

Scholar of Global Distinction Program

Course

American History I HIS 131

Author

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Course Description

This course is a survey of American history from pre-history through the Civil War era. Topics include migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. Students seeking to take this course to meet the college transfer Social/Behavioral Sciences requirement may also take HIS 132 (no HIS prerequisites).

Number of Students Enrolled in Course:

27

Module Description

Module 1. Interaction in the Atlantic World

The purpose of Module 1 is to enable students to research about, and demonstrate an understanding of, the cultures interacting in the Atlantic World and the processes taking place in this interaction. The interaction and migrations taking place in the Atlantic World have a direct relevance to the founding of the society in America leading to the United States of America.

Module 1 is graded as part of the coursework for the class and on each student having completed, and contributed to, the three parts of the module.

Student Global Learning Outcomes:

1. Develop and demonstrate understanding of the various cultures in Africa during the American Colonial Era (15th to 18th centuries).
2. Develop and demonstrate understanding of the key role of the Slave Trade from Africa in the development of the Atlantic World.
3. Develop and demonstrate understanding of the changes to the societies and economies of Africa and America resulting from their interaction in the Atlantic World during the Colonial Era (15th to 18th centuries).

Global Learning Activities:

Activity 1

Objective:

Students complete independent research for Global Learning Outcome 1: Develop and demonstrate understanding of the various cultures in Africa during the American Colonial Era (15th to 18th centuries).

Procedure:

Students research about one culture in Africa during the Colonial Era (15th to 18th centuries) and writes a 600-word essay describing the culture.

Assessment:

The student demonstrates understanding of a culture in Africa. The essay is graded using a rubric designed by the instructor.

Follow-Up:

The result of this research informs the second and third activities.

Materials and Resources for Global Learning Activity 1:

Casely-Hayford, Gus. "Lost Kingdoms of Africa."

[Lost Kingdoms of Africa](https://www.nclive.org/) (Available on NCLIVE Films on Demand <https://www.nclive.org/>)

A BBC television series from 2010 about ancient civilizations in Africa, including Nubia, Ethiopia, Great Zimbabwe, Benin, Asante, Zulu, Morocco and Buganda.

Fage, John Donnelly with William Tordoff. [A History of Africa](#). London and New York: Routledge, 2006.



A comprehensive overview of the history of Africa including the internal development of African society, the impact of Islam, Africa in the age of European expansion, and Africa in the Modern World.

Falola, Toyin and Timothy Stapleton. *A History of Africa*.
New York: Oxford University Press, 2022.

A recent comprehensive overview of the history of Africa including changing views about African history.

Gates, Henry Louis. "Africa's Great Civilizations."
Africa's Great Civilizations (Available on NCLIVE Films on Demand
<https://www.nclive.org/>)

An informative PBS television series from 2017 about African civilizations. The topics of the series include: Origins, The Cross and the Crescent, Empires of Gold, Cities, The Atlantic Age, Commerce and the Clash of Civilizations.

Gilbert, Erik and Jonathan T. Reynolds. *Africa in World History; from Prehistory to the Present*.

Boston: Pearson, 2012. Third Edition.

An overview of the history of Africa in the context of world history.

Shillington, Kevin. *History of Africa*.

London: Red Globe Press, 2019.

A comprehensive overview of African cultures from early prehistory to the new millennium.

Activity 2

Objective:

Students will exhibit an understanding of Global Learning Outcomes 1, 2 and 3.


Global Learning Outcome 1: Develop and demonstrate understanding of the various cultures in Africa during the American Colonial Era (15th to 18th centuries).

Global Learning Outcome 2: Develop and demonstrate understanding of the key role of the Slave Trade from Africa in the development of the Atlantic World.

Global Learning Outcome 3: Develop and demonstrate understanding of the changes to the societies and economies of Africa and America resulting from their interaction in the Atlantic World during the Colonial Era (15th to 18th centuries).

Procedure:

Each student examines in-depth an artifact or historical site connected with Africa that demonstrates a significant aspect of that culture during the Colonial Era. The artifact or



historical site can be researched online, in person at a museum or historic site, or through another approved source. Emphasis is placed on artifacts and sites connected with North Carolina. The student creates an artifact, such as a poster, portfolio, website, or video, with images and descriptions about the artifact or historic site explaining its significance in the Colonial Era. The student shares the results of this research with the class.

Assessment:

The artifact created by the student should demonstrate considerable research on an artifact or historical site in Africa and effort in constructing the presentation. The artifact produced by the student is graded using a rubric.

Follow-up:

The results of the research by the student are presented to the class and inform the third activity.

Materials and Resources for Global Learning Activity 2:

“Exploring North Carolina: African American History”: [NCpedia](#)

A list of links to resources in NCpedia about the history of African Americans in North Carolina from the Colonial Era to today. The list includes Selected Historic Places.

Historic Stagville: [Historic Stagville](#)

A North Carolina state historic site that focuses on the lives of the enslaved people living and working at one of the largest plantations in North Carolina.

Library of Congress Digital Collections: [LOC African American History](#)

A wide collection of resources about African-American history.

National Museum of African American History & Culture: [NMAAHC](#)

Many resources about African-American history at the Smithsonian National Museum in Washington D.C.


North Carolina African American History and Culture: [NC African American History & Culture](#)

A website by the North Carolina Department of Natural and Cultural Resources including an interactive map with links to North Carolina African American Heritage Sites.

UNESCO World Heritage Sites: [UNESCO World Heritage Sites](#)

The United Nations Educational, Scientific and Cultural Organization (UNESCO) website has an interactive map with links to information about designated World Heritage sites including sites in Africa and America.

“Visual Culture of the Atlantic World”: [Met Museum](#)



An essay for The Metropolitan Museum of Art with images of some artifacts from the Atlantic World in the collection of the museum. The website has a link to other essays about African artifacts in the collection: [Met Essays](#)

Watson, Alan D., ed. African Americans in Early North Carolina: A Documentary History. Raleigh, North Carolina: Office of Archives and History, North Carolina Department of Cultural Resources, 2005.

A compilation of seventeenth and eighteenth-century primary sources illustrating the lives of enslaved and free African Americans in the early history of North Carolina.

Global Learning Activity 3

Objective:

Address Global Learning Outcomes 2 and 3:

Global Learning Outcome 2: Develop and demonstrate understanding of the key role of the Slave Trade from Africa in the development of the Atlantic World.

Global Learning Outcome 3: Develop and demonstrate understanding of the changes to the societies and economies of Africa and America resulting from their interaction in the Atlantic World during the Colonial Era (15th to 18th centuries).

Procedure:

This is a group project. Students are placed in small groups to conduct research about the changes to the societies and economies of Africa and America resulting from their interaction during the Colonial Era and the Slave Trade. Emphasis is placed on developments in North Carolina. Information from activities 1 and 2 are incorporated in the project. The results are shared with the class through media such as a poster, portfolio, wiki or blog.

Assessment:


The students demonstrate understanding of the Slave Trade and the changes to African and American societies and their contribution to the founding of American society. Each student is graded on participation in the group project based on a rubric.

Follow-up: The results of the project are presented to the class.

Materials and Resources for Global Learning Activity 3:

“Amazing Grace.” [IMDb Amazing Grace](#)

A 2006 movie about the life of William Wilberforce, the British parliamentarian who played a notable role in the abolition of slavery.



Andrews, William L. General Editor. [North Carolina Slave Narratives: The Lives of Moses Roper, Lunsford Lane, Moses Grandy and Thomas H. Jones.](#)
Chapel Hill and London: The University of North Carolina Press, 2003.
Primary source material about the lives of four enslaved people in North Carolina.

Eltis, David and David Richardson. [Atlas of the Transatlantic Slave Trade.](#)
New Haven, Connecticut: Yale University Press, 2010.
A comprehensive collection of maps, images and other resources about the slave trade. The maps include: Nations Transporting Slaves from Africa; Ports Outfitting Voyages in the Transatlantic Slave Trade; The African Coastal Origins of Slaves and the Links between Africa and the Atlantic World; The Experience of the Middle Passage; The Destination of Slaves in the Americas and Their Links with the Atlantic World; and Abolition and the Suppression of the Transatlantic Slave Trade.
Equiano, Olaudah. [The Interesting Narrative of the Life of Olaudah Equiano.](#) [Olaudah Equiano](#)
The autobiography of Olaudah Equiano who was enslaved, purchased his freedom, and contributed to the abolitionist movement.

Horton, George Moses. "George Moses Horton Materials at Wilson Special Collections Library"
[George Moses Horton](#)
George Moses Horton was an enslaved African American who became a notable poet. The UNC Chapel Hill Library has a collection of works and primary sources about George Moses Horton.

Konadu, Kwasi and Trevor R. Getz. [Transatlantic Africa: 1440-1888.](#)
New York: Oxford University Press, 2015.
A collection of resources by Africans on their perspectives about the transatlantic slave trade.

Manning, Patrick. [Slavery and African Life: Occidental, Oriental and African Slave Trades](#) Cambridge: Cambridge University Press, 1998.
An analysis of the slave trade including the political economy of slavery in Africa, the rise of the slave trade, demographic and quantitative effects, the economics and morality of slave supply, patterns of slave life, transformations of slavery and society, the end of slavery and the world and Africa.

Mbemba, Nzinga. "Letter to the King of Portugal": [Nzinga Mbemba Letter](#)
World History Commons
Excerpt from a 1526 letter from the king of the Kongo, Nzinga Mbemba, to the Portuguese king, João III, protesting about the slave trade.

"North American Slave Narratives": [Slave Narratives](#)
UNC Chapel Hill, *Documenting the American South.*
A collection of links to primary source slave narratives from North America.



“On the Move: Stories of African American Migration and Mobility.” [On the Move Exhibit](#)
A collection of links and resources at UNC Chapel Hill about African-American migration and mobility.

Schneider, Dorothy and Carl J. Schneider. [Slavery in America: From Colonial Times to the Civil War](#).

New York: Checkmark Books, 2001.

A comprehensive collection of eyewitness accounts and images of slavery in America.

“Slavery and Remembrance”: A Guide to Sites, Museum and Memory.

[Slavery and Remembrance](#)

A website by Colonial Williamsburg with many links to resources: The Making of an Atlantic World; Transatlantic Slave Trade; Africans in the Americas; Slavery in the Age of Revolutions; Emancipation Movements; and Slavery Remembered.

“Slavery Images: A Visual Record of the African Slave Trade and Slave Life in the Early African Diaspora.” [Slavery Images](#)

A website compiling many images of slavery from a variety of sources.

Slave Voyages: <https://www.slavevoyages.org/voyage/database#timelapse>

A time lapse map showing the journeys of 31,042 slave ships during the transatlantic slave trade from the sixteenth to nineteenth centuries.

Wheatley, Phillis.

Poetry Foundation: [Phillis Wheatley](#)

A well-known African-American poet. A link to information about her life and some of her poems.