

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

## American Public University System

*The Ultimate Advantage is an Educated Mind*

<b>School of Arts and Humanities</b>
<b>Course Number: HIST222</b>
<b>Course Name: African-American History since 1877</b>
<b>Credit Hours: 3</b>
<b>Length of Course: 8-Weeks</b>
<b>Prerequisite: None</b>

### Table of Contents

<a href="#">Instructor Information</a>	<a href="#">Evaluation Procedures</a>
<a href="#">Course Description</a>	<a href="#">Grading Scale</a>
<a href="#">Course Scope</a>	<a href="#">Course Outline</a>
<a href="#">Course Objectives</a>	<a href="#">Policies</a>
<a href="#">Course Delivery Method</a>	<a href="#">Academic Services</a>
<a href="#">Course Materials</a>	<a href="#">Selected Bibliography</a>

### Instructor Information

Please see the Syllabus Tool in your classroom for your instructor contact information. Thank you!

[Table of Contents](#)

### Course Description (Catalog)

This course surveys the economic, cultural, and political facets of the African American experience from 1877 to the present. Topics of African American history will be examined, such as Jim Crow laws, the Harlem Renaissance, the Civil Rights Movement, and Black Power. While the class is designed to proceed chronologically, themes such as military and diplomatic policies, migration and urbanization, black political thought, and popular culture will be emphasized.

[Table of Contents](#)

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## Course Scope

This course focuses on the African-American population from the end of Reconstruction through the present. We will focus on issues of race, resistance, culture, community, economics, and politics. The course is designed to help students understand how these themes and ideas influenced the African-American experience and culture in the United States, as well as lay the framework for the modern era.

[Table of Contents](#)

## Course Objectives

Specifically, this course will require the student to:

- Effectively discuss African Americans and their experiences to better understand their impact on national history
- Analyze the role of racism and how it has shaped the lives of African Americans
- Explain the significance of African American philosophers and thinkers such as Booker T. Washington, W.E.B. Dubois, Ida B. Wells, Marcus Garvey, Martin Luther King, Malcolm X and others to the American historical narrative.
- Identify the role that African American women had in securing civil and gender rights
- Describe the impact of the Great Depression and New Deal on the lives of African Americans
- Analyze how African Americans were able to create cultural power and identify individuals that contributed to cultural production
- Recognize the various methods and philosophies used to campaign for advancements in civil rights by the African American community
- Understand the significance of past historical events on issues surrounding the African American community today
- Learn to critically read and think about classroom materials.
- Distinguish and critically evaluate primary and secondary historical sources
- Analyze and interpret historical issues as they relate to African-American history and conduct university-level research on the subject that is communicated effectively in writing

[Table of Contents](#)

## Course Delivery Method

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This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

[Table of Contents](#)

## Course Materials

### Required Course Textbooks

Hine, Darlene Clark and William C. Hine. [The African American Odyssey, 5<sup>th</sup>](#) ed. Vol 2. New Jersey: Pearson, 2011.

- Password to access ebook is: apusstudent

### Required Readings:

Lecturettes within Classroom

### Additional Resources:

*The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003. *Purchase Optional.*

Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional.*

### Web Sites:

In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Web Site URL/Address
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[University of Chicago Style Manual](#)

<http://www.apus.edu/Online-Library/tutorials/chicago.htm>

[Table of Contents](#)

## Evaluation Procedures

**Reading Assignments:** This course relies mainly on the assigned text, lecturettes, and supplemental readings. Links to these readings are located in the weekly lesson section of the course.

**Forum Assignments:** Throughout the course you will answer questions in the forums, respond to the postings of you classmates, and answer follow-up questions that I will post in the forums. Directions for the forum assignments are located within the classroom and an in-depth explanation of the exact expectations are located in the “Forum Guidance and Requirements” document within the Week 1 Assignment lesson.

**Written Assignments:** During the course you will write two short papers, each at least three pages long. An in-depth explanation of the exact expectations are located in the “Written Assignment Guidance” document and assessment of these assignments is explained with the “Written Assignment Rubric” document within the Week 1 Assignment lesson.

**Written Assignment Follow-On Questions:** The grading of the two written assignments will include content related questions. During the course, two weeks after each of the written assignments is due, you will have the opportunity to post the answer to one of the questions that I ask while grading your paper and answer it. Special forums are in the class during Weeks Five and Eight for this purpose.

**Exams:** There is an open book final exam, non-proctored, that will be available for you to complete during Week Eight.

Grade Instruments	Points
Weekly Forums (Weeks 1 through 8: See gradebook with the class for exact breakdown of points.)	<b>51</b>
Written Assignment 1	<b>10</b>
Written Assignment 2	<b>10</b>
Written Assignment 1 Follow-Up Question	<b>2</b>

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Written Assignment 2 Follow-Up Question	<b>2</b>
Final Exam	<b>25</b>
<b>Total</b>	<b>100</b>

[Table of Contents](#)

## 8 – Week Course Outline

Please see the [Student Handbook](#) to reference the University's [grading scale](#).

[Table of Contents](#)

<u>Week</u>	<u>Topic</u>	<u>Learning Objectives</u>	<u>Readings</u>	<u>Assignment</u>
1	The Meaning of Freedom: The Promise and Failures of Reconstruction	<ol style="list-style-type: none"> <li>1. Get to know everyone in the class.</li> <li>2. Understand the obstacles and successes for African Americans during Reconstruction.</li> </ol>	<p><i>African American Odyssey</i> (AAO) Chapter 12 and 13</p> <p>Read/View/Listen to any other materials in the Weekly Lessons Folder</p>	Forum #1
2	The Rule of White Supremacy	<ol style="list-style-type: none"> <li>1. Understand how African Americans challenged white supremacy.</li> <li>2. Examine how white supremacy impacted the lives of African Americans.</li> </ol>	<p>Read Chapter 14 and 15 in AAO</p> <p>Read/View/Listen to any other materials in the Weekly Lessons Folder</p>	Forum #2
3	African Americans at the Turn of the 20 <sup>th</sup> Century	<ol style="list-style-type: none"> <li>1. Examine the factors that impacted African Americans at the turn of the 20<sup>th</sup> century including migration, education, politics and the arts.</li> <li>2. Identify how black women uplifted their communities.</li> </ol>	<p>Chapters 16 and 17 in AAO</p> <p>Read/View/Listen to any other materials in the Weekly Lessons Folder</p>	<p>Forum #3</p> <p>Forum #2 Follow-Up</p> <p>Written Assignment #1</p>

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		3. Identify the race leaders of the era and their philosophies.		
4	The Great Depression and The New Negro	<ol style="list-style-type: none"> <li>1. Understand how racism impacted African American lives during the Great Depression and their access to New Deal programs.</li> <li>2. Analyze how African Americans were able to create cultural power and how this impacted stereotypes and assumptions about the black community.</li> <li>3. Identify key artists and cultural icons of the Harlem Renaissance.</li> </ol>	<p>Chapter 18 and 19 in AAO</p> <p>Read/View/Listen to any other materials in the Weekly Lessons Folder</p>	<p>Forum #4</p> <p>Forum #3 Follow-Up</p>
5	The Seeds of Revolution: World War II and Black America	<ol style="list-style-type: none"> <li>1. Understand how the broadening of U.S. roles overseas impacted African Americans at home and abroad, during World War II.</li> <li>2. Identify the key steps towards integration of the U.S. military.</li> <li>3. Analyze how World War II lay the groundwork for the upcoming freedom struggle.</li> </ol>	<p>Chapter 20 in AAO</p> <p>Read/View/Listen to any other materials in the Weekly Lessons Folder</p>	<p>Forum #5</p> <p>Forum #4 Follow-Up</p> <p>Written Assignment #1 Follow-Up</p>
6	The Black	1. Understand how the	Chapter 21 and 22 in AAO	Forum #6

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	Revolution in America	<p>theory of civil disobedience impacted the Southern protest strategy.</p> <p>2. Identify the various key leaders and organizations during the civil rights and Black Power Movements.</p> <p>3. Identify how the U.S. government helped and hindered the civil rights movement.</p> <p>4. Understand the goals of the civil rights movement and how these goals differed depending on geography.</p> <p>5. Examine stereotypes concerning the civil rights movement and why they exist.</p>	Read/View/Listen to any other materials in the Weekly Lessons Folder	<p>Forum #5 Follow-Up</p> <p>Written Assignment #2</p>
7	Are We Post Racial: African Americans at the turn of the Century	<p>1. Understand what the Black Arts Movement was and why it was important to the development of black consciousness.</p> <p>2. Understand why black studies departments were founded.</p> <p>3. Identify issues impacting the African American</p>	<p>Chapter 23 and 24 in AAO</p> <p>Read/View/Listen to any other materials in the Weekly Lessons Folder</p>	<p>Forum #7</p> <p>Forum #6 Follow-Up</p>

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		community today. 4. Examine the issue of a post-racial America.		
8	Final Exam	1. Demonstrate understanding of the events, circumstances, causes, and effects of the significant events of African-American since 1877 through thorough reflections and synthesis of course material.	As Required for Completion of Final Exam	Forum #8 Forum #7 Follow-Up Written Assignment #2 Follow-Up Final Exam

[Table of Contents](#)

## Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

**Writing Expectations:** Within the class are several documents that explain the expectations within the History program. These documents are the “Forum Guidance and Requirements”, “Written Assignment Guidance”, and “Written Assignment Rubric”.

**Citation and Reference Style:** Attention Please: Students will follow the University of Chicago Manual of Style as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the University of Chicago Manual of Style.

**Late Assignments:** Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time.

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Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

**Netiquette:** Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

**Disclaimer Statement:** Course content may vary from the outline to meet the needs of this particular group.

[Table of Contents](#)

## Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

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- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](https://www.tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

[Table of Contents](#)

### Turnitin.com

Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. Typically the course professor will establish a Turnitin.com access code for his/her classes. If the code has not been established, those who wish to use Turnitin.com may ask their professor to establish the code. Professors will use Turnitin.com to routinely check for potential plagiarism in forum postings, written assignments, and the final exam.

### Selected Bibliography

The selected bibliography for this course is located in the [Course Guide](#) within the APUS Online Library.

[Table of Contents](#)