Course Number: AMH 3571  
Course Title: African American History to 1865

Prerequisite(s): 
Course Credit: 3  
Course Hours: 3

College: Arts & Sciences  
Department: History & Political Science


Supplies:

Faculty Name: David H. Jackson, Jr., Ph.D.  
Term and Year: Fall 2008

Place and Time: Tues & Thurs. 2:00 – 3:15

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Office Hours | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday
---|---|---|---|---|---|---
1:00-2:00 | 3:30 | 1:00-5:00 | 1:00-2:00 | 3:30 | 5:30 | 
3:30 | 5:30 | 

Course Description

One of the least-understood and least-appreciated subject areas within the context of United States history is African American history. This remains the case despite excellent and innovative scholarly work within the past several decades and despite the fact that many states, including Florida, require that African American history be incorporated into the curricula of public schools.

Course Purpose

This course aims to offer an in-depth survey of African American history to 1865 in a form that will serve as a basis for understanding and future work for future historians and social studies teachers.

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework
# DIVERSITY

- **CF 1**
- Through this focal area, the FAMU professional education candidate will:

| CF: 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5 | I: 3 |
| CF: 1.2 (S,D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5, 8 | I: 3, 8 |
| CF: 1.3 (S,D) | Accepts and fosters diversity. | F: 5 | I: 3, 8 |
| CF: 1.4 (S) | Practice strategies such as: acceptance, tolerance, mediation & resolution. | F: 5 | I: 3 |
| CF: 1.5 (K, S) | Establish a comfortable environment in which all students can learn. | F: 5 | I: 5 |

# TECHNOLOGY

- **CF 2**
- Through this focal area, the FAMU professional education candidate will:

| CF: 2.1 (S) | Use of available technology and software to support student learning. | F: 4 | I: 6 |
| CF: 2.4 (K) | Understands fundamental concepts in technology. | F: 2 | I: 6 |
| CF: 2.5 (S) | Use fundamental concepts in technology | F: 2 | I: 6 |
VALUES

• CF3
  • Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 3.4(D)</th>
<th>Be committed to individual excellence.</th>
<th>F: 4, 8</th>
<th>I: 5, 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.5(D)</td>
<td>Recognize the importance of peer relationships in establishing a climate for learning.</td>
<td>F: 2, 5</td>
<td>I: 5, 6</td>
</tr>
</tbody>
</table>

CRITICAL THINKING

• CF4
  • Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 4.1 (K)</th>
<th>Understand a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance.</th>
<th>F: 4</th>
<th>I: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.2 (S)</td>
<td>Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance.</td>
<td>F: 2, 4</td>
<td>I: 4</td>
</tr>
<tr>
<td>CF: 4.3 (D)</td>
<td>Values critical thinking and self-directed learning as habits of mind.</td>
<td>F: 4</td>
<td>I: 1, 4</td>
</tr>
<tr>
<td>CF: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 8</td>
<td>I: 4</td>
</tr>
</tbody>
</table>

PROFESSIONALISM

• CF 5
  • Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 5.1 (K)</th>
<th>Knows the content</th>
<th>F: 8</th>
<th>I: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.2 (S)</td>
<td>Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
<td>F: 4, 8</td>
<td>I: 4, 7</td>
</tr>
<tr>
<td>CF: 5.3 (D)</td>
<td>Demonstrate commitment to professional growth &amp; development.</td>
<td>F: 5</td>
<td>I: 9</td>
</tr>
<tr>
<td>CF: 5.5 (S)</td>
<td>Construct learning opportunities that support student development &amp; acquisition of knowledge &amp; motivation.</td>
<td>F: 1, 8</td>
<td>I: 5</td>
</tr>
<tr>
<td>CF: 5.6 (S)</td>
<td>Display effective verbal &amp; non-verbal communication techniques to foster valuable interaction in the classroom.</td>
<td>F: 2</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 5.7 (S,D)</td>
<td>Display appropriate code of conduct including dress, language, and respective behavior.</td>
<td>F: 2</td>
<td>I: 6, 9</td>
</tr>
</tbody>
</table>

Overall Goals of the Course

The overall goal of this course is to provide a basic understanding of the personalities, events, and dynamics that propelled the evolution of the African American experience in the United States to 1865 in order to furnish students with information appropriate to further study and to teaching in the public schools.
Specific Behavioral Objectives

1. To read and review, in addition to other assigned reading, a serious scholarly work on African American history to 1865. (SSS-5; NCSS B-1).

2. To gain a knowledge of material appropriate to a basic understanding of the personalities, events, and dynamics that propelled the evolution of the African American experience in the United States to 1865. (FEGC-22, 24; FASAC 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 3.2, 3.3, 3.4, 3.5; SSS-1, 3, 5, 7; PEAP-Knowledge of Subject Matter; NCSS A-1, B-1).

National, State, and PEU Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

**Standard 1: Subject Matter**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**Standard 3: Diverse Learners**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

**Standard 4: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Standard 5: Learning Environment**
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Communication**
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard 7: Planning Instruction**
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Standard 8: Assessment**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Standard 9: Reflection and Professional Development**
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Florida Educator Accomplished Practices (FEAPs)

1. **ASSESSMENT**
   1.1 The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students’ instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.

2. **COMMUNICATION**
   2.1 The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

4. **CRITICAL THINKING**
4.1 The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

5. **DIVERSITY**

5.1 The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

8. **KNOWLEDGE OF SUBJECT MATTER**

8.1 The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

**Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills**

3. **Knowledge of Political Science**

1. Identify the features and principles of the United States Constitution, including the Bill of Rights, the separation of powers, checks and balances, and federalism.
2. Identify the functions of U.S. political institutions, including the executive, legislative, and judicial branches.
3. Identify the functions of political parties, elections, interest groups, public opinion, and mass media in the United States.
7. Analyze the key elements of U.S. citizenship, including rights, privileges, and responsibilities within the legal system.

5. **Knowledge of American History**

1. Analyze the direct relationship of the Age of Exploration on the colonization of the Americas, including its impact on African, Asian, European, and Native American peoples.
2. Analyze the cultural, political, and economic developments of the Americas during the Colonial Era.
3. Analyze the causes, events, consequences, and significant individuals of the Revolutionary Era.
4. Evaluate the issues associated with the Constitutional Era and the early republic.
5. Evaluate the impact of westward expansion on the cultural, political, and economic development of the emerging nation.
6. Identify the cultural, political, and economic characteristics of the antebellum era.
7. Identify causes, events, consequences, and significant individuals of the Civil War and Reconstruction eras.

**Topical Outline**

The students will:

1. In addition to required course readings, read and write a comprehensive review of a scholarly work dealing with some aspect of the African American experience to 1865.
2. Study material appropriate to a basic understanding of the personalities, events, and dynamics that propelled the evolution of the African American experience in the United States to 1865.

Examinations:

1. Two non-cumulative written examinations during the course of the semester, occurring in weeks five and ten. Each examination consists of multiple-choice questions (50%) and essay questions (50%).
2. A non-cumulative written final examination covering the final one-third of the course. The examination consists of multiple-choice questions (50%) and essay questions (50%).

**References, Supplemental Materials, and Student Support Available**


**Teaching Methods**

Lecture/Discussion Approach  
Inquiry/Problem Solving Approach

**Course Evaluation**

**Grading**

Grading Scheme:

1. First test  
2. Second test  
3. Final examination  
4. Class participation/Other

Total Percentage of Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100 – 90</td>
</tr>
<tr>
<td>B</td>
<td>89 – 80</td>
</tr>
<tr>
<td>C</td>
<td>79 – 70</td>
</tr>
<tr>
<td>D</td>
<td>69 – 60</td>
</tr>
<tr>
<td>F</td>
<td>59 - 0</td>
</tr>
</tbody>
</table>

**Requirements for Writing Book Review**

A book critique does not necessarily mean writing a negative reaction to a reading. But it does mean a reaction to a reading. But it does mean a reaction, favorable or unfavorable. Do not just read passively, soaking up and storing away information, but be questioning and skeptical of the material that is presented. Consider the guidelines and questions below when writing book critiques. (Please note that you do not have to follow the order of the model below.)

Include a concise identification of the author, containing relevant and significant information about his background and training. Indicate any special information about him that makes him especially well qualified or unqualified to write about his subject or that may explain his bias in the treatment of the subject.

State as clearly as possible (but without oversimplifying) what the author sought to accomplish. The preface or introduction is the best place to look for an answer.

Summarize the major points of the book. What is the thesis or central theme of the book? What basic period(s), topics, movements or personalities of history does the author recreate and illustrate? What do you consider to be the book’s highlights?

Discuss the terms of the authors writing style, organization, and factual evidence he or she uses to base their interpretations. Does the author vividly bring the past to life again for you as a student of history?

Relate the contents of the reading to the broader context of the course. Note where the author supports or conflicts with the information and conclusions presented in other course material (this includes the lectures), or even in other courses or readings you have done.

Give your summary reaction to the book. In dealing with some of the points above, you obviously will be reflecting your reactions, but here you need to integrate your ideas. But try to go beyond “I liked it,” “It was interesting,” or “It failed to prove its point.” Make more perceptive and substantive comments that indicate how the reading enlarged your awareness and understanding of the historical matter being discussed.
STUDENTS with DISABILITIES:
Students with disabilities covered by the Americans with Disabilities Act should follow these steps: (1) Provide documentation of their disability to the FAMU student disability resource center.  (2) The first week of class, bring a statement from the FAMU student disability resource center to your instructor indicating that you have registered with FAMU student disability services. The statement should indicate the disability and the special accommodations that will be required.

ACADEMIC HONESTY:
It is your responsibility to know the university’s policy on Academic/Intellectual honesty (Section 6C3-2.012(10)(s) of the FAMU Student Handbook). “Plagiarism is defined as the use of intellectual material produced by another person without acknowledging its source. This includes, but is not limited to:  (a.) Copying from the writings or works of others into one's academic assignment without attribution, or submitting such work as if it were one's own. (b.) Using the views, opinions, or insights of another without acknowledgment. (c.) Paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution.”

Source: http://www.lib.berkeley.edu/instruct/guides/citations.html

Warning!:
All cases of dishonesty on exams and/or plagiarism on written assignments will result in an ‘F’ for the course and possible dismissal or suspension from the university. The university academic honor code regarding all forms of academic misconduct will be enforced and punished by the severest penalties allowable. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “…be honest and truthful and…[to] strive for personal and institutional integrity while at Florida A&M University.”

Students taking classes in the Department of History here at FAMU are expected to abide by the Honor Code and its standards of academic honesty. One of the most important issues that history majors must deal with is plagiarism. There should be some discussion of plagiarism in every history class you take at FAMU. For a fuller discussion of this topic, see the very useful website put together by the American Historical Association: http://www.historians.org/pubs/free/professionalstandards.cfm#Plagiarism

READING:
Reading is the most fundamental educational activity one can engage in while in college. It is strongly recommended that you do the readings for this class BEFORE the corresponding lectures/class period. The readings are the basic source of information for this class. The purpose of lectures is to comment on the readings, to highlight important themes and facts, and to enable students to ask questions and make comments.

COMMENTS, CRITICISMS, and COURTESY:
Many aspects of African American history are controversial. Debate, discussion, disagreement, and freedom of thought are essential to education and to any ‘free’ society. Opinions, comments, questions, and constructive criticisms are welcomed at all times. Grades will depend on factual matters, not on agreement or disagreement with the instructor. All students are responsible for creating and maintaining a classroom environment that promotes courtesy and mutual respect.

INTERNET:
Frequent use will be made of the Internet throughout the course. It is important for students to take trips to the library and other on-campus computer labs in order to best utilize the resources of the university regarding the Internet and the educational search engines it offers. All students must have an e-mail address: This is required so that we may begin communicating electronically. All students must e-mail me on the 1st day of class, before 5p.m. Tuesday January 9th. The e-mail must have student’s full legal name, student I.D. number, student phone number, indicate the name of the class, the section number [very important] of the course, and the day and time of the class. The ‘Subject Line’ of the e-mail will have the Student Last Name and the Section Number of the class.

PARTICIPATION and ATTENDANCE:
Attendance is VERY important and absolutely necessary. If you miss more than 3 classes you will receive a ‘F’ for the course. Being Late twice equals 1 absent. Participation in class and attendance is required. It is very important for students to be attentive and verbally contribute to the discussions daily. When called upon in class, all students must identify themselves with their last name and then give their response or comment. It is the responsibility of the tardy/absent student to obtain the information missed from their classmates—their Classroom Comrade. Absences will be excused for emergencies with proper documentation from the Dean’s office. Please remember, there are no ‘make-up’ for tests or quizzes, and other assignments.
FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA):
Federal law gives students two rights concerning their education records kept by the university. The federal law is called the Family Educational Rights and Privacy Act, also known as FERPA or the Buckley Amendment. First, it requires the university to keep those records private. There are exceptions for emergencies, court orders, university officials who have a need to know, etc. Second, it provides that students have the right to inspect records about themselves that are maintained by the university. Pursuant to FERPA, the U.S. Department of Education has enacted legally binding regulations that set out in detail what are student's rights with respect to their education records. For further information, visit the following web site: http://www.ed.gov/policy/gen/reg/ferpa/index.html

Tentative Course Calendar

Week 5 – First Examination Administered

Week 10 – Second Examination Administered

Week 15 – Third Examination Administered