HISTORY 255

AMERICAN LIVES: African-Americans

Term 1 Mr. Lucas

Fall 2018 Office: College 205, x4205

M-F 9-11:45 [plucas@cornellcollege.edu](mailto:plucas@cornellcollege.edu)

Course Syllabus

Reading: The following required books are available for purchase.

Frederick Douglass, Narrative of the Life of Frederick Douglass

Three Negro Classics

Martin Luther King, Jr., Why We Can’t Wait

Anne Moody, Coming of Age in Mississippi

B. Hurmence (ed.), My Folks Don’t Want Me To Talk About Slavery

Several documents and articles will be distributed in class or be available on Moodle.

Assignments: Each student will be required to write three papers. The paper topics will be handed out in class. There will also be a practice “exam” based on Hurmence’s collection of ex-slave narratives.

The course grade will be determined by the following formula: first paper 15%; second paper 25-30%; third paper 30-35%, “exam” 15%; class participation 10%. Frequent absences will lower one’s grade. All students must attend the two Success Modules on Sept. 3 and 10.

Class participation is important; please be prepared to discuss the following reading assignments on the days noted. *The schedule is always subject to minor changes*.

Aug. 24 Introduction: Slavery’s origins

27 Douglass, Chapter 1; Equiano (handout)

28 Douglass, Chapters 2-9

29 Douglass, Chapters 10-end; Garner (handout)

30 Stroyer, Rose & Rufus (handouts); Sarah Debro in Hurmence

31 **Paper 1 due**; Jones, “My Mother Was Much a Woman” (handout)

Sept. 3 Hurmence – “exam”; Washington, Chapter I;

Silcox, “Nineteenth Century Philadelphia Militant” (Moodle) **1-2 PM Success Module**

4 Washington, Chapters II-VIII; Cecelski, “Abraham H. Galloway” (Moodle)

5 Washington, Chapters IX-XIV, XVII

6 DuBois, Chapters I, III

7 DuBois, Chapters IV, VI

10 **Paper 2 due**; King, Chapter 1 **1-2 PM Success Module**

11 King, Chapters 2-5

12 King, Chapters 6-8; Moody, Chapter 9

13 Moody, Chapters 10-16

14 Moody, Chapters 17-22; Malcolm X interview (handout)

17 Moody, Chapters 23-30; Malcolm X speeches (handouts)

18

19  **Paper 3 Due**

The Fine Print – please read carefully

***Academic Honesty*** *expectations.*

*Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to acknowledge explicitly the ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Academic Catalogue, under the heading: “Academic Information – Academic Honesty.”*

*In this class, a student who violates the Academic Honesty policy will fail the course.*

***Students with disabilities****.*

*Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities. For more information see*

http://[cornellcollege.edu/disabilities/documentation/index.shtml](http://www.cornellcollege.edu/disabilities/documentation/index.shtml)

*Students requesting services may schedule a meeting with the disabilities services coordinator as early as possible to discuss their needs and develop an individualized accommodation plan. Ideally, this meeting would take place well before the start of classes.*

*At the beginning of each course, the student must notify the instructor within the first three days of the term of any accommodations needed for the duration of the course.*

Relevant Educational Priorities: Knowledge, Inquiry, Reasoning, Communication, Intercultural Literacy.

A description of these Priorities can be found on the *Academic Catalogue* webpage.

**Student Success Component**

The student success component of your FYS extends beyond the first block, to encompass activities and reflection assignments throughout Blocks 1, 2, and 3.   Block 1 focuses on time management with an emphasis on helping you manage their academic responsibilities, campus involvement, and personal wellbeing.  Block 2 emphasizes civil discourse and intercultural literacy. Block 3 focuses on academic planning and future opportunities.

Student success assignments will comprise 20% of your final FYS grade.  These assignments will be evaluated by your FYS success instructor. You and your academic advisor will be informed of your preliminary in-progress grade at the end of Block 1 (which will not include student success assignments) and you will receive your final comprehensive grade at the end of Block 3.

**Evaluation of Student Success Assignments**

**ALL** of the following criteria must be met for each assignment in order to earn full credit (4 points):

* Attendance at associated meetings and activities
* Thorough and in-depth reflection on all but one question.  All questions must be addressed at more than a minimal level.
* The quality of writing does not limit understanding of the reflection.
* Answers are complete sentences and make sense without reading the question.

If any **ONE** of the following criteria is met, then the assignment earns minimal credit (1 point).

* Inattentive or disruptive attendance (being late, not paying attention or not listening to others, talking to neighbors, sleeping,  texting, rude comments, etc)
* One or more of the responses does not or only minimally addresses the question
* The quality of writing limits the reader’s ability to understand the reflection
* Answers are not complete sentences or do not make sense without reading the question first.

Assignments falling in between these criteria will earn partial credit (2 points)

Failing to attend or failing to submit a reflection results in no credit (0 points).

See Assignment Rubrics for more details.

Without either prior approval or evidence of a serious emergency: late student success assignments will not be accepted.  If an extension is needed, please consult with your FYS success instructor prior to the assignment deadline.

**Options for Revising Student Success Assignments**

Student may revise up to 3 assignments for which they did not receive full credit.  Assignments from Block 3 are not eligible for revision.

For each revised assignment, the following must be completed:

* Students must have attended the relevant activities, participated appropriately, and submitted an initial assignment on time (or if given an extension, by the agreed upon deadline).
* Students must either work with a writing consultant or attend a writing studio workshop on revising their reflection.
* Students must review the rubric and comments provided by the FYS success instructor,  make the relevant changes, and submit both a revised reflection and an overview of the revision indicating in bullet points how they addressed each of the concerns raised in the rubric and comments.
* Revisions must be submitted via Moodle within one week of the return of the assignment.