

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

School of Arts and Humanities

HIST652 African American History

3 Credit Hours
16 Weeks

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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Instructor Information

Course Description

This course is a study in the history of African Americans in the United States, with emphasis on the social forces underlying transitions from West Africa to the New World, from slavery to freedom, and from rural to urban life. Topics include the Atlantic slave trade, American slave societies, maroon communities, free blacks in the antebellum United States, Reconstruction and free labor, colonization, emigration, and urban migrations.

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Course Scope

This course covers the entire breadth of African American History, specializing in particular time periods and topics as determined by the instructor. While the course emphasizes the 20th

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century, students are encouraged to implement concepts learned about African American history from other courses and/or readings.

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Course Objectives

After successfully completing this course, you will be able to:

- Discern the central themes of African American History in the last century
- Appraise the major trends, figures, and issues.
- Assess the significance of African American history within the context of U.S. History;
- Analyze the role of the historian in interpreting African- American history.
- Conduct research using primary materials and form conclusions.

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (Located in Resources in SAKAI) and access to the online learning management system (SAKAI) will be made available to each student. Online assignments are due by Sunday evening of the week except as otherwise noted and include discussion questions (accomplished in Forums), examinations, and individual assignments submitted for review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this course.

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Course Materials

Required Course Textbooks

- Howard Jones, *Mutiny on the Amistad: The Saga of a Slave Revolt and its Impact on American Abolition, Law, and Diplomacy* (Oxford, 1998).
- Nat Brandt, *Harlem at War: The Black Experience in World War II* (Syracuse, 1996).
- Henry Hampton, *Voices of Freedom: An Oral History of the Civil Rights Movement from the 1950s Through the 1980s* (Bantam, 1991).
- Melvin Oliver, *Black Wealth/White Wealth: A New Perspective on Racial Inequality* (Routledge, 1995).

Additional Required Readings: *In Resources Files or Provided by Instructor*
Optional Resources (Recommended)

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- Marius, Richard. *A Short Guide to Writing about History*. NY: Longmans, 1999.
- *The Chicago Manual of Style*, 16th ed. Chicago: University of Chicago Press, 2010.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 7th Edition. Chicago: University of Chicago Press, 1997. *Purchase is highly recommended.*
- Turabian Citation Guide Online
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional endnote or footnote attribution. Do not use parenthetical (MLA) variation.

Copyright/Fair Use Notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

Websites

In addition to the required course texts the following public domain Websites 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.

Note to students: If your internet connection does not have enough bandwidth to view videos, use the American Public University library, search for an article related to the week's topic, and use this as supplementary input for discussion posts or writing assignments.

Week 1: Nat Turner's Rebellion (1831)

Nat Turner: Freedom Fighter or Terrorist, Ford Forum, California Newsreel
[http://fora.tv/2009/04/02/Nat Turner Freedom Fighter or Terrorist](http://fora.tv/2009/04/02/Nat_Turner_Freedom_Fighter_or_Terrorist)

Week 7: World War II and Black Veterans (1942-1945)

Spike Lee and James McBride: Miracle at St. Anna, New York Public Library
[http://fora.tv/2008/09/26/Spike Lee James McBride Miracle at St Anna](http://fora.tv/2008/09/26/Spike_Lee_James_McBride_Miracle_at_St_Anna)

Week 12: Malcolm X (1954-1965)

Various speeches by Malcolm X
<http://www.youtube.com/user/antihostile?blend=1&ob=4>

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Evaluation Procedures

This course requires thoughtful reading and analysis. The class forum and research paper are designed to allow you to demonstrate a thorough comprehension of the concepts introduced in the readings.

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There are three main types of assignments in this class.

A. Forum Postings: 60% (10 Postings, 60 points each)

Respond to the Forum question of the week in AT LEAST 300 words using the reading assignments, video assignments, and any outside research you feel is appropriate. Use specific examples from the week's reading, and use the opportunity to critique the authors' work (you can comment on issues like author assumption, agenda, research, methodology, etc.) Respond to **AT LEAST two other student postings**, plus any follow-up questions I ask. Discussion with your peers is paramount at the graduate level, we gain knowledge from the sources but that knowledge is assisted and strengthened when we consider other people's opinions and knowledge.

All posts should be on point and go far beyond just what you "liked" or "understood" from the material. I expect that all posts will be grammatically correct, thorough, enlightening and helpful to all readers. At times, you will be relying on each to succeed. When posing responses to other students it is not enough to simply state "I agree." Explain why you agree and if you disagree, that is fine, but remember to support your stance. Remember: disagreeing is not necessarily rude...at times I may actually agree with your stance but choose to play Devil's advocate. Additionally, respond to their post in a way that moves the discussion forward, and demonstrates your knowledge or unique perspective on the topic. INITIAL POST IS DUE ON THURSDAY, RESPONSES ARE DUE BY SUNDAY. ALL DEADLINES ARE 11:59 EASTERN TIME ON THE DAY DUE. PLEASE REVIEW POTENTIAL PENALTIES IN THE EVALUATION PROCEDURES SECTION.

Initial posts that miss the Thursday deadline will receive a penalty of 10% (one letter grade). Initial posts that miss the Sunday deadline may receive half credit. Posts more than two weeks late will NOT receive any credit.

B. Topic and Research Paper Proposal (10%, 100 points):

You may write your paper on a person, event, or theme in African American history. You should attempt to associate the subject of your paper to one or more of the themes and issues that are addressed during this course of study. Be creative, choose a topic that you find interesting but has not been done numerous times before and narrow your search: instead of a paper on Malcolm X, choose a specific theme or aspect of Malcolm X's life or his ideology. Do not give me a regurgitation of facts. Identify and stress your historical question: this is the "So what" factor of your paper. Move beyond a grand encyclopedia entry and seek the larger importance of your subject matter.

The first task will be picking a suitable topic. Please keep in mind that an appropriate topic is important because it gets you interested in your paper but for most of the class, the larger problem is a refinement of the proposed topic. Next, begin to refine your questions. Try and pick a historical question that opens up a new dialog or opens up other historians findings on your topic. The question (your thesis) should not be too broad as you only have fifteen to twenty pages nor should it be too specific because you only have a limited amount of time to complete this paper (our semester). Finally, pick a question or thesis that explores the historical aspects of your topic. Think of your topic as a complete study (or a book): please pick one of the chapters that would appear in that book. Narrow your question again. Pick a region, or specific event, or sub theme and that will help you reach the time and amount restrictions for our class.

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Please submit a summary (or abstract) of your paper including historical questions (dilemmas) and possible sources for approval **by Sunday of Week 8 (the earlier the better)**. This abstract should be **AT LEAST 300 words** but should not be more than three pages.

I will allow late submissions for half credit but only up until the end of Week 12. BUT YOU DO NOT WANT TO BEGIN A PAPER THAT LATE IN THE SEMESTER, NOR DO YOU WANT TO START WITH A POOR PAPER PROPSOAL GRADE!

C. Research Paper: (30%, 300 points)

Each student will submit a 15 page research paper based on primary and secondary sources dealing with some aspect of African American history. This paper will account for 30% of your grade.

This is a polished paper that you are submitting as a major portion of your grade. It should be well edited and not contain clerical errors nor proofreading blunders. The final paper should also display a professional appearance involving a clean final presentation and good usage of computer applications. I do not expect anything “fancy” and even graphs and images are not mandatory; however, you should have a general grasp of Microsoft word (or comparable program).

The research paper should be a minimum of 3750 words (15 double-spaced pages) not including any title page or bibliography/works cited. The research papers should have many reference citations (from multiple sources) and a bibliography. A successful paper should have at least seven secondary sources (books and journals) and at least three primary sources (newspapers, magazines, letters and special collection materials). While either footnotes or endnotes are acceptable for the reference citations, all sources, as well as the corresponding bibliography, must conform to Turabian’s *Manual for Writers of Term Papers* style for notes and references.

NOTE: BE CAREFUL WITH THE INTERNET! Internet sources (web sites) should be rarely used, if ever. Exceptions are scholarly websites and documents available through the APUS Online Library (*Wikipedia* is not considered a valid academic source). Digitally preserved documents are not only acceptable but encouraged! For instance, genealogical websites digitally preserve the original document and do not attempt to analyze the material. The same can be said for J-Stor and other on-line database. J-Stor presents the original article without alteration or analysis. If you have any questions on what is appropriate ASK! You will be held accountable for faulty information. The paper should be uploaded by the end of Week 15. Any paper submitted after 11:59 (on Sunday) will be considered late.

A paper submitted up until 11:59 p.m. Thursday of Week 16 will be penalized 5 percentage points (twenty of the paper’s 300 points). Any paper submitted from Friday 12:01 a.m to Sunday 11:59 p.m. will receive a penalty of 10 percentage points (one full letter grade). I will accept no paper after this course ends. All submissions (Forum posts or papers) must be successfully delivered by Sunday 11:59 p.m. of WEEK 16.

The paper should consist of the following sections and major components:

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- *Introduction:* This section of the paper introduces the reader to the topic and to your interest or angle into the subject matter. Please keep in mind that this is your introduction to your paper not necessarily the subject matter.
- *Thesis:* This section includes your interpretation of your topic and in many cases concludes with a statement of your research question. This is the “So What” factor.
- *Analysis of the Issue:* This is the body of the paper and includes all specific findings and your **organization of the content** of your study. You should document your statements with research in primary and secondary sources. Your paper should contain both **analysis** and **synthesis**. **Analyze** the sources: do NOT just reprint what has already been stated. **Synthesize** the material do not leave it up to the reader to put your puzzle together for you. Maximize your **critical thinking skills**.
- *Conclusion:* What is your answer to your originally proposed question? Conclusions can restate the thesis statement and restate the argument made to support it. This can be tricky. Your conclusion is more than just your paper rolled into one or two paragraphs. This is your chance to once again stress the **importance of your work**...the larger question and leave the reader with something to reflect upon.
- *Works Cited:* A list of the documentary sources cited in your paper.

Grade Instruments:	Points	% Final Grade
Forum (10 total, 60 points each)	60	60%
Topic and Research Paper Proposal	10	10%
Research Paper	30	30%
TOTAL	100	100%

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Course Outline

Week	Topic(s)	Learning Objective(s)	Reading(s)	Assignment(s)
1	Slave Resistance and the historiography of Nat Turner.	Comprehend how historians have discussed and analyzed Turner’s Revolt. Discuss how this has changed through the years. What is meant by “a troublesome property?” (See Course Objective, 1-4)	No reading, watch the video regarding Nat Turner.	Forum 1: Introduce yourself. Forum Posting #1: In one or two pages, explain your academic and professional background and how this course fits into your objectives and academic program. Be sure to include what APUS program you are in and what APUS or other graduate courses you have taken. This paper serves as an introduction and a writing sample. Post your initial discussion

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				response to the Forum by THURSDAY. Respond to at least two other students by SUNDAY of Week 1.
2	Origins of the Amistad incident and its immediate repercussions.	Discuss how and why the Amistad “mutiny” occurred, and comprehend the general political debate on the issue of slavery in the era. (See Course Objective, 1-3)	Jones, Chapter 1-4	Forum 2 regarding Nat Turner. For all upcoming Forum assignments, please see specific instructions on line.
3	The Amistad trial and its impact on national affairs. Continue to add to the previous week’s dialog and reflect upon any general posts that I delivered to the course.	Relate the course of the Amistad trial and its affect on public opinion, and compare the reaction of other countries regarding the incident. (See Course Objective, 1-3)	Jones, Chapter 5-8	
4	The results of the trial and its aftermath.	Comprehend the importance of the image of Cinque after the trial ended, and view the sectional reactions to the Amistad incident. (See Course Objective, 1-2)	Jones, Chapter 9-11	Forum 3 on the Forum Board
5	Harlem from a social perspective. Continue to add to the previous week’s dialog; additionally, you should have singled out an appropriate subject matter for your paper NOW begin to refine your historical question regarding this topic.	Contrast Harlem as a neighborhood to the rest of New York, and see how Harlem created a separate urban identity. (See Course Objective, 1-2)	Brandt, Chapter 1-6	
6	The debate over African Americans in World War II.	Study the reasons why and why not African Americans wanted to fight in WWII, and grasp the experience of African Americans in WWII. (See Course Objective, 1-3)	Brandt, Chapter 7-13	Forum 4 on the Forum Board
7	Reactions and results of African Americans in World	Describe the violence directed toward and by	Brandt, Chapter 14-21	Forum 5 on the Forum board.

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	<p>War II.</p> <p>Continue to add to the previous week's dialog and reflect upon any general posts that I delivered to the course.</p>	<p>African Americans in WWII, and list the contributions of African Americans to victory. Compare the reading with Spike Lee's philosophy regarding the war and his film related to the experiences of African American soldiers. (See Course Objective, 1-4)</p>	<p>Video on Spike Lee.</p>	
8	<p>Origins of the Civil Rights movement.</p>	<p>List the reasons why the civil rights movement started in the '50s, and grasp the importance of early civil rights victories to the general movement. (See Course Objective, 1-5)</p>	<p>Hampton, Chapter 1-5</p>	<p>Forum 6 on the Forum Board.</p> <p>Deadline for approval of your final paper topic by SUNDAY of Week 8.</p>
9	<p>A wider civil rights campaign.</p> <p>Continue to add to the previous week's dialog and reflect upon any general posts that I delivered to the course.</p>	<p>See how education became a primary goal of the movement in the early '60s, and comprehend the resistance to the emerging movement. (See Course Objective, 1-2)</p>	<p>Hampton, Chapter 6-10</p>	
10	<p>Resistance to the Civil Rights Movement.</p>	<p>View the southern justification of violence at the civil rights movement, and see how northerners affected southern opinion of the movement. (See Course Objective, 1-4)</p>	<p>Hampton, Chapter 11-15</p>	<p>Forum 7 on the Forum Board</p>
11	<p>Changes in the civil rights movement</p> <p>Continue to add to the previous week's dialog. Additionally, please continue to discuss your paper with me and the class. Any questions or concerns you raise NOW may help everyone later.</p>	<p>List the reasons that the movement changed in the late '60s, and study the origins of the Black Panther movement within the larger movement. (See Course Objective, 1-3)</p>	<p>Hampton, Chapter 16-20</p>	
12	<p>The roots of Black Power</p>	<p>Discuss the ideological differences between Malcolm X and the traditional Civil Rights movement. (See Course</p>	<p>Review Hampton, Chapter 16-20</p>	<p>Forum 8 on the Forum Board</p>

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		Objective, 1-3)		
13	A major change in the civil rights movement. Continue to add to the previous week's dialog and reflect upon any general posts that I delivered to the course.	Grasp why separatism became a goal of the movement, and see how Martin Luther King's leadership role had changed by 1968. (See Course Objective, 1-3)	Hampton, Chapter 21-25	
14	End of a decade and an era.	See how the Black Panthers' reputation undermined their effectiveness, and compare the effectiveness of court action and concentrated African American voting. (See Course Objective, 1-3)	Hampton, Chapter 26-31	Forum 9 on the Forum Board
15	Economics and Race in modern America. How wealth separates and defines status in America.	Grasp the economic gulf that exists between black and white in America, and comprehend the social traditions of accepting economic status as the norm. View the reasons the wealth gulf is maintained, and define the modern definition of class status by region and/or race. (See Course Objective, 1-5)	Oliver, Chapter 1-6	Forum 10 on the Forum Board Research Paper Due. Submit by SUNDAY of Week 15.
16	Final Week Catch up for put your final touches on all late assignments.			Last chance to submit any assignment for this course. I will not accept any assignment after 11:59 p.m.

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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](#)

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[Disability Accommodations](#)

CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the [Chicago Manual](#).

The [Chicago Style Manual](#) for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut—including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design / designation.

1. Front matter--e.g., title page, copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, abstract.
2. Narrative with scholarly attributions.
3. Back matter--bibliography, endnotes, appendices.

NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions 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 fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

STUDENT HANDBOOK

The staff at American Public University System (APUS) knows how hard it is for students to balance work and other commitments while pursuing a college education. We created the APUS Student Handbook as the ultimate reference for answers to questions about administrative and academic policies and procedures. APUS students do not have to wait for our offices to be open in order to find the information they need to succeed. No matter what location or time zone our students are in, they can consult the online Student Handbook with any questions about financial aid, tuition assistance and refunds, registration, drop/withdrawal or extensions, the University System's grading system, and the electronic classroom. The handbook also covers issues related to various student services, academic guidance, and each student's rights and responsibilities. Of course, there may be a unique question that requires additional information outside that is covered in the handbook. APUS students should use the contact information listed online inside their campus to contact the APUS staff with any additional questions. See [Student Handbook](#).

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DISCLAIMER STATEMENT

Course content may vary from the outline to meet the needs of this particular group.

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Online Library Research Center & Learning Resources

The Online Library Resource Center is available to you 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 Center provides access to special learning resources, which the University has contracted to assist with your studies.

APUS Library Tools

- [Book Catalog](#) - Link to thousands of *electronic* books
- [Databases](#) - Find *articles* and reports from scholarly journals, magazines, and newspapers
 - [ABC Clio US at War](#)
 - [CIAO](#)
 - [EBSCO](#)
 - [Praeger Security International](#)
 - [ProQuest](#)
- **Journal Title Search Engine**
 - [American Historical Review](#) from 2/01/1975 to 1 year ago in EBSCO
 - [Cold War History](#) from 08/01/2000 to 1 year ago in EBSCO
 - [Early Medieval Europe](#) from 03/01/1998 to 1 year ago in EBSCO
 - [Journal of Early Modern History](#) from 02/01/1999 to 1 year ago in EBSCO
 - [Journal of Medieval and Early Modern Studies](#) from 01/10/1997 to 1 year ago in EBSCO
 - [Journal of World History](#) from 04/01/1998 to present in ProQuest
- **Historical Research Methods**
 - [The Historical Approach to Research](#)
 - [Historical Research Methods](#)
 - [Reading, Writing, and Researching for History: A Guide for College Students](#)
 - [A Student's Guide to the Study of History](#)
 - [H-Diplo: diplomatic and international history](#) H-Net discussion group dedicated to diplomatic history and international affairs. Features archive, reviews, bibliographies, reading lists, course syllabi etc.

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Selected Bibliography

- Located in the Course Materials section of the classroom – Course Essays.

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