Course Descriptions* for Fall 2018 – Spring 2019

*Remember that these are tentative, usually meant just to offer a general idea of the course. Don’t purchase books until you see an actual syllabus or directive from the instructor to do so.

Overview by weeknight:

Fall 2018
Monday: HIST 5339 Theory and Methods (Morris)
    HIST 5360 Caribbean – Early Transatlantic (Garrigus)
Tuesday: HIST 5342 – Archives I (Saxon)
    HIST 5361 – Migrations (Zimmer)
Wednesday: HIST 6363 Civil War Research Seminar (Maizlish)
    HIST 6364 Space, Material Culture, and the Cold War Research Seminar (Babiracki)
Thursday: HIST 5347 Teaching College History (Cole)
    HIST 5364 Abolition and Emancipation (LaFevor)

Spring 2019 – Very tentative
Monday: HIST 6361 – African Americans and West Africa Research Seminar (Jalloh)
Tuesday: HIST 5343 – Archives II (Saxon)
    HIST 5350 – Cartography (Demhardt) – possibly taught online prior to this semester
Wed.: HIST 5340 US Historiography (instructor TBD)
    HIST 5341 Approaches to World History (Garrigus)
Thursday: HIST 5364 – Cold War (Goldberg)
    HIST 5365 – Second Colloquium TBD

Descriptions in numerical order by semester:

Fall 2018:
HIST 5339 – Theory and Methods – Morris – Mondays at 7 p.m.

CONTENT AND OBJECTIVES: This course is a basic introduction to the discipline of history and is required for all History M.A. and Ph.D. students. No prior knowledge of historiographical issues is expected or required, and the course therefore should be accessible to students regardless of their particular field of interest or concentration.

History is not just a craft; it is a way of thinking. It is an intellectual endeavor. This class is designed to make students think, not about the past, but about how historians think about the past. This we will do by jumping into some of the ongoing debates among historians over what it is they do and how they ought to do whatever it is they do. We will consider broad philosophical problems, survey some of the social theories underlying (explicitly and implicitly) much of modern historical thought, and review recent trends in the discipline. We will discuss current literary theories that question the whole enterprise of historical research and writing as it has been practiced over the last century. As historians,
you will not want to take any of this lying down, so to speak, but will want to engage these important matters of life and death (for the discipline of history) intelligently, well informed, and enthusiastically.

The course will be divided into four or five sections, in which we will read about and discuss what it is historians do, or think they do, or say they ought to do. And then we will explore some examples of history theory and method applied to a particular topic. Historians disagree rather widely on what it is they do and how they do it. Some, you may be surprised to learn, don't believe the past is knowable at all. Others think it can be known, and know precisely. Some think the best histories tell good stories. Others think stories are for novels, and history is about analysis and explanation. It's enough to keep a good historian awake at night in existential insomnia. My intent is to give the class a few sleepless nights.

**Tentative TEXTS:**

Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History*

Edward Baptist, *The Half Has Never Been Told*


Simon Schama, *Dead Certainties*

Other readings will be available for you to download and print at your convenience and expense.

**Tentative ASSIGNMENTS:**

Active participation in class discussions is absolutely essential. We will not be looking for correct answers in this class, or to solve issues once and for all. Instead, what we encourage is a willingness to grapple with complex and often contradictory ideas of what history really is, and this we will do as a group, by asking questions of one another, offering possible answers, suggesting new ways of looking at old issues, and of course suggesting entirely new issues. Open, forthright, but also polite discussion is essential to this process. I expect to hear all your voices (preferably not all at once).

In addition, each week selected students will be assigned to serve as discussion leaders. They will summarize the readings and open class discussions by pointing out what they take to be the essential points raised in the readings.

Written assignments will consist of short (2-3 page) essays, about 5 of them (one every third week), based on assigned readings. Students will choose which class readings to address with their other papers. In each essay students will be expected to: 1) identify the larger issue on which each reading offers a comment or point of view; 2) assess the significance of that larger issue for the study of history; 3) offer a critical evaluation of each reading’s comment on that larger point; 4) offer a point of your own, perhaps by suggesting a perspective on the larger issue that might be worth considering more fully (although you are not asked to consider your perspective more fully in these brief papers).
HIST 5342 – Archives I – Saxon – Tuesdays at 7 p.m.

Required Texts:
Two texts are required for History 5342. The texts will be supplemented with additional readings on electronic reserve and the open web. The two texts are:


Course Description:
History 5342, Principles of Archives and Museums I, is a three-hour graduate course designed to provide students with the intellectual foundation necessary for a career in archival administration. As a result, the course focuses on the historical evolution of archival science, emphasizing the development of the archives profession, archival principles and theories, appraisal and acquisition techniques, the laws affecting archives and their use, programming and outreach in archival repositories, and administration of collections. History 5342 is the first course of the twelve-hour archival certification program offered through the Department of History at UTA. It is the prerequisite for History 5343, which emphasizes the more mundane tasks of accessioning, arranging, preserving, describing, and cataloging of archival collections.

Certification Program:
Students desiring a certificate of archival administration as part of an MA in History must take History 5342 and 5343, plus an additional six hours of internship (History 5644). Students already holding an MA or Ph.D. in History or a related field and students enrolled in graduate programs other than History who desire a certificate in archival administration should consult the MA Graduate Advisor, Department of History.

Student Learning Outcomes:
By the end of the course, students will:

Understand and be able to explain the environment, role, and work of archivists.
Understand the technological, ethical, and legal issues that archivists face.
Identify the current trends impacting archives and records.
Recognize and define the basic concepts fundamental to modern archival science.
Be able to integrate this information when processing an archives collection.
Be familiar with the evolution of methods and technologies used to create, store, organize, and preserve records.
Be conversant in the terminology and concepts used in records management and archival administration.
Be aware of the ways that organizations and individuals use archives and records for research, ongoing operations, accountability, litigation, and organizational memory.
Be familiar with the basic components of records management and archival programs, including inventory, appraisal, disposition, acquisition, arrangement, description, preservation, access, use, and outreach. Understand the relationships among these program elements.
Be aware of the various environments where records are created, managed, and used—from informal settings to well-established records management programs and archival institutions. Be aware of the legal, policy, and ethical issues surrounding archives and records administration.

Grading and Course Requirements:
There are five basic course requirements, and the student’s semester grade is based on the average of the five:

The first requirement is a formal paper/essay focusing on a current (or historical) topic in archival science. For this paper you should consult and critically analyze the issues and debates surrounding your topic. To do this, try to use at least twelve sources (books, journal articles, magazine/newspaper articles, blogs, wikis, etc.) when researching your paper.

Your paper should be thoroughly researched, well written, and fully documented. Use Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (8th edition) or *The Chicago Manual of Style* (16th edition) for your style guide. I want you to include end notes and a bibliography with your paper. I do not expect you to conduct original research (e.g. from primary sources, survey data, etc.), but I do expect you to find and review relevant published literature and Internet resources (when appropriate).

With the possible exception of historical topics, make every effort to find the most recent literature on your topic. Be sure you exploit monographs, journals, and news sources in both print and electronic formats. Among the databases/indexes to be aware of are: *America: History and Life*, *Historical Abstracts*, *Library Literature & Information Science Full Text*, and *Information Science & Technology Abstracts*, among others. A good place to start is the Archival Studies LibGuide that the library staff has prepared for this course. The guide can be found at: [http://libguides.uta.edu/archives](http://libguides.uta.edu/archives).

Your paper must include the following components:
* Cover page.
* Introduction stating the subject of the paper and your thesis/main idea.
* Summary of the relevant literature.
* Critical review/analysis of the topic based on the literature.
* Conclusion summarizing what you have learned.
* End notes/bibliography.
* Length should be in the 10-14 pages range (double-spaced with 1” margins)/includes notes and bibliography.

Your paper will be graded based on the following criteria:
* Thoroughness of background research.
* Clarity of writing and how well you get your ideas across.
* Depth of analysis, critique, synthesis.
* Presentation (proper citations, proofreading, bibliography, etc.). Make sure your paper is free of spelling and grammar mistakes.
* A 10-15 minute oral powerpoint presentation based on your paper.
* The paper and oral presentation will count as 30% of your grade (25% for the written paper/5% for the oral presentation).
The second requirement is an evaluation and oral report focusing on the websites of two archival repositories that hold archival materials relevant to your research/personal interests. The archives can be part of a special collections department in a library, historical society, museum, business/institutional archives, government entity, or some other type of archival repository. Your paper should compare and contrast the mission, holdings, services, policies, staff levels, etc., of the two archival institutions as reflected in their websites. End your paper by making recommendations on how the websites could be improved from a user’s perspective. You will turn in a written report (approx. 7-10 pages) and give a powerpoint presentation of your findings to the class. The report and presentation will count as 30% of your grade (25% for the written paper/5% for the oral presentation).

The third requirement is for each student to subscribe to (or read) the Archives and Archivists (A&A) List on the Internet and to monitor the discussions on a weekly basis (Wed.-Mon.). Instructions, information, and links for the list can be found at <http://www.archivists.org/listservs/arch_listserv_terms.asp>. I will select a student or students at the beginning of each class period to lead a discussion of the list’s activities during the past week. My selection of students will be random so it is imperative that everyone be familiar with the list’s discussions. Your leading of a discussion session and your participation in list discussions over the semester will count for 10% of your grade.

The fourth requirement is a brief 3-4 page paper (max.) about an archival and/or records issue in the news. Each student will write a 3-4 page paper and prepare a brief blog report (to be uploaded at Course Blogs on Blackboard) about an ongoing news story that relates to archives or records. Be sure to refer to the treatment of the issue in the popular press/media. The issue must appear in at least three separate articles, although the articles may be about separate events which discuss a common issue. Be sure you cite the three articles in your paper, giving complete bibliographic details (and Internet links if appropriate) so I can locate them easily. Do not use peer-reviewed or academic articles as source material for this assignment. Also, make sure you include your own perspective in the paper. The articles can come from newspapers, news magazines, news blogs/wikis, etc. The articles must be dated September 1, 2016 or later. Let me know the articles/subject you plan to report on as soon as you know because I want to make sure that no two students are reporting on the same articles/subject. The paper and your blog report will count as 15% of your grade.

The fifth requirement is active participation in all class activities. Each student is expected to attend each class, read the weekly assignments before class, engage in discussions both in class and on the class blog, and complete all outside work on time (late work will be penalized 10 points for each day it is late). Re the blog reports, in addition to the blog report you will post on the Archives in the News assignment discussed above, you will also have to complete five other blog entries during the semester on your readings and various topics in archival science. The schedule indicates when these blog reports are due. Details of each report can be found by linking to the Course Blogs in Blackboard link. Each blog report will be graded. The five blog reports on your readings will count 15% of your grade.

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**HIST 5347 – Teaching College History – Cole – Thursdays at 7 p.m.**

**Course Description:** This course intends to prepare MA and PhD students who have little or no training and/or experience in teaching college-level history for their first instructional assignments wherever they may be. Students will not only read and discuss pedagogical and philosophical debates about the art and practice of teaching, but will also develop some skills that are transferable in a number of
careers for professional historians. You will make a web site, write syllabi, and present short lectures. While a certain portion of the course will focus on practicing with new technologies associated most often with course management and classroom instruction (including Blackboard, backchanneling, personal response systems/Lecture Tools, and podcasts), the course will not neglect traditional elements of good instruction, such as giving lectures and leading discussions. In addition, in an effort to encourage thinking about how teaching methods align with student learning, and to get students to remain open to new teaching methods, the course will require students to read in the scholarship of teaching and learning (SoTL).

Tentative Required reading:

5. Elizabeth F. Barkley, *Student Engagement Techniques: A Handbook for College Faculty* (Jossey-Bass, 2009). 978-0470281918 - This text is optional, but strongly recommended. I can make a required excerpt available, but the overall collection of assignments will be very helpful if/when you are teaching.
6. Other assorted articles and web sites

Tentative Assignments:

1. Class participation and personal website: Participation includes coming prepared for and contributing to class discussions observing an online class, and other small weekly assignments (15%).
2. Response papers on assigned reading (10%).
3. One peer review based on an observation of an instructor who is a member of UTA’s Distinguished Teacher Academy, if possible. Who you observe and when must be cleared ahead of time with me. Both that procedure and the peer review process will be discussed in class. (5% -- though you may do additional peer reviews—up to three—for “extra credit.”)
4. Two annotated syllabi for first and second half of US Survey courses. One should be for a small class, and the other for a course in a large lecture hall. (10% each – 20% total)
5. Write a philosophy of teaching statement (no more than 500 words). (10%)
6. Three short (~ 15 minutes) teaching presentations: one face-to-face without audiovisual aids or any other technology; one face-to-face using a teaching technology in some way, though not necessarily for the entire presentation; one podcast/online presentation uploaded to Blackboard. We will pick topics for these presentations in the second week of class, and will discuss possible options for technology and other instructions over the course of February and March. Students will post (on class blog) with the resources used in preparation at the time of their presentation. (10% each - 30% total)*
7. Write two short (80-100 word) abstracts for three different articles in *History Teacher* (or similar SOTL journal) and post on your web site. Write a short proposal to hand in with an idea for an article/research project for a *History Teacher* journal article you might like to publish at some point in the future. (10%)*
HIST 5360 – Caribbean History Reading Colloquium – Garrigus – Mondays at 7 p.m.

This course will present a picture of the Caribbean quite different from that held by many North Americans. For 500 years, this region has been the site of encounters and clashes among Native Americans, Europeans, Africans, and Asians. For three centuries Europe’s leading states fought each other to control these islands, which were the most valuable real estate in the Atlantic world. At the same time Dutch, English, French and Spanish colonists imported millions of enslaved men, women, and children from Africa to work on the sugar and coffee plantations that made the region so profitable for its masters.

Supported by racism and colonialism, plantation slavery left its mark on the Caribbean long after emancipation and independence. But poverty and powerlessness could not prevent Caribbean people from developing their own resilient and resourceful cultures, forged in resistance to slavery and rooted in a shared African heritage. In music, religion, and literature the Caribbean has given the world new voices and modes of expression that many North Americans value, though often without understanding their origins.

GIS Software

- QGIS [free, open-source, works on Macs and PCs]
- ArcGIS story maps [https://storymaps.arcgis.com]

Books


Articles


**HIST 5361 – Migration and Settlement – Reading Colloquium – Zimmer – Tuesdays at 7 p.m.**

**Course Description:** This colloquium is an introduction to the study and historiography of migrations to (and from) the Americas, with a focus on transatlantic migrations. Covering a broad span of time, regions, migrant groups, and approaches, readings will focus on key works and innovative case studies. Students will engage with this scholarship in order to explore the various theories, models, debates, and methodologies within migration history and related fields.

**Student Learning Outcomes:** After successfully completing this course, students will be able to:
1. describe and evaluate the history and historiography of migration to the Americas
2. describe and evaluate the central theoretical and historiographical issues in this field
3. produce and exchange critical appraisals of course readings, both in writing and in classroom discussions

**Possible Required Readings:**
1. Christiane Harzig, Dirk Hoerder, and Donna R. Gabaccia, *What is Migration History?*
3. Hasia R. Diner, *Hungering for America: Italian, Irish, and Jewish Foodways in the Age of Migration*
4. Matthew Frye Jacobson, *Special Sorrows: The Diasporic Imagination of Irish, Polish, and Jewish Immigrants in the United States*
5. Mark Wyman, *Round-Trip to America: The Immigrants Return to Europe, 1880-1930*
6. Donna Gabaccia, *Italy’s Many Diasporas*
7. Jose Moya, *Cousins and Strangers: Spanish Immigrants in Buenos Aires, 1850-1930*
9. Akram Fouad Khater, *Inventing Home: Emigration, Gender, and the Middle Class in Lebanon, 1870-1920*
10. George J. Sanchez, *Becoming Mexican American: Ethnicity, Culture, and Identity in Chicano Los Angeles, 1900-1945*
14. Libby Garland, *After They Closed the Gates: Jewish Illegal Immigration to the United States, 1921-1965*
15. Vivek Bald, *Bengali Harlem and the Lost Histories of South Asian America*
HIST 5364 - Abolition and Emancipation in the Atlantic World – Reading Colloquium – LaFevor – Thurs. 7 p.m.

This course examines the final century of slavery in the New World. It focuses on a fundamental question: which ideas, individuals, and processes best explain abolition and emancipation during the period historians have referred to as the Second Slavery and how answers to this question changed over the last one hundred and fifty years? What was the relationship between the rise of industrial capitalism and the expansion of chattel slavery in places such as Cuba, Brazil, and the United States? Why did the “odious commerce” end during this period in nations as varied as Mexico, Argentina, Peru, and Venezuela? How can historians examine the contraband slave trade? Did such policies such as the Monroe Doctrine expand the life of slavery in the western hemisphere? What was the role of public opinion and the public sphere? How did the practice of slavery mold subsequent forms of citizenship?

This course will also focus on professionalization: grant searching and writing, digital humanities, and conference paper writing. Students will write an original, primary source-based research paper on some aspect of slavery, abolition, and/or emancipation in the nineteenth century Atlantic World. The instructor will consult on each phase of the research project. These papers should be written with a potential conference presentation in mind.

Potential Readings:

Rebecca Scott, *Slave Emancipation in Cuba*
Leslie Bethell, *The Abolition of the Brazilian Slave Trade*
Dale Tomich, *The Second Slavery*
Robin Law, *Ouidah*
Stephen Chambers, *No God But Gain*
Sven Beckert, *Empire of Cotton*
Celso Castilho, *Slave Emancipation and Transformations in Brazilian Political Citizenship*
Mario Moreno Fraginals, *El Ingenio*
Frank Tannenbaum, *Slave and Citizen*
David Murray, *Odious Commerce*
Robert Corwin, *Spain and the Abolition of Slavery in Cuba*
Manisha Sinha, *A History of Abolition*
João Reis, *Slave Rebellion in Bahia*
Christopher Brown, *Moral Capital: Foundations of British Abolitionism*

HIST 6363 – The American Civil War – Research Seminar – Maizlish – Wednesdays 7 p.m.

Description:
Students in this seminar will write a 25-30 page interpretive essay using primary source material. These research papers may examine any aspect of the United States Civil War. The first four weeks of the course will be devoted to common readings in order to familiarize students with Civil War historiography and provide them with ideas for paper topics. Students will spend the remaining part of the semester researching and writing their seminar papers.
Readings:
Gary Gallagher, *The Confederate War*
William Freehling, *South v. South*
Chandra Manning, *What This Cruel War was Over*
James McPherson, *For Cause & Comrades: Why Men Fought in the Civil War*

Requirements:
1) Four brief critiques of assigned reading.
2) Classroom participation and attendance at class meetings and scheduled individual meetings.
3) Seminar paper, bibliographies, thesis statements, outlines, and drafts.
4) A 25-30 page interpretive essay based on primary source research.

Syllabus:  [http://www.uta.edu/faculty/maizlish/6363-F-18-SM.htm](http://www.uta.edu/faculty/maizlish/6363-F-18-SM.htm)

**HIST 6364 - Space, Material Culture, and the Cold War - Research Seminar – Babiracki – Wed. 7 p.m.**

This research seminar will examine the politics of space and the role of material culture in the Cold War. The goal is to help students appreciate the material dimension of a world that has been often defined by ideas (freedom, justice, etc.); and to reflect on individuals' physical experience at a time when much of human activity moves into the digital realm. The framework of the seminar will enable us to meet for four weeks in groups and help students get prepared for individual research on the seminar's topic. In meetings, we will discuss similarities and differences between Western and Soviet / East European approaches to spatial planning, architecture and interior design. We will compare the roles of objects on each side of the Iron Curtain. Our focus will be on how these similarities and differences reflected and affected the conflict between capitalism and socialism. Themes of the course will include: the Cold War as a clash of competing modernities; relationship between the material environment and cultural imagination; linkages between space and power as well as those between objects, emotions and social status; contrasting ideas about public and private spaces; global circulation of objects; relationships between space, travel and transportation; and nostalgia and memory of socialism as it's manifest in the culture of private collecting and museums.

We will first read theoretical works on space and material culture, such as H. Lefebvre's *The Production of Space* (1974) and I. Woodward's *Understanding Material Culture* (2007); then, we will consider case studies dealing with use / consumption (of food, fashion, mechanical and electronic appliances, luxury objects, films and books, collectibles) in various spatial contexts (socialist city, apartment, kitchen, shop; but also trade fairs, student clubs and festivals, sports events, museums, during travels, etc). The bulk of the readings will consist of new scholarly literature on the subject of space and material culture within the areas of Cold War, Soviet and East European histories (e.g. P. Betts' *Authority of Everyday Objects: A Cultural History of West German Industrial Design*, 2007; K. Lebow's *Unfinished Utopia: Nowa Huta, Stalinism and the Polish Society*, 2016; S. Boym's *Common Places*, 1995; as well as essayistic contributions such as S. Drakulić's *A Guided Tour Through The Museum of Communism*, 2011).
Spring 2019

HIST 5340 – Interpretations of US History – instructor TBD – Wednesdays, 7 p.m.

This course covers the major currents in US historiography from the colonial era to the recent past, and in topics in social, political, diplomatic, cultural, gender and other historical approaches. Over the course of the term, students usually read a number of watershed books and historiographical essays, and write book reviews, review essays, and an historiographical essay of their own. It’s a very good course if you plan on teaching the US History survey or want a broad overview of US history.

HIST 5341 – Approaches to World History - Garrigus - Wednesdays, 7 p.m.

Description: This course is designed to introduce graduate students to the broad outlines of world history and historiography. At the same time it is intended to strengthen students’ ability to research and teach in this field, by emphasizing primary historical sources and the emerging technology known as Geographic Information Systems.

Tentative Books:


**Tentative assignment:**

Weekly World history notes – upload a plain text file showing your meaningful notes

Weekly GIS assignments – start with Google Earth (usable in own teaching) and end with QGIS (free software – best for research)

Discussion in weekly class meetings

Primary Source – edit and explain use in classroom

Final Essay – 3000 word essay describing most important arguments in favor and against world history and the utility and drawbacks of specific tools/books/sources.

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**HIST 5343 – Archives II – Saxon – Tuesdays at 7 p.m.**

Second half of Archives course sequence; involves hands-on archival work using skill learned in Archives I which is a prerequisite.

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**HIST 5350 – Cartography – Demhardt - Tuesdays at 7 p.m. – though may be offered online.**

A map is an as valid mode of expression as a text – and often a good map tells a complex story much better than any lengthy writing. To ‘crack the code’ of maps this course gives a general introduction into techniques and major topics in the history of cartography. It provides a basic overview of the development of surveying, map making, and map use from ancient origins to 21st century technologies. Students will discuss texts, work on assignments, and learn to assess maps according to formal and contextual criteria. This course is designed to provide the basic training in the history of cartography.

Students considering taking the subsequent advanced class HIST 6361 (The Second Age of Discovery) are strongly advised to take HIST 5350 now for a better success.

Prescribed readings have included):


COURSE OBJECTIVES
This class will explore the “refashioning” of scholarship in the field of U.S. foreign relations undertaken by historians, some with interdisciplinary backgrounds, who present not only new topics to consider but use neglected sources and entertain new theoretical approaches, notably those borrowed from cultural studies. It is within this context that this colloquium will revisit the early years of the Cold War from a U.S.-centric perspective. We will, of course, incorporate conventional approaches to give context to our studies, but the traditional narrative will take a backseat to works that ask new questions, explore new types of sources, and reflect or incorporate knowledge of such issues as gender, race, religion, culture (music, art, dance), and culture.

COURSE REQUIREMENTS
1) ATTENDANCE AND PARTICIPATION: (25 percent)
2) WRITTEN PRECIS: (25 percent)
3) TAKE-HOME FINAL EXAM (50 percent)

COMPREHENSIVE HISTORIOGRAPHIC ESSAY

This essay is designed to promote conceptualizations of the broadest nature, based--of course--on historical substantiation of the most specific nature.

SAMPLE READING (guaranteed to be amended)

John L. Gaddis
*Strategies of Containment: A Critical Appraisal of American National Security Policy During the Cold War*

Stephen Whitfield
*The Culture of the Cold War*

Andrew J. Falk
*Upstaging the Cold War: American Dissent and Cultural Diplomacy, 1940-1960*

Deborah W. Larson
*Origins of Containment: A Psychological Explanation*

Irving L. Janis
*Groupthink*

William Inboden
*Religion and American Foreign Policy, 1945-1960*

Jonathan P. Herzog
*The Spiritual-Industrial Complex: America’s Religious Battle Against Communism in the Early Cold War*
HIST 6361 - African Americans and West Africa - Research Seminar – Jalloh – Mondays at 7 p.m.

Course Description

This course examines the African diaspora with a focus on African Americans and West Africans. Topics include African American political, social, and economic contributions to West Africa; the founding of Sierra Leone and Liberia; and the relationship between African Americans and West Africans.

Textbooks


Assignments:

1. Class presentation of research - 30%
2. 20-25 page research paper – 70%