Moberly Area Community College
Common Syllabus
HST150 African-American History I

Instructor:            
Office number:        
Office hours:         
Contact Information:  
Classroom number:     
Class days and time:  

Catalog Description: HST150 African-American History I (3-0-3)
This course is a survey of the role played by African-Americans in the United States from the beginning of the slave trade until the Civil War in such areas as economics, politics, religion, art, and culture. Special emphasis is placed on studying the African background of American heritage. (IN)

Prerequisite/Co-requisite: None

Text: From Slavery to Freedom
Author: John Hope Franklin
Edition: 8th Edition
Publisher: McGraw Hill
ISBN: 0-072295813

Other required materials: Per instructor’s policy

Purpose of the Course: The purpose of the African-American History I course in the curriculum is to fill a void which has long existed in the regular American History classes concerning the role played by African-Americans in the settlement, development and advancement of the United States. In doing this, the instructor would be trying to dispel many of the myths which have grown up about the past history of the African-American race; trying to inform all students of the important role played by African-Americans in the history of the United States; and trying to develop a sense of mutual respect between African-Americans and white Americans for each other’s social, cultural, historical, and religious traditions in this nation of ethnic plurality.

Course Objectives:
1. To learn about African culture and society before intervention by Europeans.
2. To understand the devastating effect of European intervention in Africa with the establishment of the slave trade.
3. To learn more about slavery in colonial America and the beginning of resistance to slavery.
4. To understand the achievements of African-Americans in colonial America and their participation in the Revolutionary War.
5. To learn about the effect of the U.S. Constitution on slavery, and to try to understand the persistence of the institution in light of increasing freedoms socially and politically for white Americans.

6. To learn about the growing resistance to slavery in the early 19th century by both African-Americans and white Americans.

7. To learn more about African-American’s participation in the Civil War.

8. To examine the effects of the Civil War and reconstruction on African-Americans.

Course Content:

1. The African Background
   a. The African setting
   b. The development of a great heritage of African-American achievement in ancient Africa.
   c. The destruction of African civilization (1400-1900)
   d. The transplantation of African culture to the Americas after 1492.

2. The Operation of the African Slave Trade
   a. The operation of a slave system in ancient Africa.
   b. The beginning of the European slave situation in Africa
   c. The Slave trade and the Americas
      i. The Caribbean and South America
      ii. North America

3. Slavery in Colonial English North America
   a. Slavery in the Southern Colonies (1619-1783)
   b. Slavery in the Northern Colonies (1635-1793)
   c. Slavery in the Middle Colonies (1640-1783)
   d. The “Slave Codes” and the operation of the slavery system in the English Colonies
   e. Slaves resistant to the institution of slavery in Colonial America
   f. African-American achievements in Colonial America

4. Slavery During the Revolutionary Era (1776-1783)
   a. The Revolutionary philosophy of the “Enlightenment” and Slavery
   b. Participation by African-Americans in the Revolutionary War, (1776-1783)
   c. The long-term effect of the revolutionary situation on African-American people in the Thirteen Colonies

5. Slavery at the Turn of the Nineteenth Century
   a. The writing of the Constitution of 1787 and its effects on the status of African-Americans in the United States
   b. The invention of the Cotton Gin and the coming of the cotton kingdom to the U.S. South
   c. The legal ending of the African slave trade in the first decade of the Nineteenth Century and its effect on the slavery system in the United States.

6. The Institution of Slavery in the Early Part of the Nineteenth Century
   a. The growth and development of the South’s “Peculiar Institution”
   b. African-American resistance to the continuation of the slavery system
   c. Mounting white resistance (Abolitionism) to the slavery system
      i. Argument developed against the institution of slavery
      ii. The coming of the colonization movement
iii. Garrisonianism vs. gradual emancipation
iv. The conflict over the spread of slavery into the Western Territories

7. African-Americans and the American Civil War
   a. Slavery agitation and the beginning of the war
   b. African-American participation in the war to preserve the Union
   c. The victory of the North in the American Civil War and its effect upon the African-American population

Assessment of Student Learning: Grading is to be done in accordance with the general policies and guidelines of the college with each instructor being free to use his or her own procedures for evaluating the final grade level which has been attained by their students.

Grading Scale:
A – 90-100%
B – 80-89%
C – 70-79%
D – 60-69%
F – 0-59%

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Major Assignments: Each instructor may make reading assignments, book reports or term paper assignments or any other out of class assignments of a scholarly nature which they feel will enhance the quality of the student’s experience in the class. Because this is a college-level class, analytical writing should be stressed. Writing assignments may vary in length, structure and topic.

Schedule of Student Assignments/Activities: Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks or an overview of topics to be covered.

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- **Higher Order Thinking**: Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.

- **Communication**: Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.
• **Managing Information:** Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

• **Valuing:** Students will demonstrate the ability to understand the moral and ethical values of a diverse society; and to appreciate the values of diversity, equity, and sustainability.

**College / Instructor Policies:**

**Academic Dishonesty:** MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (*Policy Handbook*, M.010). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

- **16-week:** Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **8-week:** Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **4-week:** Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.
Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

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<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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<tr>
<td>Hybrid Course</td>
<td>Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:</td>
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<td></td>
<td>• Completion of quizzes or exams during class meetings and online</td>
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<td></td>
<td>• Submission of assignments during class meetings and online</td>
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<tr>
<td></td>
<td>• Participation in discussions during class meetings and online</td>
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<tr>
<td>Online Course</td>
<td>Active participation in an online course includes the following:</td>
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<tr>
<td></td>
<td>• Completion of quizzes or exams</td>
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<tr>
<td></td>
<td>• Submission of assignments</td>
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<td>• Participation in threaded discussions</td>
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Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook* I.090 & M.095)

**Tardiness:** Per instructor’s policy

**Make up and late work:** Per instructor’s policy

**Extra-credit work:** Per instructor’s policy

**Student Email:** MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:** Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to
contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at http://www.macc.edu/index.php/services/access-office.

**Title IX Statement:** MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see http://www.macc.edu/sexual-misconduct-policy (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.