University of Massachusetts Global A private nonprofit affiliate

Course Number, Title and Credits

HISU 257 - African American History - 3 credits

Course Description

This course traces the social, political, and cultural journey of African Americans, from the transatlantic slave trade and colonial enslavement to modern civil rights movements. Students will analyze themes like freedom struggles, reform, radicalism, assimilation, nationalism, and examine key events such as Reconstruction and landmark Supreme Court cases. Through primary sources and critical inquiry, students will evaluate the impact of race, class, and systemic inequality on African American experiences and their role in shaping U.S. history.

Course Learning Outcomes

By the end of the course, students should be able to:

1. Trace events leading to African presence in Colonial America.
2. Identify the African American experiences in the late-19th century and 20th century America.
3. Recognize the evolution of slavery in Colonial America, noting the differences in selected colonies.
4. Analyze the experiences of African Americans before the Civil War and Reconstruction.
5. Examine landmark laws and court cases impacting African Americans.

Required Textbooks

Freedom On My Mind (combined Volume), 2ed, Deborah GrayWhite, Mia Bay and Waldo E. Martin, Bedford/St. Martin's Macmillan Learning, Jr. ISBN:978-1-319-02133-7

Other reading materials will be provided by the instructor.

Letter Grade/Percentage Equivalents

Grades are determined on a straight-scale basis using the following scales.					
A	94% to 100%	A-	90% to 93%	B+	87% to 89%
B	84% to 86%	B-	80% to 83%	C+	77% to 79%
C	74% to 76%	C-	70% to 73%	D+	67% to 69%
D	64% to 66%	D-	60% to 63%	F	59% and below

Methods of Evaluation for Determining Grades

Assignment Detail for Course:

Assignments	**Possible Points**
Writing Assignments	200
Quizzes	400
Weekly Exams	400
Total Points Possible in Course	**1000**

Quizzes: (40%)

There will be 10 quizzes with each one being worth 4 percentage points of the total grade. These quizzes will be based on the reading and the lecture and will be given at the end of every unit. These quizzes will be multiple choice.

Writing Assignments: (20%)

There will be 10 writing assignments. Five of the lowest writing assignments will be dropped. The writing assignments will consist of students reading either from the textbook and/or articles posted. Students must cite their work with Turabian or Chicago Style citations. Each one of the assignments should be at least 250 words. Writing assignments that are not at least 250 words will result in a 0.

Exams: (40%)

There will be two exams worth 20 percent each. These exams will be essay based and will require the student to respond to three questions. Each response will be 600 words and must cite the word with books and articles used in the course.

Week by Week Outline for Course (Tentative):

Week	Topics&Assignments
Week 1	**"Africa" and the "Slave Trade to the Early Americas"** ● Mon - Introduction to Africa and Early African States (Unit 1) Read: pg 1-10 in textbook and articles posted (Thornton's *Africa and the Africans*... and Inikori "*Slavery in Africa"* and "*The Slave Trade and the Role of the State*") ● Tue -European Contact with Coastal Africa (Unit 1) Read articles posted (Ivor Wilks and letter Nzinga Mbemba/William Bosman) ● Quiz 1 Due, Tuesday, Week 1 ● Wed -The Transatlantic Slave Trade (Unit 2) Read: pg. 10-13 in textbook and articles posted (Gomez Reversing Sail Ch3) ● Thur - The African Diaspora and Slavery in the Americas (Unit 2) Read pages 13-33 in textbook and articles posted. (Gomez Reversing Sail Ch4) ● Quiz 2 Due, Tuesday, Week 1 ● Writing Assignments 1 and 2 Due, Sunday, Week 1
Week 2	**"Colonial North America" and "Age of Revolution and Resistance"** ● Mon - Slavery in Early Virginia and South Carolina (Unit 3) Read pages 47-60 in textbook and articles posted (Ira Berlin *Many Thousands Gone* Introduction) ● Tue - Free African American Societies (Unit 3) Read pages 61 to 100 in textbook. ● Quiz 3 Due, Wednesday, Week 2 ● Wed - American Revolution (Unit 4) Read Pages 101-120 in the textbook and read articles posted (Gerald Horne's *Counter Revolution of 1776 and Declaration of Independence and the US Constitution*) ● Thur - Haitian Revolution and Caribbean Slave Revolts (Unit 4) Read pages 131-161 and article posted (David Geggus' "*Haitian Revolution Atlantic Perspective*" ● Quiz 4 Due, Friday, Week 2 ● Writing Assignments 3 and 4 Due, Sunday, Week 2
Week 3	**"Road to Civil War" and "Reconstruction"** ● Mon - Expansion of Slavery and Resistance (Unit 5) Read pages 173-204 in the textbook and read article posted (Nubia Kai's "*Black Seminoles*" and Elizabeth Forest "*William Lloyd Garrison*." ● Tue - A Nation Divided and Civil War (Unit 5) Read Pages 214-287 in the textbook and articles posted (Berlin "*Who Freed the Slaves*" and McPherson "*Who Freed the Slaves*")

	• Quiz 5 Due, Wednesday, Week 3 • Wed - (Exam) Due at 11:59 am, Friday, Week 3* • Thur - Reconstruction (Unit 6) Read pages 299-329 in the textbook. • Fri -Reconstruction (Unit 6) Read articles posted (James Hogues' "*The 1873 Battle of Colfax*") • Quiz 6, Writing Assignment 5 and 6 Due, Sunday, Week 3
Week 4	**"Rising Racism and Black Resistance at the Turn of the Century"** • Mon- Black Stereotypes and Black Resistance (Unit 7) Read pages 342-376 in the textbook and read articles posted (Booker T. Washington "*Atlanta Compromise*" and WEB Du Bois "*Niagara Movement*") • Tue- White Terrorism and the Great Migration (Unit 7) Read pages 390-401 • Quiz 7 Due, Wednesday, Week 4 • Wed- Harlem Renaissance (Unit 8) Read Pages 402-414 in the textbook and articles posted (Marcus Garvey's "*Aims and Objectives*" and WEB Du Bois' letter to Garvey "*Back to Africa*") • Thur- Black Protest in the Great Depression (Unit 8) Read pages 414-426 in the textbook. Article Posted (Paul Moreno's "*An Ambivalent Legacy*") • Quiz 8 Due, Friday, Week 4 • Writing Assignment 7 and 8 are due, Sunday, Week 4
Week 5	**"Internationalism and Radicalism" and "Civil Rights and Black Power"** • Mon- World War II and Pan-Africanism (Unit 9) Read pages 438-466 in the textbook. • Tue- Pan-Africanism in the Second Red Scare (Unit 9) Read pages 481-488 in the textbook and articles posted (Von Eschen's *Race Against Empire* Introduction and Chapter 5) • Quiz 9 Due, Tuesday, Week 5 • Wed- Civil Rights (Unit 10) Read pages 488-533 in textbook and articles posted (Malcolm X's "*Message to the Grassroots*" and Martin Luther King, Jr's "*I have a Dream*") • Thur- Black Power to Present (Unit 10) Read pages 534-595 in the textbook and read articles Malcolm X's "*Ballot or the Bullet*" and "*Preventing the Rise of a Messiah*" • Quiz10 and Writing Assignment9 and 10 Due, Thursday, Week 5

	• Final exam Due, Friday, Week 5

Attendance Policy

Requirements for student attendance and participation will be defined by each instructor based on the following policy:

- Monday of the first week of the session is the first day of class.
- Regular attendance/engagement is expected for student success. Online engagement is evident through posting to a discussion board, blog, completing assignments including journal entries, or taking quizzes and exams. If regular attendance/engagement are not evident, the student's grade may be adversely affected. If a student misses more than one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course.
- Students in courses with required synchronous class sessions are expected to remain for the full duration. If a student misses more than one required synchronous online class, the student may, at the discretion of the instructor, fail the course.
- Students must submit an academically-related assignment through the Learning Management System (LMS) before the end of Week 2 (i.e., a quiz, test, course content-related Discussion Board post, or other course content-related assignment). Introduction posts do not count as an academically-related assignment. If a student does not submit an academically-related assignment, the student will be administratively dropped from the course. Students administratively dropped for non-attendance/participation will not be reinstated in the course. In infrequent cases, students in certain classes may be exempt from the requirement to submit an academically-related assignment before the end of Week 2; students may consult with their instructor for further information.
- Students should consider withdrawing from a course if they will be unable to participate each week. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.
- Schools and programs may have different attendance policies. Refer to school and program specific information for additional attendance policies.

Academic Integrity

The University of Massachusetts Global is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core University value, which ensures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. The University expects that students will conduct themselves in an honest and ethical manner and respect the intellectual work of others.

Submitting to faculty work completed by the use of any artificial intelligence tool without permission and/or when prohibited by class policy. When faculty require the use of technology, including artificial intelligence, as a part of an assignment for the course, there is no violation. Students are reminded to consult syllabi, assignment sheets/rubrics, program documents and their faculty. Use of artificial intelligence, when permitted, must be correctly cited in the assignment.

The UMass Global online library provides resources to support research, proper citation styles, and the safe and responsible use of generative artificial intelligence or Gen AI.

- The Academic Integrity and Plagiarism Avoidance page provides guidance to help students better understand academic integrity and includes tips on how to avoid plagiarism.
- The Citing Sources page offers guidance on how to properly cite using APA, MLA, and Chicago styles.
- The Artificial Intelligence Resource Guide for Students provides advice for understanding and appropriately using generative artificial intelligence tools such as ChatGPT and Bard.

UMass Global's Office of Accessible Education

Students who require disability-related services or accommodations to access their educational experience can register with the Office of Accessible Education (OAE). The Office of Accessible Education (OAE) is committed to ensuring equal educational access and opportunity for all members of our academic community. Students will be provided equitable and reasonable accommodations and services that are in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA)/Americans with Disabilities Act Amendments Act of 2008 (ADAA). Registration with OAE is on a voluntary, self-identifying basis. Please visit the Office of Accessible Education (OAE) website for more information about how to register for services, eligibility requirements, and information about potential academic accommodations and services.

Our university is committed to ensuring equal access for all students. Let us know about any accessibility barriers you encounter using any of our online systems or websites by submitting a Feedback or Accessibility Concern Submission Form. We'll do our best to improve things and get you the information you need.

UMass Global’s CARES Team

The CARES team is a campus-wide team of appointed staff and faculty responsible for identifying, assessing, and responding to concerns and/or disruptive behaviors by students, faculty/staff, and community members who struggle academically, emotionally, or psychologically, or who present a risk to the health or safety of the university or its members.

Individuals may refer themselves or other community members of concern by emailing cares@umassglobal.edu or by filling out a referral form here. The CARES Team provides short term

assessment, intervention, support, and recommendations of resources to those referred and engaged in the process.

UMass Global's Title IX Statement

The University of Massachusetts Global strives to maintain and foster a climate that promotes respect and human dignity. Sexual misconduct and relationship violence in any form is antithetical to the university's mission and core values, violates university policies, and may also violate federal and state law. The office of Title IX is primarily concerned for students' safety and well-being and is tasked with investigating all reports of sexual misconduct experienced by our community members. Title IX prohibits sex-based and gender-based discrimination and harassment, which includes discrimination based on pregnancy and/or pregnancy-related complications, parental status, and marital status. Students expecting or experiencing pregnancy-related complications, that may require educational accommodations, should contact the University's Title IX Coordinator and/or the Office of Accessible Education.

The University and Title IX's prohibition of sex discrimination also covers sexual harassment, sexual violence, and any other form of sexual misconduct. We offer options and resources to all students affected by these issues and are committed to providing a fair, thorough, and prompt investigation and adjudication process. If you or someone you know has been impacted by sexual assault, dating, and domestic violence, stalking, or sexual exploitation, please visit the University's Title IX Resource Page to access additional resources and information.

UMass Global's staff and faculty are tasked with reporting any possible sex or gender-based discrimination or Title IX violations to the University's Title IX Coordinator at civilrightscomplaints@umassglobal.edu.

Click on this Link to our University Title IX Policy