

**AAST 3365-001/HIST 3365-001**  
**African-American History to 1865**

*Course Syllabus*

Fall 6255

Room 01 University Hall, 10:00-10:50, MWF

Instructor: Dr. W. M. Dulaney, Room 202 University Hall, 272-2861. Office Hours: 9 a.m.-9:50 a.m., 1-3 p.m. on MWF, or by appointment. Email: [Dulaney@uta.edu](mailto:Dulaney@uta.edu) Faculty Profile: <https://www.uta.edu/profiles/william-dulaney>

Course Text: Hine, Hine and Harrold, *The African American Odyssey*, 6<sup>th</sup> Edition, Volume I.

Additional Readings:

Gates, ed. *The Classic Slave Narratives*. (Contains narratives by Douglass and Jacobs)

Harrold, *American Abolitionists*.

Course Description: A history of African Americans in America from their African origins to 1865. Emphasis on early African society, American slavery, and the development of black institutions and culture in the U.S.

Course Learning Objectives and Outcomes: Students enrolled in this course will develop a concise and detailed understanding of the history of African Americans from their ancestral roots in West Africa through their experience in the United States up to 1865. Specific learning objectives include:

- a. An understanding of the African cultural heritage of African Americans.
- b. An understanding of the impact of slavery on African-American culture.
- c. An understanding of the development of African-American social and cultural institutions.
- d. An understanding of the important role of African Americans in colonial and antebellum American history.
- e. An exploration of some of the major themes in African-American history including identity, resistance, nationalism, and the development of African-American culture.

In addition, students will have the opportunity to sharpen critical thinking and writing skills by writing essays and book reviews as a part of the course requirements.

Course Assignments: Students enrolled in this course will be required to write four quizzes, one midterm exam (**October 30**), two book reviews (due **November 2** and **December 9**), and a final exam (**December 14**). All quizzes and exams will consist of identification questions and essays.

Course Format and Method of Instruction: The instructor will primarily use the lecture-discussion format for the course. Classes will consist of interpretive and topical lectures on issues and events in African-American History, and discussions and quizzes on reading assignments, maps, films, and PowerPoint presentations. Students will also view a number of films related to major course themes and topics. Periodically, the instructor will assign documents and photographs from African-American History websites for students to view and discuss in class.

Attendance: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have elected to take attendance but will not factor attendance into the grade. I have established the following attendance policy: Students must attend class on a regular basis. Class participation is essential for success in this class and you

cannot participate if you do not attend class.

**Student Responsibilities:** Students are responsible for completing reading assignments for each class. Daily preparation is also essential and mandatory for this class; the instructor will assume that all students have completed reading assignments for class discussions and quizzes. *For every hour of class time you are expected to study at least two hours on your own time or at least six hours per week for a three-hour class.* Students must take quizzes and exams on the dates that they are scheduled. No make-ups quizzes or exams will be given.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

**Electronic Communication Policy:** The University of Texas at Arlington has adopted the University "MavMail" address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions

exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. Students are responsible for checking their MavMail regularly. Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located across the hallway from Room 01 University Hall. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Grading:** Quizzes will be worth 30% of the course grade. The midterm will be worth 20% and the final exam 30%. The book reviews will be worth 20% (10% each) of the final course grade. All grades will be posted on Blackboard. See page 8 of this syllabus for the grading rubric and standards.

## Course Topics and Reading Assignments

Aug. 28 – Course Introduction and Pretest.

Aug. 31 - African-American Historiography. Read handout posted on Blackboard.

Sep. 2 – Film: “Free Your Mind” or slide presentation on ancient Kemet.

Sep. 4 – The West African Heritage of African Americans. Read Text, Ch. 1.

Sep. 9 – No Class – LABOR DAY HOLIDAY!

Sep. 11– Film: “Africa: Different But Equal.”

Sep. 14 - **First Quiz.**

Sep. 16 – The Slave Trade, Text, ch. 2.

Sep. 18– Origins of American Slavery.

Sep. 21 - Africans in Colonial America. Text, ch. 3.

Sep. 23 – Africans in Colonial America, Part II.

Sep. 25 - Film: “Slavery and the Making of America.”

Sep. 28 - **Second Quiz.**

Sep. 30 – African Americans and the American Revolution. Text, ch. 4.

Oct. 2 – The Constitution, Slavery and the Struggle for Citizenship.

Oct. 5 - Film: “Egalité for All.”

Oct. 7 - Developing African-American Institutions: Religion and Churches. Text, ch. 5.

Oct. 9 - Developing African-American Institutions: Education, Civic and Fraternal. (Start reading Douglass!)

Oct. 12 – Slavery and American Film—Some Clips.

Oct. 14 - Interpreting Slavery.

**Oct. 16 – Third Quiz.**

Oct. 19 – Antebellum Slavery. Text, ch. 6.

Oct. 21 – Slave Culture and Black Nationalism.

Oct. 23 – Film: “Frederick Douglass.”

Oct. 26 – Discussion of the *Narrative of the Life of Frederick Douglass*.

Oct. 28 – Review

**Oct. 30 – Midterm Exam**

Nov. 2 - Jezebels and Mammies: The Female Slave Experience. **Review of Douglass is due!**

Nov. 4 – Miscegenation.

Nov.6 – The Free African-American Experience. Text, ch. 7.

Nov. 9 - African-American Abolitionists. Text, ch. 8. Start reading Harrold, *American Abolitionists*.

Nov. 11 – Film: “Solomon Northup’s Odyssey.”

Nov. 13 - Film: “Twelve Years A Slave.”

Nov. 16 – Antebellum Black Nationalism, Text, ch. 9.

Nov. 18 - Defending Slavery.

Nov. 20 – In Defense of the Race: Antebellum African-American Literature and Thought.

Nov. 23 – In Defense of the Race, part II. Discussion of Harrold.

Nov. 25 – The Slavery Controversy, I. Text, ch. 10.

**November 27 - No class - Thanksgiving Holiday.**

Nov. 30 – The Slavery Controversy, II. Start reading Jacobs, *Incidents in the Life of A Slave Girl*.

Dec. 2 – African Americans and the Civil War. Text, ch. 11.

Dec. 4 – Film: “Charlotte Forten’s Mission.”

Dec. 7 - Discussion of Jacobs, *Incidents in the Life of A Slave Girl*.

Dec. 9 – Review for Final Exam. **Review of Jacobs is due!**

**December 14 - (Monday) @ 8:00 a.m. – 10:30 a.m. - FINAL EXAM!**

### Extra Credit Assignments (optional)

The instructor will announce optional extra credit assignments throughout the semester. Extra credit assignments will primarily consist of lectures and programs sponsored by the History Department, the Center for African American Studies (CAAS), and other campus and community activities and events that relate to the course. Each extra credit assignment is worth 5% (replaces 5%) of the final course grade. But extra credit assignments will only replace quizzes, exams, and reviews that you have taken or submitted. Extra credit assignments will not replace missed quizzes or incomplete work. You must take all quizzes and exams. After attending an extra credit assignment, you must write and submit a **one page report** (typed or handwritten) the next class period after the date of the event. No exceptions. Your report should answer two questions: what did you see or hear (summarize the event or program), and what did you think about it (your opinion of it)? The following are some preliminary extra credit assignments for you to consider:

August 27- Panel Discussion: “From Emmett Till to Sandra Bland.” M L King Center, 2822 M L King Blvd, Dallas, 6:30 p.m.

August 28 and 31: Dock Bookshop “Black August” Film Festival. For more details, see:

<http://www.thedockbookshop.com/>. The Dock Bookshop is located at 6637 Meadowbrook Drive in Fort Worth.

August 27- December 1 – Visit the African American Museum in Dallas Fair Park. (open Tuesday-Saturday)

August 27 - December 1– Visit the National Multicultural Western Heritage Museum in Fort Worth. (Call first!)

August 27- December 1 – Visit the Dallas Civil Rights Museum at the M L King Center.

September 12 – Book review of Burroughs, *12 Things the Negro Must Do for Himself*, African American Museum, Dallas, 4:00 p.m.

October 7 – UTA Center for African American Studies Opening Lecture, University Center. TBA.

October 10 – Rogers, *From Superman to Man*, African American Museum, Dallas, 4:00 p.m.

October 31 - Program on “Mass Incarceration” at the Light of the World Church of Christ, 7408 S. Hampton Rd. Dallas, TX 75232, 1-3 p.m.

November 14 - Book Review of Bell, *Faces at the Bottom of the Well*, African American Museum, 4:00 p.m.

November TBA – Dr. Will Guzman of Florida A & M University will lecture on *Civil Rights in the Texas Borderlands: Dr. Lawrence A. Nixon and Black Activism*.

### Some Class Rules

1. Come to class on time.
2. Do not plagiarize someone else’s work.
3. Do the reading assignments!
4. Ask questions.
5. If you miss class, find out what happened in class.
6. Review and follow your syllabus each week.
7. Respect everyone’s opinion.
8. Read newspapers and pay attention to current events.
9. Take notes in class.
10. Avoid making excuses for not doing class work.
11. Drop the course formally, do not just disappear.
12. Stay awake in class.
13. Cross reference your learning.
14. Read!
15. Turn off your cell phone! Do not send text messages in class.
16. Be an active learner.
17. Check Blackboard daily for course updates.
18. Take advantage of *all* opportunities for learning!

**AAST/HIST 3365**  
Guidelines for Course Book Reviews

Dr. W. M. Dulaney

Fall 2015

UTA Department of History

Each student enrolled in History 3365 must write two book reviews. Each student will review the books, *Narrative of the Life of Frederick Douglass* and *Incidents in the Life of A Slave Girl*.

Each book review must consist of no less than *three* (not 2 ½ or 2 ¾) and no more than *five*, typed pages and it should address the following questions:

- a. Who is the author?
- b. What is the thesis of the book? Why did the author write the book? What is the author trying to prove?
- c. What kind of evidence does the author use to support and defend his/her thesis?
- d. In your opinion was the author successful or unsuccessful in supporting and defending his/her thesis? Why? Why not?
- e. What is your opinion of the book? Did you like or dislike it? Why?

Remember, you are writing a book *review* and not a book *report*. Do not spend too much time and space retelling what the author has presented in his/her book. You should identify the author's thesis (usually in the preface or in the first chapter), summarize the main points, provide at least three examples of the evidence that the author uses to prove his/her point, and then give your opinion of whether the author proved his/her thesis sufficiently. Finally, explain why you liked or disliked the book, using specific examples.

Format for Book Reviews: Do not use plastic covers or fancy folders. Do not use a title page. Type your paper, double space it, and use a one inch margin on both sides, top and bottom of each page. Place your name on the upper right hand corner of each page of your paper. Start your writing on the first page of your paper after you have cited the author, title, city of publication, publisher and date of publication for the book. The first page heading of your review should appear as the example below:

James Jones

*Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself* in Gates, Henry Louis Jr. Editor. *The Classic Slave Narratives*. New York: Signet Classic, 2012.

Begin the text of your paper four single spaces below this bibliographic heading.

Style for Book Reviews: Follow the guidelines in "Correcting Common Writing Mistakes," a style guide for the course posted on Blackboard.

Additional notes: Be sure that you follow the guidelines as they are given here. Your book reviews will be graded for spelling, grammar, organization, format and content. Your book reviews are due **on November 2 and December 9. You should submit your book reviews through Safe Assign on Blackboard.** Do not waste time, get them done!!! To assist you in the completion of these assignments, the instructor will read the first draft of your book reviews, make comments on them, and return them to you for corrections and revisions. But you must submit them to him by October 15 and November 30, respectively.

**AAST/HIST 3365**

**Rubric and Detailed Standards for Book Reviews, Quizzes and Exams**

**Book Review Rubric**

<b>Standard</b>	<b>Low = D to C-</b>	<b>Average = C to C+</b>	<b>Above Average = B to B+</b>	<b>High = A- to A</b>
<i>Format</i>	Incorrect format	2-4 format errors	One format error	No format errors
<i>Grammar</i>	5 or more grammar errors	2-4 grammar errors	One grammar error	No grammar errors
<i>Spelling</i>	5 or more misspelled words	2-4 misspelled words	One misspelled word	No misspelled words
<i>Content</i>	Does not identify thesis of the book or provide analysis	Identifies thesis, but provides no supporting evidence	Identifies thesis and provides some supporting evidence and analysis	Identifies thesis with sufficient supporting evidence and analysis
<i>Opinion</i>	Does not give an opinion of the book	Gives opinion with no justification for it	Gives opinion and provides some supporting evidence	Gives opinion and supports it with sufficient evidence

**Essay and Identification Questions Rubric**

<b>Exam/Quiz Standard</b>	<b>Low</b>	<b>Average</b>	<b>Above Average</b>	<b>High</b>
<i>Essays</i>	Essay is poorly organized with no supporting details	Essay is not well organized and only addresses the question in a general way	Essay is well organized, but has only partial facts, details and examples	Essay is well organized with supporting facts, examples and details
<i>Identifications Questions</i>	ID is incomplete	ID does not answer the significance	ID answers two of the requirements and the significance	ID answers who or what, when, where, and the significance

**Grading Ranges and Examples**

A = 3.85 – 4.00	A=4.0
A- = 3.50 - 3.84	A-=3.7
B+ = 3.15-3.49	B+=3.3
B = 2.85 - 3.14	B=3.0
B- = 2.50 – 2.84	B-=2.7
C+ = 2.15 – 2.49	C+=2.3
C = 1.85 – 2.14	C=2.0
C- = 1.50 – 1.84	C-=1.7
D+ = 1.15 – 1.49	D+=1.3

*Example (5 IDs)*

A = 4.0 x 20% = .80
C = 2.0 x 20% = .40
D = 1.0 x 20% = .20
B = 3.0 x 20% = .60
C+ = 2.3 x 20% = .46
<b>Grade = 2.46 or a “C+”</b>

*Example (Essay plus 3 IDs)*

Essay = B (3.0) x 70% = 2.10
ID = A (4.0) x 10% = .40
ID = C (2.0) x 10% = .20
ID = B (3.0) x 10% = .30
<b>Grade = 3.00 or a “B”</b>