



DAVIS UNIVERSITY

COURSE SYLLABUS
HUM170: AFRICAN AMERICAN HISTORY
SUMMER QUARTER 2025

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COURSE SYLLABUS FOR: HUM170 AFRICAN AMERICAN HISTORY

CREDIT HOURS: 5 CREDITS

INSTRUCTOR:

INSTRUCTOR EMAIL:

INSTRUCTOR OFFICE HOURS:

COURSE DESCRIPTION: A survey of the social, economic, cultural, and political history of African Americans from the colonial era to the present. Topics include the transatlantic slave trade and African Diaspora, slavery and freedom, reform and radicalism, and assimilation and nationalism.

TEXT: Freedom On My Mind, combined Volume, 2ed, Deborah GrayWhite, Mia Bay and Waldo E. Martin, Bedford/St. Martin's Macmillan Learning, ISBN:9781319021337

LATE WORK POLICY: All students are expected to submit homework assignments electronically on the date specified on the syllabus No late homework will be accepted and the student will receive a "0" (zero) for the homework assignment. Should the student refuse to complete the assigned work for the class, it could result in the student failing the class. All work assigned is expected to be completed on the date assigned. The instructor reserves the right to alter the schedule as necessary. Please be sure to check your email/Moodle for any changes to the schedule.

PLAGIARISM AND COPYRIGHT INFRINGEMENT POLICY: Work that is found to be plagiarized receives a grade of zero and often causes a student to fail a class. Documentation of plagiarism is added to the student's academic file as a violation of accepted student conduct and is subject to disciplinary action. Plagiarism is the use of another person's exact words, or their ideas written in the student's words without giving the original author credit.

Plagiarism can result from any of the following:

- Quote material directly without using quotation marks.
- Paraphrase the original so that many of the phrases are the same as the original. A good rule is no more than 3 or 4 words in a row should be the same as the original.
- Copy the original sentence pattern, substitution synonyms for key words.
- Neglect to indicate the source of the original material.

ASSESSMENTS:

Content

Exams	40%
Assignments	20%
Quizzes	40%
Total	100%

COURSE GRADE: A = 93%-100%

B = 85%-92%

C = 77%-84%

D = 70%-76%

F = below 70%

TENTATIVE CLASS SCHEDULE:

(Subject to change)

Week	Content Covered	Assignments & Assessment Due
Week 1:	<p>"Africa" and the "Slave Trade to the Early Americas"</p> <ul style="list-style-type: none"> ● Introduction to Africa and Early African States (Unit 1) Read: pg 1-10 in textbook and articles posted (Thornton's <i>Africa and the Africans...</i> and Inikori "<i>Slavery in Africa</i>" and "<i>The Slave Trade and the Role of the State</i>") ● European Contact with Coastal Africa (Unit 1) Read articles posted (Ivor Wilks and letter Nzinga Mbemba/William Bosman) ● The Transatlantic Slave Trade (Unit 2) Read: pg. 10-13 in textbook and articles posted (Gomez Reversing Sail Ch3) ● The African Diaspora and Slavery in the Americas (Unit 2) Read pages 13-33 in textbook and articles posted. (Gomez Reversing Sail Ch4) 	Quiz 1- Friday
Week 2:	<p>"Colonial North America" and "Age of Revolution and Resistance"</p> <ul style="list-style-type: none"> ● Slavery in Early Virginia and South Carolina (Unit 3) Read pages 47-60 in textbook and articles posted (Ira Berlin <i>Many Thousands Gone</i> Introduction) ● Free African American Societies (Unit 3) Read pages 61 to 100 in textbook. ● American Revolution (Unit 4) Read Pages 101-120 in the textbook and read articles posted (Gerald Horne's <i>Counter Revolution of 1776</i> and Declaration of Independence and the US Constitution) ● Haitian Revolution and Caribbean Slave Revolts (Unit 4) Read pages 131- 161 and article posted (David Geggus' "<i>Haitian Revolution Atlantic Perspective</i>") 	Quiz 2- Friday
Week 3:	<p>Road to Civil War" and "Reconstruction"</p> <ul style="list-style-type: none"> ● Expansion of Slavery and Resistance (Unit 5) Read pages 173-204 in the textbook and read article posted (Nubia Kai's "<i>Black Seminoles</i>" and Elizabeth Forest "<i>William Lloyd Garrison.</i>") ● A Nation Divided and Civil War (Unit 5) Read Pages 214-287 in the textbook and articles posted (Berlin "<i>Who Freed the Slaves</i>" and McPherson "<i>Who Freed the</i> 	Quiz 3- Friday

	<p>Slaves")</p> <ul style="list-style-type: none"> ● Reconstruction (Unit 6) Read pages 299-329 in the textbook. ● Reconstruction (Unit 6) Read articles posted (James Hogues' "The 1873 Battle of Colfax") 	
Week 4:	<p>Rising Racism and Black Resistance at the Turn of the Century"</p> <ul style="list-style-type: none"> ● 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") ● White Terrorism and the Great Migration (Unit 7) Read pages 390-401 ● 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") ● Black Protest in the Great Depression (Unit 8) Read pages 414-426 in the textbook. Article Posted (Paul Moreno's "An Ambivalent Legacy") 	Quiz 4- Friday
Week 5:	<p>Internationalism and Radicalism" and "Civil Rights and Black Power"</p> <ul style="list-style-type: none"> ● World War II and Pan-Africanism (Unit 9) Read pages 438-466 in the textbook. ● 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) ● 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") ● 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" 	Final Exam- Friday