



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

| Course Number | Course Title | Credits |
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| HIS 109 | African American History | 3 |
| Hours: Lecture/Lab/Other | Co- or Pre-requisite | Implementation Semester & Year |
| 3/0/0 | ENG 101 | Fall 2022 |

Catalog description: Studies the history of the African American from the beginnings in the 15th century to the present. Special emphasis on the investigation and analysis of the historic sources of the problems that African Americans confront in America today.

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| <p>General Education Category: Goal 6: Humanities Goal 7: Historical Perspective Goal 8: Diversity and Global Perspective</p> | <p>Course coordinator: Padhraig Higgins, higginsp@mccc.edu, ext. 3495</p> |
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Required texts & Other materials: Hine, Daerlene, Hine, William, Harrold, Stanley, African Americans: A Concise History, Combined Volume (6th Edition), 2013.

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context. (ILG 1, 5, 6,7, 8, 9) *[Methods of assessment: Essay; small and large-group discussions; individual writing assignments]*
2. analyze and interpret primary sources (whether they seem more “historical,” “literary,” or “philosophical”) and use them as evidence to support historical arguments. (ILG 1, 5, 6, 7, 8, 9) *[Methods of assessment: Essay; small and large-group discussions]*
3. identify and describe the significance of major figures, ideas, and events of African American history. (ILG 1, 5, 6, 7, 8, 9) *[Methods of assessment: quizzes; individual writing assignments]*
4. describe and analyze the context of major movements, trends, and developments of African American history. (ILG 1, 5, 6, 7, 8, 9) *[Methods of assessment: Essay; individual writing assignments]*
5. discuss with authority, either in writing or verbally, the historical forces (e.g., religion, economics, politics, social stratification, gender, individual actors, technology, nature, intellectual and aesthetic thought, etc.) behind the major movements, trends, and developments of African American history. (ILG 1, 5, 6, 7, 8, 9) *[Methods of assessment: Essay; individual writing assignments]*

6. use information technologies in acquiring new knowledge and perspective. (ILG 4, 7, 10, 11) *[Methods of assessment: Digital History project; essay]*
7. construct an historical essay that presents a clear thesis, a persuasive argument, and uses detailed historical evidence. (ILG 1, 5, 6, 7, 8, 9) *[Methods of assessment: Essay]*
8. analyze other time periods and cultures with little or no ethnocentrism or modernism, thus displaying a sense of informed perspective and a deeper appreciation of the common threads of human nature. (ILG 1, 5, 6, 7, 8, 9) *[Methods of assessment: small and large-group discussions; individual writing assignments]*

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Units of study in detail – Unit Student Learning Outcomes:

Introduction to the Scope and Sources of African American History (SLO 1-8; ILG 1, 5-11)

Learning Objectives:

- Understand the importance of understanding African American History.
- Demonstrate an understanding of the periodization and chronology of the course.
- Identify primary vs. secondary sources and discuss the uses and limitations of each.

Unit 1: The African Background [SLO 1-8; ILG 1, 4-11]

The student will be able to:

1. Summarize Ancient African contributions to world history.
2. Define civilization, and to specify the cause of the rise of civilizations.
3. Write an essay describing the essential elements and characteristics (including geographical location) of ancient Egyptian civilization, the civilizations of the West African empires and the cultures of the states of the Guinea Coast.
4. Identify Ghana, Mali, Songhay, Kanem-Bornu Benin Oyo. Mansa Musa Sundiata, Askia, the gold-salt trade the influences of Islam on sub-Saharan Africa.
5. Analyze the impact of geography on African cultural diversity.

Unit 2: The Slave Trade [SLO 1-8; ILG 1, 4-11]

The student will be able to:

1. Locate on a map the principal areas of slaving operations.
2. Describe the means of enslavement.
3. Analyze the role of African in the Slave trade, and the degree of cooperation of

Africans with European Slave traders.

4. Describe the reaction of Africans to their enslavement.
5. Describe and analyze conditions on the middle passage.
6. Evaluate resistance of Africans to the Slave trade.
7. Describe the palavering.
8. Delineate the early developments of capitalism and racism as they relate to the enslavement.

Unit 3: Institutionalization of Racism [SLO 1-8; ILG 1, 4-11]

The student will be able to:

1. Write an essay on the forms which protests against slavery took.
2. Describe examples of manifestations of racism in colonial America.
3. Describe the role which African Americans played in the American Revolution.
4. Analyze the reasons why the vast majority of African Americans did not receive the benefits anticipated from participation in the American Revolution on the American side.
5. Identify the impact of the natural rights philosophy on African Americans, and the status of African Americans.
6. Identify the Sections of the Constitution which seemed to institutionalize racism.
7. Discuss the 2nd European Enlightenment and the development of the concept of White/European supremacy.

Unit 4: Slavery in the 19th Century [SLO 1-8; ILG 1, 4-11]

The student will be able to:

1. Describe the daily home/work situation of the typical African American slave.
2. Describe the use of slave labor in non-agriculture/agricultural occupation.
3. Analyze the impact of slavery on African American families.
4. Discuss African American/slaves communal/social organizations (religion, education, etc.)
5. Describe class structure in slave communities.
6. List the methods used to control the slave population.
7. Analyze the way in which the method of control contributed to the African American identity crisis.
8. Describe the major slave rebellions.

Unit 5: North and West of Slavery [SLO 1-8; ILG 1, 4-11]

The student will be able to:

1. Describe the social-economic conditions i.e., (employment, communal, etc.), for African Americans in the North/West
2. Analyze the Northern/Western migrations.
3. Analyze how and why racism continued after the end of chattel slavery.
4. Give specific examples of the manifestation of racism in the fields of employment, administration of justice, education, political and in the military.
5. Describe the way in which African Americans began to build their own institutions as a means of coping with racism.
6. Discuss the identification of African Americans with Africa.

Unit 6: Anti-Slavery Movement [SLO 1-8; ILG 1, 4-11]

The student will be able to:

1. Distinguish between abolitionism and other anti-slavery approaches.
2. Identify the motives of the white abolitionists.
3. Analyze why the goals of white abolitionists and African American abolitionists were different, and how this contributed to the weakening of the abolitionist coalition.
4. Describe the shortcomings of the white abolitionists from the African American perspective.
5. Analyze why the main abolitionist tactic, moral suasion, failed to achieve results.
6. Identify the main elements in the crisis of the 1850's.
7. Describe the reaction of African Americans to the crisis of the 1850's.

Unit 7: Civil War and Emancipation [SLO 1-8; ILG 1, 4-11]

The student will be able to:

1. Discuss Slavery as a cause of the Civil War.
2. Analyze Lincoln's views on slavery and his attitudes towards African Americans.
3. Evaluate the attitudes of Free African Americans and Slaves to the outbreak of war.
4. Describe and evaluate the work of the Freedman's Bureau.
5. Describe the economic relationships that developed during this period.
6. Evaluate the role which African Americans played in Reconstruction politics and governments.
7. Describe the Compromise of 1877.

Unit 8: African America in the Late 19th Century [SLO 1-8; ILG 1, 4-11]

The student will be able to:

1. Describe late 19th century nationalist movements.
2. Analyze the migration of Blacks from the South to the Mid-West, the West and the North.
3. Describe/Trace the rise of Jim Crowism.
4. Evaluate the movement toward the political disfranchisement of African Americans.
5. Identify Social Darwinism, and to describe the way in which it re-enforces racism.
6. Specify the reasons for the failure of the Populist Coalition to bring about change.
7. Describe the Black Power struggle in 19th century Southern education.
8. Analyze the significance of the Spanish American War to African Americans.
9. Evaluate the involvement or lack of involvement, of the African American Church in protest movements of the 19th century.

Unit 9: Booker T. Washington and W.E.B. DuBois [SLO 1-8; ILG 1, 4-11]

The student will be able to:

1. Specify the essential tactics and strategies of Washington in dealing with racism and African American disenfranchisement.
2. Describe the essential tactics and strategies of W.E. B. DuBois in dealing with racism and African American disenfranchisement.
3. Identify/Analyze the principle criticisms of Washington's and DeBois' ideas on the attitudes of African Americans.
4. Evaluate the creations/philosophy of the NAACP.

Unit 10: From Liberation to Equality [SLO 1-8; ILG 1, 4-11]

The student will be able to:

1. Define the concept of "Black Nationalism".
2. Identify/describe/analyze major African American movements (U.N.I.A., Harlem Renaissance, Black Studies, Black Liberation, Civil Rights).
3. Identify major individuals/groups associated with period movements; their philosophies and activities.
4. Compare/contrast and relate period movements with with/to other major American social occurrences of the period.
5. Describe the outcomes and impact of these movements.

Unit 11: African American Participation WWI, WWII, Vietnam [SLO 1-8; ILG 1, 4-11]

The student will be able to:

1. Describe and analyze the progressive involvement of African Americans in WWI, WWII, and Vietnam and the Gulf War.
2. Describe the impact of these wars on African America.
3. Compare/contrast the attitudes/perceptions of African Americans regarding these conflicts.
4. Examine the domestic environment of African Americans and it's impact on developing attitudes/perceptions and activity.

Unit 12: The Final Decades of the 20th Century and Beyond [SLO 1-8; ILG 1, 4-11]

The student will be able to:

1. Describe and chart the impact and progress of the major social programs of the 1970's.
2. Cite the effects of the 70's socio-political programs on African Americans.
3. Identify and examine the political and/or social groups/organizations promoting, protecting or resisting these social programs.
4. Describe and analyze the effects of the political movements of the 80's on African Americans and the existing social programs from the 70's.
5. Discuss the evolution and impact of the African Americans socio/economic classes (lower/middle/upper) during these periods.
6. Describe the new social programs of the 80's and; compare and contrast these programs with the ones of the 70's.
7. Discuss and cite causes and effects of receding social programs on the African American community during the 90's.
8. Describe the evolution of the concept of globalization and the impact on the African American situation.

Evaluation of student learning:

Instructors have some discretion in determining the format and content of required work. However, written and verbal assignments in any history course should be designed to help students develop the General Education skills (historical perspective, critical thinking, information literacy, writing, and public speaking) listed above. Instructors should emphasize these goals in their assignments and should state them in their written and verbal instructions to the students. History courses should, therefore, utilize essay examinations, written reports and oral presentations as standard methods of assessing student learning. Below are the parameters within which instructors may operate:

Reading Assignments

- Textbook as well as primary documents should be clearly assigned to the students.

Exams & Quizzes

- At least (2) one-hour exams
- A Final Exam
- Exams should include at least a short essay component.

Writing Assignments (to access discipline specific knowledge, communication skills, and critical thinking skills). Students are expected to develop the ability to construct narratives-written or verbal or both-that clearly present their own thesis based on solid evidence that has been thoroughly and critically evaluated. Students are directed in developing competencies in accumulating evidence from a variety of sources, assessing the validity of the evidence, and extracting substantive generalizations from what they have discovered (Information Literacy)

- At least two (2), but preferable (3), writing assignments.
- At least one (1) assignment should incorporate library or internet research or both; this assignment may be a term paper or group presentation or some other type of project.
- Length of the essays may be determined by the instructor; short (e.g., two page) essays are acceptable.