

Critical Information	
<b>Course Name:</b>	HIST 220: African American History
<b>Office:</b>	Pickel 119
<b>Course Instructor:</b>	Mr. Grady Eades
<b>Office Hours:</b>	Or by appointment
<b>Required Text:</b>	On-line readings and Mary Frances Berry, et al. <i>Long Memory: The Black Experience in America</i>
<b>Phone:</b>	230-3281
<b>E-mail:</b>	grady.eades@volstate.edu
<b>Extra Material:</b>	HIST 220 Home Page <a href="http://www2.volstate.edu/geades/">http://www2.volstate.edu/geades/</a>

Course Information	
<b>Instructor's Note</b>	The instructor considers this syllabus to be an implied contract with his students. By taking this course the student accepts the terms of the contract. Every student should read through the syllabus carefully at the outset of the course and ask questions if clarification is needed on any point. Keep this syllabus handy and refer to it often during the course of the semester.
<b>Course Description</b>	This course will examine the history of Africans and their descendants in the United States from the end of the Civil War to the present, investigating topics from emancipation to the ongoing struggle for Civil Rights. Connections between this history and the issues and concerns facing all Americans in the present will be explored. This course may be used as a Social Science elective. Students will be asked to acquire factual information, <u>but the mere memorization of facts is less important than the analysis, synthesis, and evaluation of those historical facts.</u>
<b>Prerequisites:</b>	There are no prerequisites for this course. However, DSPW 0800 (Developmental Writing), DSPR 0800 (Developmental Reading) or acceptable placement scores are recommended. English Composition is encouraged.
<b>Student E-mail/Internet</b>	Volunteer State provides a free e-mail account and Internet access to every registered student. This e-mail will be utilized by the instructor during the term for important reminders, assignments and communications. Internet access will be required for on-line readings and information.
<b>Withdrawal From Class</b>	The last day to withdraw has been set by Admissions for this semester as <b>November 9, 2005</b> . After that date, students will no longer receive a grade of "W" on their transcripts. If you have a failing grade and drop the class after this date, you will receive an "F". Further, a student who stops attending class and does not follow the college's withdrawal procedures will remain on the class roll and the grade will be reported as "F". A student is encouraged to meet with their advisor or instructor prior to dropping a course.
<b>Academic Misconduct</b>	Plagiarism, cheating, and other forms of dishonesty are prohibited. Students guilty of academic misconduct, either <i>directly or indirectly</i> through participation or assistance, are immediately responsible to the instructor of the class. Academic misconduct, in whatever form, will result in an F or a zero for the exercise, the examination, or the course. <b>Note:</b> <i>Plagiarism encompasses, but is not limited to, the use of someone else's words, phrases or intellectual argument without proper citation. Quotation marks and a citation are mandatory. When in doubt, cite it.</i>

Policies	
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<b>Tardiness Policy</b>	Students who come in late to class disrupt the entire class. Students who come in after class has begun should take the first available seat nearest the door.
<b>Absence Policy</b>	Roll will be taken at the beginning of each class session. Attendance and punctuality are required. Students who do not attend regularly will find that their grade is adversely affected.
<b>Makeup Policy</b>	Given the nature of this class, makeup tests will be administered only with the approval of the instructor. Should a makeup test be necessary, it is the student's responsibility, not the instructor's, to initiate contact. Makeup tests will be all essay. Assignments will be due by the start of class on the day assigned. They will <b>not</b> be accepted late. <b>There are no exceptions to this policy—regardless of excuse.</b>
<b>Deficiency Policy</b>	At midterm, deficiency grades will be provided by Volunteer State Community College. A deficiency is defined in this class as any grade 69 (D) and below. If you receive a deficiency, please see the instructor before dropping the class
<b>Disabilities Policy</b>	It is the student's responsibility to self-identify with the Office of Disability Services to receive accommodations and services in accordance with The Americans With Disabilities Act. (ADA) Only those students with appropriate documentation will receive services. For further information, contact the Office of Disability Services at X3472 or visit the office which is located on the ground floor of the Wood Campus Center.
<b>Non-Discrimination Policy</b>	"It is the intent of Volunteer State Community College to fully comply with Executive Order 11246, as amended, the Rehabilitation Act of 1973, as amended, and the Vietnam Era Veterans Readjustment Act of 1974, as amended, and all regulations implementing those laws and orders, for the promotion and ensuring of equal opportunity for all persons without regard to race, color, religion, sex, national origin, age, disability, political affiliation, sexual orientation, or status as a qualified disabled veteran or veteran of the Vietnam era. It is the intent of VSCC to be free of discrimination or harassment on the basis of sex, race, color, religion, national origin, age, disability, political affiliation, sexual orientation, veteran status, or physical appearance. It is the intent of VSCC to fully comply with Titles VI and VII of the Civil Rights Act of 1964, as amended, and the CRA of 1991, Title IX of the Education Amendments of 1972, as amended, the Equal Pay Act of 1963, as amended, the Age discrimination in Employment Act of 1976, the Age Discrimination Act of 1975, and the Pregnancy Discrimination Act and the American with Disabilities Act of 1990, applicable state statutes and all regulations promulgated pursuant thereto."
<b>Title IX Policy:</b>	No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. 20 U.S.C. § 1681.
<b>Financial Aid Policy:</b>	Students who are receiving Title IV financial assistance (Pell Grant, Student Loan or SEOG Grant) must regularly attend class or be subject to repay PART or ALL of the Federal Financial Aid received for the semester.

**General Education Concepts**

General education provides critical thinking skills for analysis to continue to seek truths, to discover answers to questions, and to solve problems. Specifically, educated people practice and are literate in the various methods of communication. They recognize their place in the history, culture and diverse heritages of Tennessee, the United States and the world. They appreciate the web of commonality of all humans in a multicultural world and are prepared for the responsibilities of engaged citizenship. They recognize the ethical demands of our common lives. They demonstrate the skills and knowledge of the social and behavioral sciences to analyze their contemporary world. They are familiar with the history and aesthetics of the fine arts. They understand and practice the scientific and mathematical view of the world. Finally, Tennessee’s general education core provides for its citizens the means to make a better living. It also, perhaps above all, enables its citizens to make a better life.

**General Education Learning Outcomes for American History Survey Courses:** The goal of the History requirement for the General Studies Program is to develop in students an understanding of the present that is informed by an awareness of part heritages, including the complex and interdependent relationships between cultures and societies.

<b>Learning Outcomes</b>
Students will demonstrate the ability to:
<p><b>1. Analyze historical facts and interpretations.</b>  <i>Students in this course will read and evaluate the writings of historians and discuss their opinions and thoughts on these readings.</i></p>
<p><b>2. Analyze and compare political, geographic, economic, social, cultural, religious and intellectual institutions, structures, and processes across a range of historical periods and cultures.</b>  <i>Class discussions as well as brief synopses of the readings will aid in this objective. Tests will be geared toward assimilating this information.</i></p>
<p><b>3. Recognize and articulate the diversity of human experience across a range of historical periods and the complexities of a global culture and society.</b>  <i>Students will critically view and analyze secondary sources and visual images that will lead to critical essays, paper, and discussion..</i></p>
<p><b>4. Draw on historical perspective to evaluate contemporary problems/issues.</b>  <i>Students will use secondary sources as a starting point for the historical antecedents of contemporary problems/issues in class discussions throughout the course.</i></p>
<p><b>5. Analyze the contributions of past cultures/societies to the contemporary world.</b>  <i>Students will participate in class discussions and prepare critical essays and papers throughout the course.</i></p>

Specifically, this course will encourage students to think about the following questions:  
 1) *What does freedom mean and how have African-Americans shaped that definition?*  
 2) *What responsibility does the government have to its citizens? What are the responsibilities of citizens to each other?*  
 3) *What does popular culture say about society? How does it influence opinions and stereotypes?*  
 4) *How have de jure and de facto segregation affected the struggle for civil rights?*

<b>Tests, Assignments and Grading</b>
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This class will consist of various assignments to both expand your historical knowledge, assess what you have learned, and train you in critical thinking. The website provides further information on all of these topics. Please check there for further reference.

**Readings:** Each class will revolve around the discussion of a specific reading. These readings are chapters from various books. Some of these readings are from Berry's *Long Memory*, while others can be found on the website (<http://www2.volstate.edu/geades/220/readings.htm>). All on-line readings can be accessed through a computer connected to the internet. **Note: You will not succeed in this class if you do not do the readings.**

**Tests:** There will be two tests given this semester. Both tests will follow the same basic format, involving primarily short and long essay questions. Both exams will explore critical thinking and understanding of the material. Each test will be worth 100 points.

**Summaries:** For each reading, you will turn in a one page, typed summary of the assigned reading. Each summary must contain a thesis in **bold face font**. This is a not a book report. Do not tell me if you liked the reading or not, or whether you would recommend it, or whether you thought it was well-written, or interesting. These kinds of points are not only frivolous, but space-wasters. **Summarize, do not review.** Five (5) of these will be graded at random, making up one hundred (100) points for the assignment total. See website for summary specifics.

**Reflective Journal:** A reflective journal is a personal, but not private, record of you responses to what you are reading or thinking at the moment. It is written in an informal style that reflects your personality -- don't attempt to sound scholarly or formal, unless of course you are scholarly or formal. Put in your journal your honest opinions, comments, analyses, insights, and questions. Give your responses, intellectual and emotional, to your reading and class developments. Entries will need to be made frequently as the journal will be taken up at random to be graded. This assignment will be worth 100 points. See website for journal specifics.

**Participation:** As this class will follow a discussion format, participation is **required**. Each student should come to class with 2-3 discussion questions already prepared on the readings. (Questions concerning dates and names or requiring simple "yes" or "no" answers are inappropriate). In addition to your questions, the instructor will ask his own questions. From time to time, you may be asked to research the answer to your own question. You **will be called on** in class, so be prepared. Participation will be worth 100 points.

**Grading** The final grade for the class will be created according to the following breakdown:

Test One	100 points
Test Two	100 Points
Summaries	100 points (5 summaries @ 20pts each)
Reflective Journal	100 points
Participation	<u>100 points</u>
Total	500 points

<b>Tentative Schedule</b>
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<p>Note: This course outline and the dates established therein are tentative, and the instructor reserves the right to change them. Further, all reading assignments for the date assigned are to be read <b>before</b> coming to class. Please see <a href="http://www2.volstate.edu/geades/220/readings.htm">http://www2.volstate.edu/geades/220/readings.htm</a> for the on-line readings.</p>
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<b>Week:</b>	<b>Readings and Tests</b>
<b>Week Of:</b>	<b>Topic &amp; Readings</b>
<b>August 29</b>	Introduction/Central Ideas of African-American History <b>Reading: No Reading</b>
<b>Sept 5:</b>	Thinking about Racism <b>Reading: Loewen, "The Invisibility of Racism in American History Textbooks"</b> No classes Monday – Labor Day
<b>Sept 12:</b>	Reconstruction <b>Reading: Zinn, "Slavery without Submission, Emancipation without Freedom"</b> Library Meetings
<b>Sept 19:</b>	Jim Crow America <b>Reading: Bennett, "The Rise of Jim Crow"</b>
<b>Sept 26:</b>	Jim Crow America <b>Reading: Bennett, "From Booker T. Washington to Martin Luther King, Jr."</b>
<b>Oct 3:</b>	Civil Rights America <b>Reading: Zinn, "Or Does It Explode?"</b> Midterm Exam
<b>Oct 10:</b>	Issues in African American History <b>Reading: Berry, "Africa, Slavery, and Black Culture"</b> No classes Friday – Professional Development Day
<b>Oct 17:</b>	Issues in African American History <b>Reading: Berry, "Sex and Racism"</b> No classes Monday or Tuesday – Fall Break
<b>Oct 24:</b>	Issues in African American History <b>Reading: Berry, "The Black Family and Church"</b>
<b>Oct 31:</b>	Issues in African American History <b>Reading: Berry, "The Politics of Redemption"</b>
<b>Nov 7:</b>	Issues in African American History <b>Reading: Berry, "American Archipelago: Blacks and Criminal Justice"</b> Wednesday – Last Day to Drop with a "W"
<b>Nov 14:</b>	Issues in African American History <b>Reading: Berry, "The Military and the Paradox of Loyalty"</b>

- Nov 21:** Issues in African American History  
**Reading: Berry, “The Battle for Education”**  
No classes Thursday and Friday – Thanksgiving Holiday
- Nov 28:** Issues in African American History  
**Reading: Berry, “White Limitations and Black Protest”**
- Dec 5:** Issues in African American History  
**Reading: Berry, “Black Nationalism”**
- Dec 12:** Exam Week  
Final Exam: Tuesday, December 13, 2005, 8am