

Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3credits. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

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Current Status Approved	Course Selected: Subject HIST (HIST - History) Catalog Nbr 201	

Course Revision & College	
Form Submission Revised Submission	College Medgar Evers College
Please describe revisions that have been made to this course SLOs revised to match required Flexible Core SLOs, Assignments revised to support revised SLOs	

Course Data		
Course ID 078334	Subject HIST (HIST - History)	Catalog Nbr 201
Catalog Status Approved	Contact Hours 3	No. of Credits 3
CourseTitle African- American History and Culture		
Course Description This course is a topical examination of themes relevant to the history and culture of the African American population in the Western hemisphere with particular reference to gender and socio - economic class relations. Topics will include African origins, African American intellectual thought, slavery, the Civil Rights and Black Power movements, the struggle for human rights, the Harlem Renaissance and the Black Arts movement of the 1960's and 1970's, United States foreign policy in Africa and the Caribbean, and contemporary ethnicity in African American life and culture.		
Department Social and Behavioral Sciences		
Pre-Requisites/Co-Requisites PRE-REQ ENGL 150		

Course Syllabus [Attachment Filename(s)]
Appendix_for_HIST_201_-_Flex_Core_application.docx
HIST_201_Flex_Core_Course_Syllabus_-_revision_4.pdf

Location(Required or Flexible) and Learning Outcomes

REQUIRED		FLEXIBLE	
<p>English Composition</p> <p>Math & Quantitative Reasoning</p> <p>Life and Physical Sciences</p>		<input checked="" type="checkbox"/>	<p>World Cultures & Global Issues</p> <p>US Experience in its Diversity</p> <p>Creative Expression</p> <p>Individual and Society</p> <p>Scientific World</p>
Learning Outcomes: Questions		Learning Outcomes: Responses	
<p>* 1. Gather, interpret, and assess information from a variety of sources and points of view.</p>		<p>Students read assigned primary and secondary sources. They are required to gather additional sources of their own through Response Papers. These sources are interpreted and assessed discussion boards, and in writing through Reflection and Cultural Visit papers.</p> <p>Relevant course objectives/SLOs: 1, 2, 3, & 6.</p>	
<p>* 2. Evaluate evidence and arguments critically or analytically.</p>		<p>Students analyze primary source evidence via Reflection Papers. They evaluate historical events and debates from multiple points of view on the exams, using critical thinking techniques like comparison, application, or inference.</p> <p>Relevant course objectives/SLOs: 4, 6, 8 & 9</p>	
<p>* 3. Produce well-reasoned written or oral arguments using evidence to support conclusions.</p>		<p>Students write six reflection papers and one cultural visit paper. They also are asked to produce well-reasoned arguments through essay exams.</p> <p>Relevant course objectives/SLOs: 4, 5, 8 & 9.</p>	

<p>4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.</p>	<p>This is an introductory History course. It identifies and applies fundamental concepts and methods in the discipline. Students' knowledge is assessed with a Midterm Exam (covering material up through 1865) and a Final Exam (covering 1865 to the present).</p> <p>Relevant course objectives/SLOs: 1 & 9.</p> <p>This is an introductory History course. It identifies and applies fundamental concepts and methods in the discipline. Students' knowledge of these fundamental concepts and methods are assessed with a Midterm Exam (covering material up through 1865) and a Final Exam (covering 1865 to the present).</p> <p>Relevant course objectives/SLOs: 1 & 9.</p>
<p>5. Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</p>	<p>The course is organized chronologically with emphasis on the major themes of US history from a mainstream and African American perspective. The course focuses on historical foundations in US history through the analysis of an African American lens. Students present and write essays analyzing moments beginning with the first contact of Africans in the Americas (reflection paper 1) and continuing to the present day (reflection paper 6 and cultural visit paper).</p> <p>Relevant course objectives/SLOs: 2, 3, & 7.</p>
<p>6. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</p>	<p>This course is largely constructed around the voices and language of Black people themselves. The course evaluates a wide spectrum of African American leaders, intellectuals, organizations, and institutions. Students analyze the relationships and impact of enslaved people on American society through reflection papers (papers 1-4) and the Midterm Exam.</p> <p>Relevant course objectives/SLOs: 2, 3, & 7.</p>
<p>7. Explain and evaluate the role of the United States in international relations.</p>	
<p>8. Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</p>	

<p>9. Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.</p>	<p>This course analyzes the position that African American people hold in US society as influenced by their race, ethnicity, class, and gender. The historical origins of these differentiations are explored. In reflection papers 5 and 6, students analyze the intersection of race, class, and/or gender.</p> <p>Relevant course objectives/SLOs: 2, 3, & 7.</p>
<p>A. If there is a change to the course title, what is the new course title?</p>	
<p>B. If there is a change to the course description, what is the new course description?</p>	
<p>C. If there is a change to the pre-requisites and/or co-requisites, what are the new pre-requisites and/or co-requisites?</p>	

<p>Chair (Approver) Comments</p>
<p>Comments Course satisfies requisite SLOs.</p>



HIST 201: African American History and Culture

Department of Social & Behavioral Sciences

Medgar Evers College

COURSE SYLLABUS

Instructor:

Office:

Phone:

E-Mail:

Office Hours:

Term:

Class Meeting Days:

Class Meeting Hours:

Class Location:

I. Welcome

Welcome to African American History and Culture! This course will discuss African American history and culture from the 17th century to the present.

II. University Course Catalog Description

This interdisciplinary course examines African American history and culture from the 17th century to the present, and places them within their literary, social, political, national, and global contexts. In so doing, we will analyze African Americans' struggle for visibility and subjectivity in larger U.S. society. We will illuminate black contributions to U.S. history, culture, literature, and intellectual thought; celebrate various aspects of African American culture; and explore the complexities of African American identity and experiences. To this end, we will study the ways black history and culture are shaped by not only race but also gender, sexuality, class, ethnicity, and geographical location.

III. This course fulfills the following General Education Requirements: Yes No

Foundation Cluster

Required Core

General Knowledge Cluster *Flexible Core*

College Option:

Socio-Cultural, and Diversity Cluster

Integrated Knowledge Cluster: Social Sciences Humanities & the Arts Natural Sciences & Mathematics

IV. Course Overview

The objective of this course is to allow students to be more fully aware of the consequential moments, movements, events, and figures that help constitute African American history and culture. Awareness does not entail memorization of dates, names, etc. However, it does entail students being able to critically think about African American struggles and triumphs

and provide a theme-/thesis-driven analysis and critical assessment of the information. Additionally, students will understand and recognize the ways the present has been shaped by African American history and culture.

V. Course Objectives / Student Learning Outcomes (SLOs)

Content objectives:

1. Present themes, events, primary sources, and documents in a chronological pattern.
2. Identify prominent African American figures and events and their contributions to American history.
3. Explain the journey of African Americans in one's own city through cultural experiences (e.g., museums, historical exhibits, digital exhibits).

Skill objectives:

4. Promote the development of critical skills for thinking, questioning, and formulating well-reasoned analyses based on readings and class discussions.
5. Promote communication skills in writing and speaking through classroom discussions, group presentations, and written assignments.
6. Increase skills in analyzing, organizing, summarizing, and evaluating historical materials—including the use of monographs and computer technology.

Student learning outcomes

By the end of this course, student should be able to:

7. Effectively communicate ideas about African American life and culture.
8. Give a critical analysis, synthesis, and evaluation of historical facts.
9. Understand the present as informed by an awareness of the past and its implications for the future.

VI. Course Prerequisites

ENGL 150

VII. Course Credits

Three credits, three hours

VIII. Required Texts and Materials

Hine, Darlene, Stanley, Harrold, et al. *The African-American Odyssey, Combined Volume, 5th Edition*. Upper Saddle River, N.J.: Pearson Prentice Hall Publishers, 2014. ISBN 978-0-205-940455. [estimated cost \$40]

IX. Supplementary (Optional) Texts and Materials

See Blackboard.

X. Basis for Final Grade

<i>Assessment</i>	<i>% of final grade</i>
Midterm exam	20
Final exam	25
Research essay	15
Cultural visit paper	15
Blackboard discussion	25

<i>Grading Scale</i>					
97-100	A+	83-87	B	67.1-69.9	D+
93-96.9	A	80-82.9	B-	63-67	D
90-92.9	A-	77-79.9	C+	60-62.9	D-
87.1-89.9	B+	70-76.9	C	0-59.9	F

XI. Grade Dissemination

Grades will be posted on Blackboard. Comments on written work will be returned in class.

XII. Course Policies: Grades

Essay Commentary Policy:

Group Work Policy:

Extra Credit Policy:

Grades of "Incomplete":

Late Work Policy:

Revision Policy:

**XIII. Course Policies: Technology and Media
Classroom Devices:**

Email:

Laptop / Smartphone Usage:

Webcourses:

**XIV. Course Policies: Student Expectations
Academic Conduct Policy:**

Attendance Policy:

Disability Access:

Professionalism Policy:

XV. Important Dates to Remember

Last day to add/drop:

Last day to withdraw:

Midterm exam:

Final exam:

Reflection papers:

Cultural visit paper:

Week 8

Exam Week

Weeks 2, 4, 6, 10, 13, 14

Week 11

XVI. Schedule

Date	Finish This Homework Before Class	Topics to be Discussed in Class
Week 1,	First day of class, no homework due	Chapter 1: "Africa 6000 bce to 1600 ce "
Week 2	Read Chapter 2	Chapter 2: "Middle Passage 1450-1809"
Week 3	Read Chapter 3 Blackboard discussion	Chapter 3: "Black People in Colonial America, 1526-1763"
Week 4	Read Chapters 4 & 5	Chapter 4: "Rising Expectations: African Americans and the Struggle for Independence, 1763-1783" Chapter 5: "African Americans in the New Nation, 1783-1820"
Week 5	Read Chapters 6 & 7	Chapter 6: "Life in the Cotton Kingdom, 1793-1861"

		Chapter 7: "Free Black People in Antebellum America, 1820-1861"
Week 6	Read Chapters 8 & 9 Blackboard discussion	Chapter 8: "Opposition to Slavery, 1780-1833" Chapter 9: "Let Your Motto Be Resistance, 1833-1850"
Week 7	Read Chapter 10 & 11	Chapter 10: "And Black People Were at the Heart of It: The United States Disunites Over Slavery, 1846-1861" Chapter 11: "Liberation: African Americans and the Civil War, 1861-1865"
Week 8	Midterm exam	
Week 9	Read Chapters 12 & 13	Chapter 12: "The Meaning of Freedom: The Promise of Reconstruction, 1865-1868" Chapter 13: "The Meaning of Freedom: The Failure of Reconstruction, 1868-1877"
Week 10	Read Chapters 14, 15, 16 Blackboard discussion	Chapter 14: "White Supremacy Triumphant: African Americans in the Late Nineteenth Century, 1877-1895" Chapter 15: "African Americans Challenge White Supremacy, 1877-1918" Chapter 16: "Conciliation, Agitation, and Migration: African Americans in the Early Twentieth Century"
Week 11	Read chapters 17 & 18	Chapter 17: "African Americans and the 1920s, 1918-1929" Chapter 18: "Black Protest, Great Depression, and the New Deals, 1929-1940"
Week 12	Cultural visit paper Read chapters 19 & 20	Chapter 19: "Meanings of Freedom: Black Culture and Society, 1930-1950" Chapter 20: "The World War II Era and the Seeds of a Revolution, 1940-1950"
Week 13	Reach Chapter 21	Chapter 21: "The Long Freedom Movement, 1950-1970"
Week 14	Read chapters 22, 23, & 24 Research essay	Chapter 22: "Black Nationalism, Black Power, and Black Arts, 1965-1980" Chapter 23: "Black Politics and President Barack Obama, 1980-2016" Chapter 24: "African Americans End the Twentieth Century and Enter into the Twenty- First Century, 1980-2016"
Exam week	Final exam	

* Note: The schedule is subject to revision

XVII. Assignments

Exams (45% of course grade)

Students' knowledge of course content is assessed with a midterm exam (20% of course grade) and a final exam (25%). The exams include essay and multiple choice questions. Both exams test students' ability to community ideas about African American life and culture (SLO 7) and demonstrate an awareness of the past and its implications for the future (SLO 9).

- Midterm exam assesses knowledge of African American history up to 1865.
- Final exam assesses knowledge of African American history from Reconstruction to the present.

Research essay (15% of course grade)

Students write a 5-7 page on one of several research topics defined by the instructor. Students gather and interpret information from the textbook, assigned primary sources, and additional academic or journalist sources they find themselves. Students are asked to analyze the evidence and/or arguments presented in these sources,

interpreting them from multiple points of view. Students are expected to produce well reasoned arguments by critically analyzing, synthesizing, and evaluating historical facts (SLO 8).

Cultural Visit paper (15% of course grade)

Students visit a local cultural site related to African American history and write a 5-7 page paper. Students gather and assess information from the tour and additional academic or journalist sources they find themselves. Students are expected to critically evaluate those forms of evidence (using critical thinking skills like comparison, synthesis, or inference) and produce well-reasoned arguments that analyze connections between the modern-day site and a relevant period in African American history. This assesses students' ability to analyze, synthesize, and evaluate historical facts (SLO 8) and to explain the present as informed by the past (SLO 9). Potential cultural sites include:

- African Burial Ground [www.africanburialground.gov/ABG Main.htm](http://www.africanburialground.gov/ABG_Main.htm)
- Weeksville Heritage Center, 1698 Bergen Street, Brooklyn, N.Y. www.weeksvillesociety.org
- Louis Armstrong House Museum, 34-56 107th St., Corona, NY www.satchmo.net
- Historic Harlem Walking Tour, Big Onion Walking Tours, bigonion.com

Blackboard discussions (25% of course grade)

Students' are asked to interpret or assess class readings with written responses to the Blackboard discussion board. These instruments assess students' ability to identify and apply fundamental concepts in African American history (SLO 7).

Appendix: Assignments

This appendix provides example course assignments and rubrics, describing how they align with the CUNY's US Experience in its Diversity Flexible Core student learning outcomes.

Contents:

- Research essay assignment and rubric
- Sample Blackboard discussion prompts and rubric
- Sample exam questions and rubric

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Research Essay Information

Research Essay: Students are required to complete a research essay (in CMS format) of five to seven pages of text (meaning that the cover page/heading and References page, which must also be included, do not count as text) on an assigned topic of your choosing. The essay must reflect your original thinking and must also include at least five valid sources.

You have a choice of 6 different topics, but they are on a “first-come, first-served” basis. Click on “Essay Topic Sign-In” (in the Course Menu) to select your topic. Be sure to pick your topic by no later than _____ at **11:59 p.m.**

You can only select one topic. Selecting more than one will result in a one-point deduction (per extra selected topic) from your participation grade.

Research Essay Draft: To better assist you with writing and research, you are required to complete a first draft. The first draft, which will be **approximately 3 pages**, must contain a solid introduction, a well-defined thesis, and the beginning of a solid analysis of the topic.

You must attach an **annotated bibliography** to your research essay draft. The annotated bibliography must include a bibliographical information and one-paragraph description of at least **five** sources. These sources **must** be credible: mainly from the library or **refereed journals** you have accessed from the library databases; scholarly articles you find online; and **credible** newspapers, magazines, or pamphlets, etc. You also must include at least **one primary source**—and preferably not one covered in class. (You are free to use the readings from class—as they are from viable sources—but be sure to have **at least three** outside sources.) **Blogs, Wikipedia, Gale Group, short biographical/encyclopedia entries, and other sources containing unverified information or editorializing are not permitted; and using them will result in a deduction of your grade.**

Research Essay Topics, Assignment Options

Topic 1: The Activism of a Prominent Black Abolitionist

- Essay topic: Examine the activism of *one* of the following abolitionists: Frederick Douglass or Harriet Tubman. (For those who choose Douglass, keep in mind that his *Narrative* barely covers his activism. As such, be sure to rely heavily on other sources.) This is not a biography. Make sure that you explore the person's activism and contribution to Black liberation.

Topic 2: The Black Wall Street Massacre

- Essay topic: Investigate the Tulsa Race Riot, also known as the attack on Black Wall Street, and its implications. How did it impact the Black economy in Tulsa? Why did another Black Wall Street surface after the riot? What does the riot suggest about Black wealth and the state?

Topic 3: Black Incarceration from Jim Crow to the Present

- Essay topic: Explore African American incarceration in the post-slavery United States. Your essay should analyze the parallels between incarceration and slavery.

Topic 4: The FBI and the War on the Civil Rights Movement

- Essay topic: Analyze the FBI and its attempts at squelching the Civil Rights Movement or movements for Black liberation. What role did J. Edgar Hoover play in these attempts? How did the FBI respond to the Movement and violent white supremacist backlash to it?

Topic 5: The Activism of Angela Davis

- Essay topic option 1: Explore the activism of Angela Davis.
- Essay topic option 2: Explore the activism of Angela Davis and Assata Shakur.

Topic 6: Black Activism of the Past and the Present

- Essay topic: Compare and contrast an African American civil rights group of the past (such as SCLC *or* SNCC) to a present-day African American civil rights movement or group (such as Black Lives Matter).

REMINDER: NO LATE SUBMISSIONS WILL BE ACCEPTED.

****Tentative Research Essay Due Date: Monday, December 13 at 11:59 p.m.**

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Rubric for Research Essay

Criteria	Exceptional (A)	Good (B)	Average (C)	Below Average (D)	Unsatisfactory (F)
Thesis	5 points Thesis is clearly defined, sophisticated, and presents a persuasive major argument in relation to the topic covered.	4.2 points Thesis is well defined and presents the major argument in relation to the topic covered.	3.5 points Thesis needs more development and lacks a coherent argument.	3 points Thesis is unclear and unfocused.	2.5 points Thesis is not evident or unrelated to topic.
Evidence	10 points Evidence is consistent in its strength, persuasiveness, and substantiation of the thesis.	8.3 points Evidence is largely substantiating of the thesis.	7 points Evidence is adequate but is tangential and veers away from the thesis.	6 points Evidence is too tangential.	5 points Evidence does not address the topic or is completely tangential.
Sources	5 points Essay makes excellent use of primary and secondary sources.	4.2 points Essay makes good use of primary and secondary sources.	3.5 points There is either little, if any, support from primary and secondary sources <i>or</i> too much of a reliance on these sources.	3 points There is little to no support from primary and secondary sources <i>or</i> essay relies too heavily on these sources.	2.5 points Essay fails to incorporate primary and secondary sources <i>or</i> plagiarizes from these and/or other sources.
Analysis	20 points Analysis is thesis-driven; contains an insightful argument and critical interpretation of the topic; has an effective use of	17 points Analysis is, for the most part, thesis-driven; contains a good critical interpretation of the topic, though possibly	14 points Analysis pays some attention to the thesis but is often tangential; contains a summary; has too many editorial comments; either has an over- or under-reliance on	12 points Analysis is very tangential; contains a number of inaccuracies; has too much summarizing; has either	10 points The paper is disruptively tangential and may not address the topic. Also,

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	quoted passages that further substantiate the argument; and has little to no editorial comments.	containing a few editorial comments; and has a sufficient use of quoted passages.	quoted passages; and may contain inaccuracies. The critical significance is undermined.	an over- or under-reliance on quoted passages; and may contain a large number of editorial comments. The critical significance is severely undermined.	there is not sufficient handling of quoted passages and a number of editorial comments. As a result, the critical significance is irreparably undermined.
Organization	15 points The essay has an excellent structure and logical progression—including necessary transitions.	12.5 points The essay is well structured and contains a good logical progression.	11 points The essay structure and logical progression are sufficient, though at points a bit choppy and in need of transitions.	9 points The essay’s ideas are, for the most part, not arranged in a logical format. The essay often appears choppy.	7.5 points The essay’s ideas are not arranged logically. The structure renders the essay a difficult read.
Writing & Word Choice	10 points The writing is very engaging and polished, and the language is sophisticated.	8.3 points The writing is smooth and the word choice is good.	7 points The writing is sufficient and word choice is adequate.	6 points Essay may either lack sophisticated writing or contain too many “big words” that are not used correctly.	5 points Writing and word choice are neither “smooth” nor at the appropriate level.
CMS Format	10 points The writing conforms to CMOS guidelines.	8.3 points The writing largely conforms to CMOS guidelines.	7 points Essay makes attempts to follow CMOS guidelines.	6 points Essay does not always follow CMOS guidelines.	5 points Essay ignores CMOS guidelines.
Grammar, Syntax, etc.	25 points	21 points	18 points	15 points	12.5 points

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	The paper is largely solid grammatically, syntactically, and spelling-wise.	The writing is good, though it contains a few errors in spelling and language mechanics.	The grasp of language mechanics is adequate, though the writing contains several instances of errors in grammar, syntax, and spelling.	There is a large number of errors in spelling and language mechanics.	Errors are pervasive and severely diminish the quality of the essay.
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Sample Discussion Board prompts

5-point Discussion Board Assignment:

For each question you are asked, **you are required to write a response of at least five sentences**. Please also feel free to add your additional commentary.

- How does the recurring theme of "promises" to African Americans also surface in the Gettings article? (Include whether the practice lives up to the promise.)
- Of all the Jim Crow methods used to disenfranchise African Americans, which one or ones do you think were the most effective? Explain your response. (You must base your response on the recording.)

You must rely on your thoughts only and should not quote anyone else's work. **You will lose credit if it is apparent that you did not read or view the lecture recordings**. Also, do not reference other material. Copying and/or paraphrasing other material without citing is plagiarism.

You must also respond to at least one other post.

This is worth 5 participation points: up to 4 points for your contribution; up to 1 point for your reply.

10-point Discussion Board Assignment:

For each question you are asked, **you are required to write a response of at least five sentences**. Please also feel free to add your additional commentary.

- What does Dr. Flint's treatment of Linda Brent and other enslaved girls and women strongly suggest about the notion of the "Jezebel?"
- Some former students believed that Jacobs takes literary license in describing her/Linda's hiding space and the duration of time she stayed there. Do you agree or disagree? Explain.
- Dr. and Mrs. Flint were also known as being pious Christians. How does Jacobs characterize religion in her text?

You must rely on your thoughts only and should not quote anyone else's work. **You will lose credit if it is apparent that you did not read or view the corresponding lecture recording**. Also, do not reference other material. Copying and/or paraphrasing other material without citing is plagiarism.

You must also respond to at least one other post.

This is worth 10 participation points: up to 8 points for your contribution; up to 2 points for your reply.

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Rubric for Discussion Board

Post	Exceptional	Good	Satisfactory	Needs Improvement	Inadequate
Contribution/Thread	<p>4 points</p> <p>Student answers all questions and demonstrates original thinking, a solid grasp of the assigned reading and corresponding lecture, and sharp insight of how the topics fit within a larger context. Contribution is innovative and thoughtful, and it helps generate meaningful discussion.</p>	<p>3.5 points</p> <p>Student answers all questions and demonstrates original thinking, a grasp of the assigned reading and corresponding lecture, and good insight of how the topics fit within a larger context. Contribution is engaging and helps generate discussion.</p>	<p>2.5 points</p> <p>Student answers some of the questions, summarizes rather than analyzes, and does not indicate that they have completed the reading and lecture assignment. Contribution is surface-level, though it may generate discussion.</p>	<p>1 point</p> <p>Student only answers one question, and the response lacks depth and does not generate discussion.</p>	<p>0 points</p> <p>Contribution is missing, plagiarized from another student or other source, or is disrespectful of another contribution or student.</p>
Reply	<p>1 point</p> <p>Reply is thorough, innovative, and takes the discussion to a new territory. In so doing, the reply builds upon the original contribution and includes statements that add or questions that invite a new perspective. Reply is also respectful of the original contribution, whether or not it is in agreement with the original post.</p>	<p>.8 points</p> <p>Reply is thoughtful and includes statements or questions that evidence that the student has read and grasped the original contribution. Reply is also respectful of the original contribution, whether or not it is in agreement with the original post.</p>	<p>.6 points</p> <p>Reply is surface-level. Respondent merely agrees and rewords the original contribution or brings up points/raises questions that evidence that the student has not fully read or grasped the original contribution.</p>	<p>.4 points</p> <p>Reply does not engage the original contribution beyond merely agreeing with it. Student may express an approval or appreciation of the original post without an explanation of the student's feelings.</p>	<p>0 points</p> <p>Reply is missing, plagiarized from another contribution or other source, or is disrespectful.</p>

Sample Essay Exam Questions

Analyze the portrayal of education and literacy in one of the following texts: Frederick Douglass' *Narrative of the Life* of Frederick Douglass or David Walker's *Appeal*. What is the core argument of the text? How did the text influence public debates during the author's historical period?

Interpret how Harriet Jacobs describes the "Jezebel" stereotype in *Incidents in the Life of the Slave Girl*. How does she challenge that stereotype?

Compare and contrast the way Ida B. Wells-Barnett and Booker T. Washington addressed the mistreatment of African Americans under Jim Crow and advocate for black civil rights. How and why do their approaches differ?

Using Martin Luther King, Jr.'s "Letter from Birmingham Jail" and Malcolm X's "Mississippi Freedom Democratic Party Speech" in Harlem, discuss Martin Luther King, Jr.'s and Malcolm X's perspectives on the most efficient ways to challenge Jim Crow and post-Reconstruction racism permeating American society. In what ways do they agree and disagree with each other's tactics?

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Criteria	Exceeds expectations	Meets expectations	Below expectations
Correctness and relevance	The question is answered correctly, directly, and thoroughly. The answer expands the analysis with additional, relevant concepts from class material.	The question is answered correctly and directly.	The question is answered incorrectly, or is not addressed directly.
Integration of evidence	Includes extensive evidence from multiple sources. Evidence is carefully integrated into the argument.	Includes sufficient evidence from class readings. Evidence is discussed effectively.	Does not include sufficient evidence. Evidence that is included is not used effectively in argument.
Organization and logic	Answer is clearly structured and logically consistent.	Structure is generally clear and consistent. May have minor problems with organization or logic.	Answer lacks a clear structure. Answer contains major logical gaps or inconsistencies.
Mechanics of writing	Clear and vivid prose. Smooth transitions and effective signposting. No problems with grammar, punctuation, or spelling.	Prose is readable. Occasional awkward transitions. Minor problems with grammar, punctuation, or spelling.	Prose does not effectively convey ideas. Meanings are unclear or obscured by problems with writing. Major problems with grammar, punctuation, or spelling.