

LAST REVIEW: 2010-2011
(i.e. 2006-2007)

NEXT REVIEW: 2015-2016
(i.e. 2011-2012)

STATUS: A
(A, I, D)

COURSE TITLE: Survey of African American History

COMMON COURSE NUMBER: AMH 2091

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

(Per 16 week term)

CLOCK HOURS:
(Voc. Course ONLY)

Lecture: 48 Lab:
Clinic: Other:

PREREQUISITE(S): Eligibility for ENC1101

COREQUISITE(S): NONE

PRE/COREQUISITE(S): NONE

COURSE DESCRIPTION: This a survey course of African American History including the history of ancient and medieval Africa, the emergence and evolution of the Atlantic Slave Trade, and the African American experience in the Western Hemisphere from the sixteenth century to the twenty-first century. Emphasis will be placed on the African American's economic, political, and cultural development and their contributions to American society. Students must earn a minimum grade of C to meet the requirements of the Gordon Rule.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area 3a
General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area 3a
General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area 3a

UNIT TITLES

- 1. Introduction to History**
- 2. Writing about African American History**
- 3. Africa and the Emergence of Modern Slavery**
- 4. Slavery and Emancipation in British Colonial North America**
- 5. The Enslaved African American in a Growing, Changing and Divided America**
- 6. The Freed African American, the Civil War and Reconstruction**
- 7. The Making of the New Negro in the Nineteenth and Twentieth Centuries**
- 8. African Americans and the New Deal Era**
- 9. African Americans and the Modern Civil Rights Movement**
- 10. African Americans in the Search for New Directions and Continuing Struggles over Rights and Identity**

*** Complete the following only if course is seeking general education status ***

GENERAL EDUCATION Competencies and Skills *:

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

Course must include <u>all</u> of the following:	
1. Read with critical comprehension**	1.0,2.1,2.3,3.0,4.0,5.0,6.0,7.0,8.0,9.0,10.0
2. Write clearly and coherently**	2.2,2.5,2.6
3. Demonstrate literacy as appropriate within a given discipline**	information: 2.1,2.3,2.4; cultural: 3.2,4.1,4.5,5.2,6.4,7.4,10.3,10.4
4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**	3.1,4.1,4.2,4.3,4.4,4.7,5.1,5.2,6.1,7.3,9.3,10.4,10.2
Course must include at least <u>one</u> of the following:	
5. Differentiate between ethical and unethical behavior	
6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.	3.2,4.1,6.4,7.1,8.2,10.3,10.4
7. Demonstrate an understanding of and appreciation for human diversities and commonalities.	3.2,9.3,10.3,10.4
8. Speak and listen effectively.	

**General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

****Required Competencies**

1) Read with critical comprehension.

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

2) Write clearly and coherently.

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one's own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

g) Environmental literacy is creating a context within which environmental issues can be viewed, imparting knowledge to enhance one's ability to analyze the issues, make the connections between humans' decisions and actions and the challenges facing the environment, and instilling the desire to sustain the environment through ethical practices in both one's professional and personal lives.

4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

EVALUATION:

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	
2. Short essays	1.0,2.0,3.0,4.0,5.0,6.0,7.0,8.0,9.0,10.0
3. Research Papers	1.0,2.0
4. Group projects	1.0,2.0,3.0,4.0,5.0,6.0,7.0,8.0,9.0,10.0
5. Discussions (In class and online)	1.0,2.0,3.0,4.0,5.0,6.0,7.0,8.0,9.0,10.0
6. Multiple Choice tests	3.0,4.0,5.0,6.0,7.0,8.0,9.0,10.0
7. Presentations	3.0,4.0,5.0,6.0,7.0,8.0,9.0,10.0
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	1.0,2.0,3.0,4.0,5.0,6.0,7.0,8.0,9.0,10.0
10. Take-home tests	1.0,2.0,3.0,4.0,5.0,6.0,7.0,8.0,9.0,10.0
11. Summaries, critiques, and analyses	
12. Reaction papers	1.0,2.0,3.0,4.0,5.0,6.0,7.0,8.0,9.0,10.0
13. Surveys	
14. Performance	
15. Short answer tests	1.0,2.0,3.0,4.0,5.0,6.0,7.0,8.0,9.0,10.0
16. Classroom debates and colloquia	3.0,4.0,5.0,6.0,7.0,8.0,9.0,10.0
17. Blogs, wikis, web pages	
18. Other (Please explain)	

UNITS

Unit 1: Introduction to History

General Outcome:

- 1.0 The students shall identify and employ the components of historical research and analysis.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 1.1 Identify the ways historians frame questions in order to study the past.**
- 1.2 Identify the arguments of historical interpretations.**
- 1.3 Identify and evaluate differences in historical interpretations.**
- 1.4 Recognize connections between the past and the present.**
- 1.5 Distinguish between primary and secondary sources and explain how each are used to make historical claims.**
- 1.6 Interpret multiple forms of evidence (visual, oral, statistical, and/or artifacts from material culture).**

Common Course Number: AMH 2091

Unit 2: Writing about African American History

General Outcome:

- 2.0** The students shall produce clearly organized, thoroughly developed writing assignments, including but not limited to short essays, research assignments, or research papers, which express defensible conclusions based on historical analysis.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 2.1** Locate and identify evidence to research a problem or question about the African American Experience from an online research database or course resource lab.
- 2.2** Construct a clear, concise thesis statement in response to a problem or question about the history of the African American experience.
- 2.3** Evaluate and interpret primary and secondary evidence from a course text, an online research database, and/or an online course resource lab to support a thesis statement.
- 2.4** Employ proper citation of both primary and secondary sources using reference guides provided in class or found online.
- 2.5** Employ formal styles of argumentation and presentation that historians use.
- 2.6** Compose written conclusions drawn from historical research.

Common Course Number: AMH 2091

Unit 3: Africa and the Emergence of Modern Slavery

General Outcome:

3.0 The students shall examine and assess the background of the people in Africa with emphasis on the origins, language, and cultural and political characteristics of the African people.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 3.1 Analyze the importance of the rise of independent African nations during the ancient and medieval times throughout the continent.**
- 3.2 Assess the political, economic, social, religious and artistic development of the African people in the years before the age of exploration and the Atlantic slave trade.**
- 3.3 Examine the various aspects of the development of the Atlantic Slave Trade including the African, European and Asian interests as well as the structure and function of the Atlantic slave trade.**

Common Course Number: AMH 2091

Unit 4: Slavery and Emancipation in British Colonial North America

General Outcome:

4.0 The students shall examine how slavery developed and operated in North America and how the enslaved adapted.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 4.1 Examine the many cultural, social and legal differences and challenges facing Africans within British colonial America.**
- 4.2 Examine the institution of slavery in the Spanish New World comparing the differences between its Caribbean and North American holdings.**
- 4.3 Examine the institution of slavery in the French New World comparing the differences between its Caribbean and North American holdings.**
- 4.4 Examine the institution of slavery in the British New World comparing the differences between its Caribbean and North American holdings.**
- 4.5 Construct and evaluate the cultural transformation of the enslaved from African to African American.**
- 4.6 Assess the role of the African American during the Revolutionary War.**
- 4.7 Analyze the pattern of emancipation for African Americans in the North in context with the invention of the cotton gin, the extension of slavery in the new territories in the west, and the persistence of the slave trade in the country.**
- 4.8 Assess the experience with emancipation for African Americans during the early national period.**

Common Course Number: AMH 2091

Unit 5 The Enslaved African American in a Growing, Changing and Divided America

General Outcome:

- 5.0 The students shall examine the life of the enslaved African American in a rapidly changing and restless America during the antebellum period.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 5.1 Examine how events such as the westward population movement of the 1800's, the War of 1812, and the emergence of the Cotton Kingdom affected the institution of slavery and the enslaved.**
- 5.2 Analyze the institution of slavery from the perspective of the master and the enslaved include:**
- 5.2.1 Creation and enforcement of the slave codes**
 - 5.2.2 The structure and function of the plantation**
 - 5.2.3 The forms of resistance employed by the enslaved**
 - 5.2.4 The culture of slave row**
- 5.3 Examine the intersectional strife in the United States caused by the existence of the institution of slavery in the South.**

Common Course Number: AMH 2091

Unit 6: The Freed African American, the Civil War and Reconstruction

General Outcome:

- 6.0 The students shall analyze the difficulties facing freed African Americans and the relationship between African Americans and white Americans during the antebellum period, the Civil War and the Reconstruction Era.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 6.1 Examine the differences in the federal policy and the confederate policy toward African Americans during the Civil War.**
- 6.2 Assess the problems facing African Americans due to the conflicting policies, political trends, and economic activities which occurred during the Era of Reconstruction.**
- 6.3 Identify and examine the factors which caused African Americans to lose their struggle for political and social rights, resulting in the triumph of white supremacy.**
- 6.4 Evaluate the social and cultural growth of the African American due to the philanthropy of the North and the self-help philosophy within the African American population.**

Common Course Number: AMH 2091

Unit 7: The Making of the New Negro in the Nineteenth and Twentieth Centuries

General Outcome:

- 7.0** The students shall examine the growing importance of the cultural and political contributions of African Americans to American society.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 7.1** Assess how American imperialism in the late 1800's affected the social and political position of African Americans.
- 7.2** Examine the problems facing African Americans in the late 1890's and the early 1900's and the solutions offered by African American leaders like Booker T. Washington, WEB Dubois and Marcus Garvey.
- 7.3** Analyze the role and activities of the African American in post World War I America in relation to a dominant white society.
- 7.4** Examine the cultural significance of the Harlem Renaissance and its contributions to the artistic development of America, as well as its ability to address the social, economic and political problems facing African Americans.

Common Course Number: AMH 2091

Unit 8: African Americans and the New Deal Era

General Outcome:

- 8.0** The students shall examine the changing role of African Americans in modern America and the growing opportunities available to them in American society.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 8.1** Assess how Roosevelt's Black Cabinet, government relief agencies, and the activities of labor organizations impacted African Americans during the New Deal era.
- 8.2** Examine the problems and opportunities facing African Americans in education, business, and social activities during the 1930's and 1940's.
- 8.3** Appraise the role of African Americans played as both soldiers and civilians during World War II.

Common Course Number: AMH 2091

Unit 9: African Americans and the Modern Civil Rights Movement

General Outcome:

- 9.0** The students shall analyze the importance of the modern civil rights movement in affecting the entire social, cultural, and political structure of America.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 9.1** Examine the new position in society African Americans occupied after World War II and its impact on white society.
- 9.2** Construct the foundation of the modern civil rights movement and evaluate its impact on the United States.
- 9.3** Analyze the importance of the civil rights legislation of the 1950's and 1960's and the role of the civil rights activists and the federal government in shaping this legislation.
- 9.4** Assess the rise of the Black Power Movement as a transition from the civil rights era.

Common Course Number: AMH 2091

Unit 10: African Americans in the Search for New Directions and Continuing Struggles over Rights and Identity.

General Outcome:

- 10.0** The students shall examine the important issues facing African Americans and the contributions made by the same in the late 20th and early 21st centuries.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 10.1** Examine the important role of African Americans in government, business and society in the 1970's and 1980's in the face of white backlash toward the civil rights era.
- 10.2** Compare and contrast the gains African Americans made during the Nixon, Ford, Carter, Reagan, Bush, Clinton and Bush II, administrations.
- 10.3** Evaluate the status and role of African Americans from the 1990's through the early 21st century including:
- 10.3.1** Affirmative Action
 - 10.3.2** The Prison Industrial Complex
 - 10.3.3** Black Feminism
 - 10.3.4** Gay and Lesbianism in the African American Community
- 10.4** Analyze the issues addressed by African American intellectuals and activists between the 1980's the 21st century including:
- 10.4.1** Reparations
 - 10.4.2** Afrocentricity
 - 10.4.3** The Rise of Hip Hop
 - 10.4.4** The Nation of Islam under Louis Farrakhan
 - 10.4.5** African Americans and HIV/AIDS
 - 10.4.6** Challenges to the Brown v. Board of Education decision
- 10.5** Identify and examine the beliefs, approaches, and roles played by African American leaders from the 1990's to the twenty first century.