



暨南大學  
JINAN UNIVERSITY

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# JINAN UNIVERSITY

## History of African American

**Lecturer:** Joseph C Thompson

**Time:** Monday through Friday (July 2, 2018 - August 3, 2018)

**Office hours:** 2 hours (according to the teaching schedule)

**Contact hours:** 60 (50 minutes each)

**Credits:** 4

**Location:** School of Tourism

**Office:** School of Tourism 210

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### Course Description

This course analyzes the tribal and national background of Africans before their forced migration to Latin and North America. It examines the so-called "Triangle Trade," Africans in colonial and revolutionary America and the lives of free Black Americans as well as those held in bondage. A close look at the Abolitionist Movement and the American Civil War is included. Prominent African Americans from Benjamin Banneker and Phyllis Wheatley to Martin Luther King and Maya Angelou will be studied. The political, social, economic and religious positions and circumstances of African Americans in the twentieth century will conclude the course.

### Required Text

*African Americans: A Concise History*, Combined Volume (5th Edition)

by Darlene Clark Hine, William C. Hine, and Stanley C. Harrold

ISBN-13: 978-0205969067

ISBN-10: 0205969062

### **Course Hours**

The course has 25 sessions in total. Each class session is 120 minutes in length. The course meets from Monday to Friday.

### **Primary Source Documents:**

In addition to your weekly chapter readings, you are also required to read primary source documents. Primary sources are materials that provide us with an individual's personal perspective of history. These are first-hand accounts that contain crucial information about the past to help historians achieve a developed understanding of historical events and ideas. These documents are included in your textbook at the end of each chapter. Assigned documents are listed in the Course Schedule. You will not be quizzed over the documents. However, you must complete written assignments related to these materials each week. (See Requirements: Writing Assignments)

### **College wide Student Learning Outcomes**

The Collegewide Student Learning Outcomes assessed and reinforced in this course include the following:

- Communication
- Critical Thinking
- Information Literacy
- Global Sociocultural Responsibility

### **Measurable Course Objectives**

Measurable Course Objectives are outcomes students are expected to achieve by the end of the course.

- Discuss verbally and in written form the events that precipitated the African presence in Colonial America.
- Discuss verbally and in written form the evolution of slavery in Colonial America, noting the differences in selected colonies.

- List and discuss the experiences of African Americans prior to the Civil War and after Reconstruction.
- Discuss verbally and in written form how state legislatures and the Supreme Court defined race relations in America.
- Discuss the African American experiences in 20th century America.

### **Classroom Guidelines**

Students should be respectful of their classmates. The goal in this classroom is to create a positive learning environment where people can safely ask questions, participate freely and learn effectively. In expressing viewpoints, students should raise questions and comments in a way that will promote learning, rather than defensiveness and conflict in other students.

Disruptive behavior will not be tolerated. Students who engage in disruptive behavior such as deliberate combativeness, excessive vulgarity, reading unrelated materials, surfing the Internet, and texting will fail to earn daily credit for class participation, and are subject to dismissal from class.

### **Attendance Policy**

Students are expected to attend all classes, actively participate and complete all assigned course work for all courses for which they are registered.

### **Course Requirements:**

#### **Class Participation: (20%)**

You may earn up to ten (10) points each week based on both your presence in class and preparation for assignments, as demonstrated by the quality and quantity of your involvement in class activities/discussions. Any violation of class-conduct policies

(outlined above) will result in a grade of zero (“0”) for daily participation. It is the responsibility of each student to notify the instructor in the event she/he is tardy.

### **Writing Assignments: (30%)**

Each week you are required to read brief primary source documents. Primary sources are materials that provide us with an individual's personal perspective of history. These are first-hand accounts that contain crucial information about the past to help historians achieve a developed understanding of historical events. Each assigned document will include a series of "Questions to Consider" to help you evaluate the primary source. After reading the assigned primary sources and studying the "Questions to Consider," you will be write a brief essay in response to a question I provided. Your goal is to develop a well-supported response to the questions based on the facts you have learned about the topic. All writing assignments will be due every Friday; at which time you will take part in a discussion of the material. There will be a total of four (4) writing assignments throughout the semester. Each writing assignment is worth a maximum of 10 points.

### **Exams: (50%)**

At the end of each week you will complete an exam made up of multiple choice questions taken and short identifications. A list of all potential short identification topics will be available throughout the semester.

### **Late Assignments and Make-up Exams**

Exams cannot be taken early. To make up an exam, you must provide documented proof of an emergency (i.e. a signed physician's note, obituary, etc.) in order to earn full credit. You must make up the exam WITHIN 7 calendar days of original due date. If you miss an exam, yet are unable to provide proof of an emergency, 5 points will be deducted from your score for failure to complete the exam during class time on the scheduled date. Afterward, 10 points will be deducted from your score for each calendar day you fail to complete your exam after the scheduled date (i.e. If you make up an exam 3 days after the scheduled date, 30 points will be deducted from your score).

You may not make up a missed quiz or writing assignment. Earn two extra points on your midterm exam by emailing me to confirm that you have read and understand this policy. Your email must be sent before the first weekend to earn credit. Failure to email me does not excuse you from this policy.

**Grading Policy**

Class Participation -- 20%

Writing Assignments -- 30%

Weekly Exams – 50%

**Grading Scale**

The instructor will use the grading system as applied by JNU:

Definition	Letter Grade	Score
Excellent	A	90-100
Good	B	80-89
Satisfactory	C	70-79
Poor	D	60-69
Failed	E	Below 60

**Course Schedule**

**Week 1**

- Mon. “Why Africans?” and “Why Racism?” – (read pages 2-31)
- Tue. “Colonial Slavery” and “Slavery & Freedom” -- (read pages 54-116)
- Wed. “Liberty to Slaves” and “The First Emancipation” -- (pp. 120-135)
- Thur. “The Constitution” – review -- (read pages 160-165)
- Fri. Exam and discussion – (in class reading to be determined)

**Week 2**

- Mon. “Slaves Without Masters” and “Rebellion” -- (read pages 173-189)
- Tues. “The Peculiar Institution” and “The Slave Community” -- (pp. 210-232)
- Wed. “Our Daily Bread” and “Abolitionism” -- (pp. 233-240, 266-284)

Thur. “A House Divided” – review -- (read pages 285-296)

Fri. Exam and discussion – (in class reading to be determined)

### Week 3

Mon. “Emancipation” and “Bottom Rail on Top” -- (read pages 322 – 349)

Tue. Film Glory

Wed. “Reconstruction” and “Nothing But Freedom” -- (pp 376-408)

Thur. Review and Exam

Fri. Discussion – (in class reading to be determined)

### Week 4

Mon. “Jim Crow” and “Confronting Jim Crow” -- (read pages 432-442)

Tue. “Surviving Jim Crow” and “The Great Migration” -- (pp.442-464)

Wed. “Race Riot” and “The Harlem Renaissance” -- (pp. 492-514)

Thur. “The New Deal” – review -- (read pages 514-527)

Fri. Exam and discussion -- (in class reading to be determined)

### Week 5

Mon. “Double V” and “Brown v. the Board of Education” -- (pp. 550-578)

Tue. “The Civil Rights Movement” and “Black Power” -- (pp. 604-681)

Wed. “Unfinished Revolution” and “The Generation Gap” -- (pp. 681-750)

Thur. Review and Discussion – (in class reading to be determined)

Fri. Final Exam

### Academic Honesty

Jinan University defines academic misconduct as any act by a student that misrepresents the students’ own academic work or that compromises the academic

work of another scholastic misconduct includes (but is not limited to) cheating on assignments or examinations; plagiarizing, i.e. misrepresenting as one's own work any work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of the instructors concerned; sabotaging another's work within these general definitions, however, Instructors determine what constitutes academic misconduct in the courses they teach. Students found guilty of academic misconduct in any portion of the academic work face penalties ranging from lowering of their course grade to awarding a grade of E for the entire course.