

COURSE OUTLINE

<u>HIS109</u> Course Number	<u>African American History</u> Course Title			<u>3</u> Credits
<u>3/week</u> Class or Lecture	<u>0/week</u> Laboratory Work Hours	<u>0/week</u> Laboratory, Shop, Studio or Clinic	<u>0/week</u> Work Experience	<u>15 weeks</u> Semester Length
<u>Not Applicable</u> Performance on an Examination/Demonstration				<u>Not Applicable</u> Telecourse

Required Materials:

Reference Humanities Division booklist.

1. "Before the Mayflower" – Bennett
2. "Introduction to Black Studies" - Karenga

Catalog Description:

Studies the history of the African American from the beginnings in the fifteenth century to the present. Special emphasis is placed on the investigation and analysis of the historic sources of the problems that Blacks confront in America today.

Latest Review: Fall 2004

Prerequisites: None

Corequisites: None

Course Coordinator

Method of Evaluation

There will be 3 essay examinations. Two Critiques and one research paper assigned.

Essay Exams	= 60%
Critiques	= 20%
Research Paper	= 20%

At the first class meeting students will be given a complete calendar listing of tentative lecture-discussion topics, test dates, and reading assignments.

In addition to the assigned reading in the tests, each student will be required to read a minimum of one book dealing with African American history. The purpose of this requirement is at least twofold: to acquaint the student with the leading scholarly information in the field of African American history, and to develop in the student a capacity of critical reading.

Summary of Media Used in the Course

Various maps, videos, audio materials and handouts will be used to further inform students of past and present issues facing African Americans, and their future implications.

General Objectives

Orally during class discussion or in writing on examinations, and/or assigned writings, the student will be able to:

1. Define racism, and describe how it began and how it has operated in America both overtly and institutionally.
2. Challenge and to criticize the norms, values, systems, and ideals that form the foundations for racism in America.
3. Write an essay showing how African American culture has developed within the framework of a subordinate status.
4. Discuss the influence of African cultural heritage on African American culture/life ways.
5. Describe the role and evolution of the African American family from pre-slavery days to the present.
6. Identify forms and causes of social resistance by African Americans.
7. Specify the principal strategies and tactics which African Americans have advocated for this solution of the problems of African Americans (e.g., Civil Rights, nationalism, etc.), and why strategies and tactics change.
8. Analyze the role of religion in the evolution of African Americans. Special emphasis will be on Christianity and Islam as major African American adoptions.
9. Identify the major African American causes, organizations and key individuals of resistance and protest.
10. Describe the changes that have come about in the status of African Americans because of changes in social attitudes, the legal system, constitutional interpretations and amendments.
11. Analyze/describe the means and systems white America has used to influence and control African America from physical enslavement to the present.

Course Details

Certain Modifications are needed to apply the course to other time periods.

1. African Background
2. African Background
3. African Background
4. Slave Trade
5. Slave Trade
6. Evolution of Slave Status
7. American Revolution
8. Turn of Century Trends
9. Slavery: as an economic system
10. Slavery: the Cultural Impact on Afro-America
11. Slavery: Resistance by African Americans
12. Slave Revolts
13. North of Slavery
14. North of Slavery
15. Anti-Slavery
16. Anti-Slavery: Nationalist Approaches
17. Civil War and Emancipation
18. Reconstruction
19. Reconstruction
20. Reconstruction
24. Institutionalization
25. Late Nineteenth Century Nationalism
26. Turn of Century Trends
27. Turn of Century Trends: Beginnings to Northern/Western Migration
28. Booker T. Washington, and Pan Africanism
29. WEB DuBois, NAACP, and Pan Africanism
30. WWI and Normalcy
31. Marcus Garvey
32. Black Culture and Arts (Harlem Renaissance and Beyond)
33. Black Culture and Arts (Harlem Renaissance and Beyond)
34. Depression
35. Depression
36. WWII
37. Civil Rights 1945-1954
38. The Movements, 1955-1964
39. Black Liberation Movement Since 1964
40. Black Liberation Movement Since 1964
41. Black Liberation Movement Since 1964
42. Black Liberation Movement Since 1964
43. Social Reconstruction of the 70's
44. The Solio Political Retreat of the 80's
45. The 90's questions: The inter-social perspectives of the African American community and their inter-African American development
46. Recent Trends

Specific Delineation of the Contents of HY 109

The following pages contain a specific delineation of the substantive content of HY 109. Each page includes:

1. Preparation expected of students
2. The teaching techniques to be employed
3. Objectives. Students will demonstrate Mastery of the objectives either orally during discussion or in writing on quizzes and examinations

Subject: The African Background

Major Focus: Classical African Civilizations, Colonization, Enslavement

Student Preparation:

Karenga, Ch. 1 & 2

Bennett, Ch. 1 & 2

Teaching Techniques:

Lecture
Videos/Slides depicting African culture
Open discussion
Transparencies:
a. outline
b. maps

Specific Objectives--the student will be able to:

1. Identify the myth of the African past.
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.

Subject: The Slave Trade

Major Focus: How the Slave Trade Developed, and How It Was Conducted and its legacy

Student Preparation

Karenga, Ch. 1 & 2

Bennett, Ch. 1 & 2

Teaching Techniques

Lecture
Videos/Slides depicting African culture
Open Discussion
Transparencies
 a. outline
 b. maps

Specific Objectives--the Student will be able to:

1. Locate on a map the principal areas of slaving operations.
2. Describe the means of collecting or capturing slaves e.g. "boating," or through factors.
3. Analyze the role of African in the Slave trade, and the degree of cooperations of Africans with European Slave traders.
4. Describe the reaction of African 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.

Subject: Institutionalization of Racism

Major Focus: Racism Becomes Ingrained

Student Preparation:

Karenga, Ch. 3

Bennett, Ch 3 & 4

Special Objectives – the student will be able to:

1. Write an essay on the forms which protest 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 institutionize racism.
7. Discuss the 2nd European Enlightenment and the development of the concept of White/European supremacy.

Subject: Slavery in the 19th Century

Major Focus: The Impact of Slavery on African American Culture and African American Resistance to Slavery

Student Preparation:

Karenga, Ch. 4

Bennett, Ch. 5 & 6

Teaching Techniques

Lecture
Open Discussion
Transparencies
Video/Articles

Specific Objectives--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.

Subject: North and West of Slavery

Major Focus: Legal Freedom Did Not Mean Liberation

Student Preparation:

Bennett, Ch. 7, 8, 9

Teaching Techniques:

Lecture
Open Discussion
Slides/Videos
Transparencies
Handouts

Specific Objectives – 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.

Subject: Anti Slavery Movement

Major Focus: The Failure of Moral Persuasion

Student Preparation

Karenga, Ch. 5

Teaching Techniques

Lecture
Discussion
Slides/Videos
Transparencies
Handouts

Specific Objectives--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.

- a. Nationalism
- b. Political Actionism
- c. Direct Actionism
- d.

Subject: Civil War and Emancipation

Major Focus: A wave of optimism in African America – and the unhallowing of some “Heroes”:

Teaching Techniques”

Lecture
Open Discussion
Slides/Videos
Transparencies
Handouts

Specific Objectives – 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.

Subject: African America in the Late 19th Century

Teaching Techniques:

Lecture
Slides/Videos
Handouts
Discussion

Specific Objectives--the student will be able to:

1. Describe late 19th century nationalist movements.

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

Subject: Booker T. Washington and W.E.B. DuBois

Major Focus: Different Approaches to the same goal-Liberation

Student Preparation:

Karenga, Ch. 6

Bennett, Ch. 11

Teaching Techniques:

Lecture
Open Discussion
Transparencies
Videos

Specific Objectives--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.

Subject: From Liberation to Equality

Major Focus: Major African American movements of the 20th century

Student Preparation:

Karenga, Ch. 7 & 8

Bennett, Ch. 12

Specific Objectives -- 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.

Subject: African American Participation WWI, WWII, Vietnam

Major Focus: African American participation, attitudes and response to Modern America's Wars

Student Preparation:

In class Videos/Handouts/Discussion/Lecture

Specific Objective – 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.

Subject:

Major Focus: The 70's, 80's and 90's

Specific Objectives – 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 it's impact on the African American situation.