

HIST A101: AFRO-AMERICAN HISTORY

Item	Value
Curriculum Committee Approval Date	11/01/2023
Top Code	220500 - History
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)
Associate Arts Local General Education (GE)	• OC Humanities - AA (OC1) • OC Social/Economic Institutions - AA (OD2)
Associate Science Local General Education (GE)	• OCC Humanities - AS (OSC2) • OCC Social/Behavioral Sci - AS (OSD)
Global and Multicultural Requirement (OGM)	Yes
California General Education Transfer Curriculum (Cal-GETC)	• Cal-GETC 3B Humanities (3B) • Cal-GETC 4 Social & Behavioral Sciences (4) • Cal-GETC 4C Ethnic Studies (4C)
Intersegmental General Education Transfer Curriculum (IGETC)	• IGETC 3B Humanities (3B) • IGETC 4 Social&Behavioral Sci (4) • IGETC 4C Ethnic Studies (4C)
California State University General Education Breadth (CSU GE-Breadth)	• CSU C2 Humanities (C2) • CSU D3 Ethnic Studies (D3) • CSU D6 History (D6)

Course Description

Political, legal, economic and social themes of blacks in the United States. Emphasis is given to the Afro-American experience from African origins, through slavery, into the 20th Century. Transfer Credit: CSU; UC.

Course Level Student Learning Outcome(s)

- Students will evaluate the roles of African Americans in the development of nineteenth century historical phenomenon.
- Students will display the ability to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns that are relevant to the course geographic area and timeline of study.

- Students will analyze major issues in African-American history with multiple focuses including cultural, regional, economic and political context.

Course Objectives

- Describe the cultural and political history of West Africa and the sub-Saharan equatorial Africa.
- Discuss the origins of slavery in the American colonies.
- Explain the arguments for and against slavery.
- Describe and give examples of blacks in the American Revolution.
- Analyze the importance of the emerging Afro-American culture, the black church and the black family from 1800-1860.
- Describe the emergence of black leadership in the slave rebellions.
- Analyze the importance of blacks in the Union and Confederate armies.
- Identify the major components of Reconstruction, and the fall of Reconstruction.
- Explain the role that the 13th, 14th, and 15th Amendments played in shaping Afro-American political history.
- Give examples showing how historically black colleges were a cohesive factor in Afro-American culture.
- Describe how popular black music became a cohesive factor in Afro-American culture.
- Discuss the military contributions of blacks throughout the 20th century.
- Identify major events in 20th century black political and economic experience leading to the civil rights movement.
- Describe and give examples of the role of affirmative action on income, black capitalism, and the incidence of poverty in late 20th century Afro-American experience.
- Compare and give examples of the modern black family to that of 50 years ago, 100 years ago.

Lecture Content

- I. African Background
 - A. Kingdoms of West Africa - Ghana, Mali, and Songhay
 - B. Sub-Sahara equatorial Africa
 - C. The advance of Islam in West Africa
 - D. The trans-Sahara slave trade
- II. Africans in colonial America
 - A. The trans-Atlantic slave trade
 - B. The middle passage
 - C. Origins of slavery in American colonies
 - D. Comparisons with Latin America and the Caribbean
 - E. Arguments for and against slavery
 - F. Blacks in the American Revolution
- III. Africans in America, 1800-1860
 - A. Cotton Kingdom
 - B. The Black church
 - C. The Black family
 - D. Afro-American culture
 - E. Expansion of slavery
 - F. Blacks in the North
 - G. Slave Rebellions
 - H. The Abolition Movement
 - I. The Compromise of 1820
 - J. Black leadership
 - IV. Civil War and Reconstruction
 - A. Blacks in the Union and Confederate armies
 - B. Experiment in land reform
 - C. Emancipation Proclamation
 - D. Thirteenth Amendment
 - E. Black codes
 - F. Radical Reconstruction
 - G. Fourteenth and Fifteenth amendments
 - H. Fall of Reconstruction
 - V. Late 1800s
 - A. Return of white supremacy
 - B. Civil rights cases
 - C. Booker T. Washington
 - D. W.E.B. DuBois
 - E. Plessy v. Ferguson
 - F. Historically black colleges
 - G. Black Protestantism
 - H. African

Americans and performing arts VI. Twentieth Century
 A. Popular music from Blues, Jazz, Gospel, Rock, and Rap
 B. Pan-Africanism C. African Americans in Science and Technology
 D. Military contributions-Spanish American War, W.W.I, W.W.II, Korea, and Vietnam E. The black press
 F. The 1920s: Harlem Renaissance, New Negro, and Marcus Garvey
 G. Jim Crow, disenfranchisement, racism, and lynchings
 H. Black worker in labor movement I. Growth and distribution of population
 J. The civil rights movement
 K. Black militancy L. Income, earnings, and incidence of poverty
 M. Black capitalism N. Modern black family
 O. Sports P. Politics Q. Reaganomics
 R. Assault on affirmative action

Method(s) of Instruction

- Lecture (02)
- DE Online Lecture (02X)

Instructional Techniques

1. Lecture with class discussion. 2. Objective exams with verbal feedback. 3. Written feedback to analytical papers. 4. Use of historical videos and films. 5. Hand-outs on relative current and past events. 6. In-class, small group analysis of events and concepts. Edit for Distance Ed: The online environment of any Distance Education offering of this class will allow students to have expanded access to all of the students in the class. Methods of Instructor-Student communication for a Distance Ed. class include: 1. Use of Camtasia and/or ConferZoom (provided to instructors by OCC) to create recorded lectures and video content. 2. Canvas allows for the use of e-mail, video conference, tele-conference and written communication as forms of regular contact between the instructor and the student. 3. Discussions Boards and Chat Rooms provides an opportunity for students and instructors to discuss issues in a live-format or with a time-delay. 4. Through Canvas, students may be assigned projects for class activities through the use of historical databases such as census records, virtual museums and archives, digitized print, graphic, audio, and video primary

Reading Assignments

As assigned from text

Writing Assignments

Students will write analytical papers references and bibliography. Each paper will include: 1. Describe a major event defining Afro-American history. 2. Examples of similarities and differences explained by your resource authors. 3. The impact of this event on the development of the Afro-American experience. Give examples.

Out-of-class Assignments

Written analytical papers

Demonstration of Critical Thinking

Analytical papers as indicated in Writing Assignment

Required Writing, Problem Solving, Skills Demonstration

Students will write analytical papers references and bibliography. Each paper will include: 1. Describe a major event defining Afro-American history. 2. Examples of similarities and differences explained by your resource authors. 3. The impact of this event on the development of the Afro-American experience. Give examples.

Eligible Disciplines

History: Masters degree in history OR bachelors degree in history AND masters degree in political science, humanities, geography, area studies, womens studies, social science, or ethnic studies OR the equivalent. Masters degree required.

Textbooks Resources

1. Required Franklin, John Hop. From Slavery To Freedom: A History of African Americans , 10th ed. McGraw-Hill Education, 2020