SCIENCE BUILDING ROOM 182A
TEL (559) 278-4423/2832
FAX (559)278-2233; E-MAIL: yoheneba@csufresno.edu

DATES: TBA
OFFICE HRS. TBA and
By APPOINTMENT
COURSE SCHEDULE #:
UNITS: 3, NO PREREQUISITE

“Despite the progress made against racial injustice, slavery still has an impact on Americans more than a century after its abolition. Its legacy remains in the history and heritage of the South that it shaped, in the culture of the North where its memory was long denied, in the national economy for which it provided much of the foundation, and in the political and social system it profoundly influenced. Slavery and its effects are embedded in the national culture and in the assumptions about contradictory ideals of American society. The central issues under debate today---issues involving race, class, region, religion, and national identity – are all imperfectly understood without the historical context of American slavery.... As Americans, we must understand slavery’s history if we are ever to be emancipated from its consequences.” (Horton and Horton, 2005:231 in *Slavery and the Making of America*, Oxford University Press, New York, NY).

CATALOG DESCRIPTION:

A survey course examining the role of slavery in the economic, political and social development of the United States from the founding of the colonies through the revolutionary period to the civil war and beyond.

COURSE OBJECTIVES:

- Students will be introduced to the racial and economic ideologies that were used to justify the enslavement of millions of African peoples in the Americas with a particular focus on the United States.
- Students will examine how the trans-Atlantic slave trade and the products created by the slaves’ labor (e.g., tobacco, rice, cotton) provided the solid foundation of America’s wealth, underwriting the country’s industrial revolution.
- Students will have the opportunity to explore the contradiction at the heart of the American Revolution that demanded liberty and representative government from British colonial rule, while tolerating human bondage for its African peoples.

- Students will analyze the origin and evolution of the anti-slavery movement in the United States; the Civil War; Reconstruction; the Ku Klux Klan and Jim Crow practices.
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LEARNING OUTCOMES:

- Students will be able to describe part of the development and institutionalization of African slavery in the United States and other parts of the western hemisphere.
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Format:

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Instructor Feedback on Writing Assignments:

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University Policies:

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Library Rm 1049 (278-2811).

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Policy/Legal Statements) or the University Catalog (University policies).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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Research Topics:

- Domestic Slavery in Africa
- European Racial Theories and Slavery
- The Trans-Atlantic Slave Trade and Africa's link to Europe, North America, Central America and South America
- The African Roots of Colonial America
- Slavery: From the Revolution to the Cotton Kingdom
- Westward Expansion, Antislavery, and Resistance
- Troublesome Property: The Many Forms of Slave Resistance
- A Hard-Won Freedom: From Civil War Contraband to Emancipation
- Creating Freedom During and After the War
- Civil Rights Movement in the 1960s
- The Burden of Memory and Muse of Forgiveness

Final Grades:

Midterm Test	=	10%
Final Examination	=	15%
Slavery in America Research Project	=	20%
Book Project (Oral)	=	25%
Video Responses (x4)	=	20%
Attendance	=	10%
TOTAL	=	100%

Criteria for Grading (Grade point per unit in parenthesis):

A = Excellent, 90-100% (4.0) will be awarded to work showing the highest degree of competence, thorough development of ideas, a very high degree of intellectual initiative, and sustained superiority in meeting all stated course objectives and responsibilities.

B = Very Good, 80-89% (3.0) will be awarded to work that demonstrates a high level of competence, a high degree of intellectual initiative, and sustained superiority in meeting all stated course objectives and responsibilities.

C = Satisfactory, 70-79% (2.0) will be awarded to work that demonstrates a satisfactory level of competence, showing an adequate level of understanding of course objectives, responsibilities, and comprehension of course content.

D = Unsatisfactory, 60-69% (1.0) will be awarded to work that lacks focus and pertinent detail; work that shows inadequacy in meeting course objectives, responsibilities and comprehension of course content.

F = Failure, Below 60% (0.0) will be awarded to work with little or no understanding of course objectives, responsibilities and course content. Work at this level does not meet requirements for credit toward a degree.

DETAILED CLASS SCHEDULE

PART I

AFRICA, DOMESTIC SLAVERY, RACE THEORIES

- Week 1: Introduction to course materials and requirements
- Week 2 Introduction to Africa and Domestic Slavery
“Africa,” pp. 1-12 in *African American Odyssey* by Hine, Hine & Harrold. Prentice Hall, Upper Saddle River: NJ, 2003
- Week 3 Race Theories and the Middle Passage
“Middle Passage,” pp. 24-45 in *African American Odyssey* by Hine, Hine & Harrold. Prentice Hall, Upper Saddle River: NJ, 2003.

PART II

SLAVERY EXPERIENCE IN COLONIAL AMERICA

- Week 4 Horton & Horton: Chapter 1 – African Roots of Colonial America
Video 1: *The Downward Spiral* (response due in week 5)
- Week 5 *The Life of Olaudah Equiano* by Paul Edwards (Book Report)
- Week 6 Horton & Horton: Chapter 2 – Slavery: From the Revolution to the Cotton Kingdom
Video 2: *Liberty in the Air* (response due in week 7)
- Week 7 *Beloved* by Toni Morrison (Book Report)

PART III

ABOLITION & THE CIVIL WAR

- Week 8 Horton & Horton: Chapter 3 – Westward Expansion, Antislavery, and Resistance
- Week 8 Midterm Exams Due
- Week 9 Horton & Horton: Chapter 4 – Troublesome Property: The Many Forms of Slave Resistance
Video 3: *Seed of Destruction* (response due in week 10)
- Week 10 *Mutiny on the Amistad* by Howard Jones (Book Report)

PART IV

THE AFRICAN AMERICAN EXPERIENCE DURING AND AFTER RECONSTRUCTION

- Week 11 Horton & Horton: Chapter 5 – A Hard-Won Freedom: From Civil War Contraband to Emancipation
- Week 11 Slavery in America Research Project Draft Paper Due
- Week 12 Horton & Horton: Chapter 6 – Creating Freedom During and After the War
Video 4: *The Challenge of Freedom* (response due in week 13)

PART V

CIVIL RIGHTS OF THE 1960'S & THE SEARCH FOR RACIAL RECONCILIATION

Week 13

The Burden of Memory, The Muse of Forgiveness by Soyinka (Book Report)

Week 14

(1) "Introduction; Martin Luther King Jr. and Malcolm X in the African American Freedom Struggle of the 1950s and 1960s," pp 1-30 in *Martin Luther King Jr., Malcolm X and the Civil Rights Struggle of the 1950s and 1960s: A Brief History with Documents* by David Howard-Pitney. Bedford St. Martins. Boston, MA. 2004

(2) "On Black Nationalists and Malcolm X, 1965," pp 121-126 in *Martin Luther King Jr., Malcolm X and the Civil Rights Struggle of the 1950s and 1960s: A Brief History with Documents* by David Howard-Pitney. Bedford St. Martins. Boston, MA. 2004

Week 14

Slavery in America Research Project Final Paper Due (**attach the corrected draft to the final paper**)

Week 15

Review, Final Exam Preparation & Faculty Consultation

Final Exam Schedule: Date, time, place

SPECIAL NOTE :

This syllabus and schedule are subject to change in the event of extenuating circumstances.