

HIST - 3330 - African American History to 1865

3e. UH Core - Revising Existing Course to add to Core or Revise Existing Core Course and remain in Core (UGRD only)

1. Course Ownership/Implementation/Justification

Department*	History
Required Approval Steps*	<input type="checkbox"/> Undergraduate Studies Department Committee Review <input type="checkbox"/> Undergraduate Studies Department Chair/Program Director <input checked="" type="checkbox"/> Undergraduate Studies College Curriculum Committee
Will the course be cross-listed with another area?*	<input type="radio"/> Yes <input checked="" type="radio"/> No
If yes, has an agreement with department(s) been reached?	<input type="radio"/> Yes <input type="radio"/> No
Department(s) and Course(s) that will be cross-listed with this course	
Catalog year of implementation*	<input checked="" type="radio"/> 2016 - 2017 <input type="radio"/> 2017 - 2018
Term(s) Course will be TYPICALLY Offered:*	<input checked="" type="checkbox"/> Fall (including all sessions within term) <input checked="" type="checkbox"/> Spring (including Winter Mini all sessions within term) <input type="checkbox"/> Summer (including Summer Mini and all sessions within term) <input type="checkbox"/> Contact Your Academic Advisor
Justification(s) for Adding/Revising Course for Core*	1k. Other (use field below)
State the rationale	

for creating this new Core course or revising the existing Core course:*

Meets Texas Education Code Ch. 51 - Subchapter F

Sec. 51.302. AMERICAN OR TEXAS HISTORY.(b) Except as provided by Subsection (c), a college or university receiving state support or state aid from public funds may not grant a baccalaureate degree or a lesser degree or academic certificate to any person unless the person has credit for six semester hours or its equivalent in American History.

Justification - if "other" selected above:

Course met former American History core requirement under old system. Adding to core to align with State-wide and University initiatives.

2. Course Catalog Information

Instructional Area/ Course Prefix* HIST

Course Number* 3330

Long Course Title* African American History to 1865

Short Course Title (30 character limit)* Afro-Amer His To 1865

Instruction Type* Lecture ONLY

Lecture* 3

Lab* 0

Course Credit Level* Junior

Grade Option* Letter (A, B, C.....)

Can this course be repeated for credit?* Yes No

If Yes, how often and/or under what conditions may the course be repeated?

Maximum number of credit hours required of this course in degree plan* 3.0

Number of course completions (attempts) allowed* 3

Are multiple enrollments allowed for course within a session or term?* Yes No

CIP Code* 05.0201.0001

Requisite Checks in PeopleSoft (functionality within PeopleSoft)* Need to adjust requisite checks already in place - Begin enforcement Fall Need to adjust requisite checks already in place - Begin enforcement Spring Need to create requisite checks for course - Begin enforcement Fall Need to create requisite checks for course - Begin enforcement Spring No adjustment required - requisites not being changed No requisite check desired for course at this time

Prerequisite(s):* junior standing or consent of instructor.

Corequisite(s)

Course Description* Analysis of the experiences of Blacks in the formation and development of America to 1865: slavery, race relations, urbanization, war, politics, economics, and civil rights.

Course Notes

3. Authorized Degree Program(s)/Impact Study

Is this a required course for any program (degree, certificate, or minor)?* Yes - enter additional information in field below No

If yes, for which program(s)?

Does this change cause a change in any program?* Yes - attach copy of program plan No

If yes, to which program(s)?

Does this change force changes in prerequisites for other courses?* Yes - enter additional information in field below No

If yes, which course(s) and is a proposal being submitted to reflect the change?

Impact Report*

U.S. Ethnic Studies Minor

4. Core Curriculum Information

Learning Outcomes*

1. Students will attain, through lectures, discussion and reading, and demonstrate, through exams and historical activities, knowledge about the historical significance of African Americans to the development of North America up to the Civil War.
2. Class discussions of primary sources and secondary works of history will develop students' ability to read and to think critically.
3. Writing assignments will enable students to improve their writing skills.

Foundational Component Area for which the course is being proposed (select one)*
American History
Component Area Option (optional)
None Selected
UH Core: Single or Double Category Listing

- List course in BOTH the Foundational Component Area and the Component Area Option categories
- List course in ONLY the Component Area Option category

Core Objectives addressed by the course*
Communication Skills
Critical Thinking
Personal Responsibility
Social Responsibility
Critical Thinking, if applicable

Students will demonstrate critical thinking through a review essay summarizing the scope, purpose, and content of an academic monograph and its significance on the subject. It will include also an evaluation of the author's success in achieving his purpose, use of sources, and organization and presentation of the material. Critical analysis is very important.

Communication Skills, if applicable

The same assignment will demonstrate communication skills by requiring students to organize and present the information in a persuasive manner.

Empirical & Quantitative Skills, if applicable

Teamwork, if applicable

Social

Responsibility, if applicable

The same assignment will demonstrate social responsibility by requiring students to engage various social categories in their analysis.

Personal Responsibility, if applicable

The same assignment will demonstrate personal responsibility by requiring students to engage issues of personal responsibility in their analysis.

Will the syllabus vary across multiple sections of the course?*

Yes

No

If yes, list the assignments that will be constant across sections

5. Supporting Documentation

- Type of Attachments***
- Course Syllabus
 - Degree Plan
 - Memo
 - Other Document(s)

**"Other"
documents:**

6. Additional Information Regarding This Proposal

**Contact person
for questions
about proposal:*** Ramos, Raul - raramos@uh.edu

Comments: See American History Core memo.

Administrative Use Only

**(Administrative
Use Only)
Proposal ID#**

**Original Course
Prefix**

**Original Course
Code**

**Original Course
Title**

**Original Course
OID**

University of Houston
Fall 2015: HIST 3330
Office Hours 2: 30 - 4 Tuesday & by Appt. (lreed@uh.edu)

Department of History
Section #25338

Professor L. Reed
T TH 1 – 2: 30 PM H28
Office: 543 AH Ext. 3-3092

African American History to 1865

HIST 3330 is an upper level course in which the main goal is to illustrate the importance of African Americans to the development of the United States up to 1865. The key questions address social, political, and economic issues and the lives of black people in America. You will note also that cultural contributions are linked to survival mechanisms and the key questions.

The instructor encourages students enrolled in this course to have a basic acquaintance with general American history. Even so, she will make every effort to place subject matter in historical context in lectures and discussions. My office is open to students; please arrange to meet at other times if the office hours conflict with your schedules.

Learning Outcomes:

- ❖ **Students will attain, through lectures, discussion and reading, and demonstrate, through exams and historical activities, knowledge about the historical significance of African American to the development of North America up to the Civil War.**
- ❖ **Class discussions of primary sources and secondary works of history will help students to read and to think critically.**
- ❖ **Writing assignments will enable students to improve their writing skills.**

REQUIRED READINGS

John Hope Franklin and Evelyn Brooks Higginbotham, From Slavery to Freedom: A History of African Americans. Vol. 1 (New York, 2010, 9th. edition).

Solomon Northup, Twelve Years a Slave (Mineola, N. Y., 1970 [originally published in 1853]).

Book Review Selections

Kyle Baker, Nat Turner (New York, 2008 [A Novel]).

Catherine Clinton, Harriet Tubman: The Road to Freedom (New York: Little, Brown and Company, 2004)

Sylviane A. Diouf, editor, Fighting the Slave Trade: West African Strategies (Athens, Ohio: Ohio University Press, 2003).

John Hope Franklin, Loren Schweninger, In Search of the Promised Land : A Slave Family in the Old South (New York: Oxford University Press, 2006).

Annette Gordon-Reed, Thomas Jefferson and Sally Hemings: An American Controversy (Charlottesville, VA, 1997).

Peter Charles Hoffer, Cry Liberty: The Great Stono River Slave Rebellion of 1739 (New York: Oxford University Press, 2012)

Wilma King, The Essence of Liberty: Free Black Women during the Slave Era (Columbia: University of Missouri Press, 2006).

Melton A. McLaurin, Celia: A Slave (Athens, Georgia, 1991).

Deborah Gray White, Ar'n't I a Woman: Female Slaves in the Plantation South (New York, [1985], 1999).

Peter H. Wood, Black Majority: Negroes in Colonial South Carolina from 1670 through the Stono Rebellion (New York: Norton, 1975).

Any other selection must be approved by Professor Reed.

Excellent Reference Sources for Each Week

Nell Irvin Painter, Creating Black Americans: African-American History and Its Meanings, 1619 to the Present (New York: Oxford University Press, 2007).

Clayborne Franklin, Emma J. Lapsansky-Werner, and Gary B. Nash, American Lives: The Struggle for Freedom Volume I (New York: Pearson Publishing, 2005).

Mary Francis Berry and John W. Blassingame, Long Memory: The Black Experience in America (New York, 1982).

African American Voices: A Documentary Reader, 1619-1877 (Wiley-Blackwell, 2009)

I. Ancient Africa to the New World and Enslavement

Week 1: August 25: Introductions,
{Each week's assignment is lined up per Tuesday; so that August 25 actually is "Week of August 25." Thursdays are not listed unless we have an exam on a Thursday.}

Week 2: Sept. 1: Early Africa
Film: "The New Explorers: Slavery's Buried Past"

Franklin, Ch. 1: "Ancestral Africa"

Franklin, Ch. 2: "Africans in the Atlantic World"

Week 3: Sept. 8: Franklin, Ch. 3: "Establishing North American Slavery"

II. An Enslaved People

Week 4: Sept. 15: Franklin, Ch. 4: "Eighteenth-Century Slave Societies"

Week 5: Sept. 22: Franklin, Ch. 5: "Give Me Liberty"

September 29: First Exam (Essays and Short Answers) **Select Book for Review**

Week 6: Oct. 6: Franklin, Ch. 6: "Building Communities in the Early Republic"

Week 7: Oct. 13: Franklin, Ch. 7: "Southern Slavery"

Film: “Mandingo,” a film that portrays conditions under which Americans, both black and whites, lived within circumstances of enslavement, to be viewed outside of class. · Blaxploitation film/Melodrama · 2h 7m, [Release date](#): July 25, 1975; https://www.google.com/?gws_rd=ssl#q=Mandingo+Film [view for \$2.99]

Week 8: **Oct. 20:** Franklin, Ch. 8: “Antebellum Free Blacks”
Twelve Years a Slave, pp. iii - 207

III. In Greater Search of Freedom and What It Means

Week 9: **Oct. 27:** Franklin, Ch. 9: “Abolitionism in Black and White”
Twelve Years a Slave, 208 – 336

Week 10: **Nov. 3:** The 1850s Continued; Documentary Film: “The Underground Railroad”
[Excerpts Viewed in Class]

Week 11: **Nov. 10:** **Second Exam (Essays only)**

Week 12: **Nov. 17:** Franklin, Ch. 10: “Civil War”; Film, Viewed Outside of Class:
“Glory” [Release date](#): December 15, 1989 (USA)
https://www.google.com/?gws_rd=ssl#q=Glory+Film [view for free]

Week 13: **Nov. 24:** Franklin, Ch. 11 “Promises and Pitfalls of Reconstruction”

Week 14: **Dec. 1:** Submit Book Review
Summary/Review

Week 15: **Dec. 3 (Same Class Room); Exam 3: Thursday**

Final grade will consist of the average from 1000 points: three exams (exam 1: 100 points; 2: 200 points; 3: 300 points), attendance: 100 points; a series of exercises that will count as 100 points, a book review that will count for 100 points. Oral presentation on book review will count for 100 points. Thus, all written assignments will count for about a fifth of the final grade. Your aim is for a total of 1000 points. Opportunities will be included for extra credit points as well.

Only students with a written university or medical excuse will be allowed a makeup exam, which is scheduled for the first reading day before the final exam period.

Scholastic Dishonesty: *A university degree depends upon the integrity of the work done by each student. Scholastic dishonesty includes: cheating, plagiarism, and related activities. Such dishonesty is a serious issue and can result in a person being dismissed from the university. This instructor will hold students accountable and will rely on grievance procedures as stated in the student handbook in reckoning with students exhibiting academic dishonesty. If you have any questions about scholastic dishonesty, it is your responsibility to consult the official student handbook for the policy at UH. I will make time to address issues and questions on this if requested.*

Prohibition of the Use of Sexist and Racist Language: *As a rule, we will refrain from using sexist, racist, and/or exclusionary language in this course. Please make every effort to be sensitive to the politics of language and its implications for others. The instructor is available to assist students in this area as needed and requested.*

Guide for Book Review

The following questions/suggestions will help you to organize your thoughts as you prepare for the written exercise on the book review.

1. Be sure to read the front matter.
2. Who is the author? What do you know about the author?
3. What is the purpose of this book? Is it clearly defined in the presentation of the material? How well does the author substantiate her/his argument?
4. What is the scope of the book? What period of time does it cover? Does it cover social, economic, and/or political history? Is it convincingly presented?
5. Which sections of the book are especially well or poorly done? What are the strengths and/or weaknesses of the book?
6. What sources did the author use? How valid is the study? In other words, note footnotes (if there are any and also bibliography).
7. Give attention to names and concepts or organizations. **In other words, you must be able to support generalizations with more than one specific example.**
8. Certainly you will not be expected to remember the names of all persons and organizations with whom African Americans interacted, but you should be able to identify those who had the greatest impact upon them and why (as regards the book selected to review and related class material).
9. Were blacks/black women successful? How can they be compared with their contemporaries? Explain.
10. **Compare the treatment of the subject in the book for review with the coverage of the same subject in any required reading for HIST 3331. Do they differ? Explain. For example, does the book address race and racial injustice? Did the author do an adequate job of addressing this?**
12. What is the value of the book you selected for review? Explain.

Your mission, then, is to provide a short review (**3 typed, double-spaced pages only**) summarizing the scope, purpose, and content of the book and its significance on the subject. Be sure to include also an evaluation of the author's success in achieving his purpose, use of sources, and organization and presentation of the material. **Critical analysis is very important.** Your success on the assignment means being concise and staying within the page limitation; any page submitted beyond the limitation will result in points deducted from the total possible points of 100.

Guide to Further Reading

- Adele Logan Alexander, Ambiguous Lives: Free Women of Color in Rural Georgia, 1789-1879 (Fayetteville, Arkansas, 1991).
- William L. Andrews, ed., Sisters of the Spirit: Three Black Women's Autobiographies of the Nineteenth Century (Bloomington, 1986).
- Betina Aptheker, Woman's Legacy: Essays on Race, Sex, and Class in American History (Amherst, 1982).
- D'Ann Campbell, Women at War with America: Private Lives in a Patriotic Era (Cambridge, Mass., 1984).
- Narrative of the Life of Frederick Douglass: An American Slave Written by Himself with Related Documents (Boston: Bedford/St. Martin's, 2003).
- David Barry Gaspar and Darlene Clark Hine, More Than Chattel: Black Women and Slavery in the Americas (Bloomington, 1996).
- Paula Giddings, When and Where I Enter: The Impact of Black Women on Race and Sex in America (New York, 1984).
- Darlene Clark Hine, Hine Sight: Black Women and the Re-Construction of American History [foreword by John Hope Franklin] (Brooklyn, New York, 1994).
- Harriet A. Jacobs, Incidents in the Life of a Slave Girl: Written by Herself (Cambridge, Mass., 1987).
- Jacqueline Jones, Labor of Love, Labor of Sorrow: Black Women, Work, and the Family from Slavery to the Present (New York, 1985).
- Alice Kessler-Harris, Out to Work: A History of Wage-Earning Women in the United States (New York, 1982).
- Wilma King, ed., A Northern Woman in the Plantation South: Letters of Tryphena Blanche Holder Fox, 1856-1876 (Columbia, 1993).
- Wilma King, Stolen Childhood: Youth in Nineteenth-Century America (Bloomington, 1995).
- Gerda Lerner, Black Women in White America: A Documentary History (New York, 1972).
- Micheline R. Malson, Elisabeth Mudimbe-Boyi, Jean F. O'Barr, and Mary Wyer, Black Women in America: Social Science Perspectives (Chicago, 1988).
- Nell Irvin Painter, Sojourner Truth: A Life, A Symbol (New York, 1996).
- A Black Woman's Odyssey through Russia and Jamaica: The Narrative of Nancy Prince, introduction by Ronald G. Walters (New York, 1990 [1st. published: A Narrative of the Life and Travels of Mrs. Nancy Prince, Boston: N. Prince, 1850]).

Marilyn Richardson, ed., Maria W. Stewart, America's First Black Woman Political Writer: Essays and Speeches (Bloomington, 1987).

Patricia W. Romero, ed., with a new introduction by Willie Lee Rose, Susie King Taylor: Reminiscences of My Life in Camp with the 33rd U.S. Colored Troops, Late 1st South Carolina Volunteers: A Black Woman's Civil War Memoirs (New York, 1988 [1st. publ. 1902]).

Harriet E. Wilson, Our Nig: or, Sketches from the Life of a Free Black, in a Two-story White House, North, introduction and notes by Henry Louis Gates, Jr. (New York, 1983 [1st. published 1859]).

Jean Fagan Yellin and John C. Van Horne, ed., The Abolitionist Sisterhood: Women's Political Culture in Antebellum America (Ithaca, N.Y., 1994).