GAVILAN COLLEGE
5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

COURSE: HIST 10 DIVISION: 10 ALSO LISTED AS: ETHN 10B

TERM EFFECTIVE: Fall 2021 CURRICULUM APPROVAL DATE: 11/9/2021

SHORT TITLE: AFRICAN/AM HISTORY

LONG TITLE: African-American History

Units	Number of Weeks	Type	Contact Hours/Week	Total Contact Hours
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

Out of Class Hrs:	108.00
Total Learning Hrs:	162.00

COURSE DESCRIPTION:

This class examines how social, political, cultural, intellectual, and economic aspects of African-American life developed in the course of United States history. Students will explore the early effects of race-based ideology, and will consider the legacies of slavery and African-American economic underdevelopment. Students will also learn about the contributions of various African-American individuals and groups to the modern United States, and will use various indicators to assess the current state of the nation's ethnic relations. Also listed ETHN 10B.

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES
- L - Standard Letter Grade
- P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:
- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Analyze and explain the changes in the lives of African-Americans that have and have not resulted from social, political, and economic change movements in the United States.

2. Explain the contributions of African-American individuals and groups to US history and society.

3. Summarize the contemporary social, cultural, and/or political struggles of Black and African American communities in the United States and the historical forces that contributed to them.

4. Demonstrate an understanding of the relationships between power, race/ethnicity, class, and gender in many aspects of life, particularly as the relate the African American experience.

COURSE OBJECTIVES:

1. Analyze and articulate concepts such as: race and racism, racialization, ethnicity, equity, eurocentrism, white supremacy, self-determination, decolonization, imperialism, settler colonialism, and anti-racism as analyzed in Ethnic Studies traditions.

2. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, national origin, immigration status, and/or tribal citizenship in African American communities.

3. Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, has been experienced, enacted, and studied by African Americans and how they are relevant to current and structural issues.

4. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in African American communities to build a just and equitable society.

5. Apply theory and knowledge produced by African American communities to describe the social struggles and movements of those groups with an emphasis on activism and empowerment.

COURSE CONTENT:

Curriculum Approval Date: 11/9/2021

HOURS

3hrs. African origins.

3hrs. European contact, early enslavement by Europeans,and African responses.

3hrs. The Middle Passage. Arrival to the new worlds.

3hrs. The world the slaves made: slavery develops in the North and South. Early emancipationists.

3hrs. Revolution: The spirit of 76 and the slave masters' constitution.

3hrs. King Cotton, gin, and the development of sectional economies and politics.

3hrs. Why Sit Ye Here and Die? Slaves' voices. Masters' justifications. Freed peoples' dilemmas.

3hrs. Uncle Tom, Free Soil, and slave resistance.

3hrs. Seeing the Elephant: how Mr. Lincoln's Civil War became an Anti-Slavery crusade.

3hrs. Reconstruction, the splendid failure. Booker T.Washington's accommodations.

3hrs. Counter-Reconstruction and beyond. W.E.B. DuBois and the New Negro Movement. The Great migration,World War One and Race Riots.

3hrs. A night at the Apollo. The Harlem Renaissance and the Depression.

3hrs. WWII and postwar discontent; a new ballgame.

3hrs. From Montgomery to Berkeley. The African-American freedom struggle.

3hrs. The legacy of the 1960s.

3hrs. The contemporary African-American experience.

4hrs. The contemporary African-American experience.

2hrs. Final exam.

Students will learn the early history of humankind in Africa, the cradle of civilization. Students will evaluate the development of various African civilizations and social models.Students will be able to demonstrate some achievements of early African peoples. Students will be able to explain trade routes,war spoils, traditions, civil and legal systems, and religious animism. Students will understand basic geo-political divisions of the African continent prior to 1500.

COURSE CONTENT(CONTINUED):

Students will understand how and why Europeans came into contact with the African continent. Students will assess the reasons why an intercontinental slave trade developed and thrived. Students will compare African slavery with European slavery. Students will be able to explain how and why the nascent slave trade grew in importance during the 16th century.

Students will be able to detail what conditions Africans encountered upon being captured, and why. Students will express views on contemporary debates regarding appropriate restoration of prisons such as El Mina. Students will demonstrate understanding of the gender ratio in the slave trade, and will hypothesize explanations for the high death rate of Africans during the Middle Passage. Students will be able to explain how slave owners might differ under the differing cultures of the British, Spanish, Portuguese and French Americas. Students will understand the economic and psychological basis for early laws against black-white mixing in the British colonies. Students will be able to discuss examples of early and later African resistance to enslavement, and to judge their success and failure.

Students will study gender and regional differences in the way slaves and freed people were integrated. Students will understand how slave-master dynamics could be influenced by a variety of variables, including the white fear of miscegenation. Students will be able to discuss various aspects of African-American culture derived from slave societies. Students will look at the early contributions of African-descended slaves, servants and freedmen in building a colonial economy. Students will consider appeals by early abolitionists. Students will examine the complex relationships between slaves and indigenous Americans.

Students will understand the important roles played by African-descended people on both sides during the US revolutionary war. Students will examine the language of the rights of man as it was and was not applied to slaves by Enlightenment thinkers. Students will judge the constitution in terms of its treatment of slaves, and will generate alternative treatments that might have been appropriate to the time. Students will study the emergence of the free community in Boston in order to understand what challenges faced African-Americans in the north.

Students will understand how cotton was grown, picked and sold in order to measure the impact of new technologies upon the US economy. Students will understand the context for increasing numbers of slave uprisings, including that in Haiti. Students will be able to explain the political crisis developing in Congress between North and South. Students will contrast the cultures of plantations growing tobacco, rice, sugar, and cotton, and the corresponding socialization by masters and overseers. Students will be able to explain various aspects of Southern slave culture as they developed.

Students will demonstrate awareness of several aspects of everyday life for slaves: diet, clothing, childhood, health, sexual exploitation, and work. Students will be able to explain how religious experience both aided and retarded the consciousness among slaves of their possibilities. Students will examine the fate of slave families, and of the "in between" children common upon plantations. Students will offer justifications for the impact of Nat Turner's and other rebellions. Students will learn of freed people who worked for emancipation, and will assess their role as radicalizers in the movements. Students will evaluate various proposals for colonization, manumission, and emancipation. Students will understand the centrality of the Black church to all community efforts in the 19th century. Students will read masters' justifications of slave holding and will apply standards of logic to their arguments.

Students will be able to explain the reasons underlying a rising tide of violence and racism in the 1840s-50. Students will understand the slavery gag rule in Congress, and the way in which it was finally defeated. Students will evaluate the contributions of black, white, and mixed abolition groups, and assess various groups' responses to pressure for gender and ethnic integration. Students will be able to explain the development of the Black churches and to discuss their impact upon freed and slave populations. Students will evaluate calls for Black militance against more moderate tactics, and will explain the vision of Black nationalism prevalent in the 1850s. Students will express opinions regarding the effectiveness of various forms of slave resistance. Students will be called upon to delineate major political positions taken by whites regarding free vs. slave state additions to the union. Students will trace the development and results of the 1850 Compromise, including the Fugitive Slave Act.

COURSE CONTENT(CONTINUED):

Students will evaluate John Brown's tactics, using information available at the time and information available today. Students will assess the impact of A. Lincoln's election, and understand popular Black response to it. Students will understand why Blacks were rejected early on by the Union as soldiers. Students will trace the evolution of the Emancipation Proclamation, learn its contents, and assess its value as a war tactic and as a measure for human rights. Students will learn what kinds of combat roles African-American volunteers and regiments played, and how their presence in the Union Army triggered various white reactions. Students will learn of various individuals outstanding in their service to the Union Army. Students will understand the phenomenon of slaves serving in the Southern Army. Students will discuss the impact of emancipation upon various African-descended groups.

Students will understand various visions of reconstruction, and the politics that motivated them. Students will learn of the Freedman's Bureau's limitations and services, and will asses the political and social reasons for its decline. Students will look at advances made locally by African-Americans after the war, and at state and federal advances. Students will study the content and motivation behind Black Codes, and assess their impact upon African-American enterprise and activity. Students will evaluate the accommodation of Booker T. Washington and generate hypotheses regarding his widespread popularity. Students will judge the impact of the Ku Klux Klan, past and present and suggest methods of control that might have curtailed its activity. Students will determine how and why Reconstruction ended.

Students will evaluate what freedoms and possibilities were left to Blacks at the turn of the 20th century. Students will trace the geographic-economic migrations of African-Americans in the Early 20th century. Students will be able to explain the contributions of W.E.B. DuBois to sociology, political thought, and the African-American Diaspora community. Students will learn what roles were available to African-Americans during the war, and what tensions and difficulties greeted them upon their return to the US. Students will assess the effectiveness of selective racial violence in keeping African-American communities passive.

Students will be able to identify and explain various works of art, music, poetry, dance, and folklore associated with the Harlem Renaissance. Students will explain the development, maturation, and appropriation of Black culture in a white context.Students will contrast opportunities and culture as they developed on the east and west coasts. Students will be able to explain the role Harlem played in Black life and imagination, and to assess the impact of the Garvey movement upon Black thought and action.Students will trace the effects of the Great Depression upon Northerners and Southerners. Students will discuss Black activism and self-help as well as government relief to the African-American community. Students will be able to explain the intricacies of sharecropping and its political and economic importance in the south. Students will assess the impact of institutions such as the NAACP, the Communist Party, labor unions. Students will discuss the ethics of the Tuskegee Institute experiments upon the African-American community.

Students will understand the motives of the March on Washington movement. Students will discuss the reasons for segregation in the US military, and study the successes and failures of gradual desegregation. Students will evaluate the role of Black workers on the home front, and hypothesize as to causes of race riots like that in Detroit 1943. Students will evaluate the post-WWII nationalist movements worldwide in relation to their impact upon African-Americans. Students will understand the appeal of popular athletes such as Joe Louis and Jackie Robinson. Students will learn the background of the 1954 Supreme Court Case Brown vs.Topeka Board of Education, and understand its impact.

Students will understand why Montgomery marked a new beginning for the African-American freedom struggle. Students will evaluate the role of women in the bus boycott. Students will understand Martin Luther King's role and that of the Southern Christian Leadership Conference in making social change. Students will assess the effectiveness of various movement tactics, including armed self-defense and non-violent resistance, in winning social desegregation and other concessions. Students will discuss the origins of the March on Washington, the Civil Rights Act, and the Freedom Summer as elements contributing to the tinderbox of related and distinct issues during the 1960s.

COURSE CONTENT(CONTINUED):

Students will assess the pivotal contributions of various African-American leaders and thinkers including Malcolm X and Fannie Lou Hamer. Students will understand the motivations of and efforts made by the emerging Black Nationalist movement and look at various related movements for prisoners' rights, inner-city services, and cultural autonomy. Students will evaluate Martin Luther King's early and later strategies and political positions. Students will assess the impact of increasing numbers of Black elected officials and local political power structures. Students will understand various of the Black arts movements and define the second phase of the Black student movement.

Students will assess the impact of the African-American vote, culture, and economic status within the Diaspora community and in the United States as a whole. Students will evaluate the phenomena of Black conservatives during the 1980s and 90s.Students will explain the backlash against affirmative action with reference to other social and economic changes. Students will study the popular Rainbow Coalition and generate reasons for its successes and failures. Students will attempt to determine what issues will be important in coming decades to the African-American community.

Final exam.

METHODS OF INSTRUCTION:

Methods of instruction may include: Assigned Readings, class discussion and exercises, lecture, cooperative learning groups, oral history assignments, guest speakers, research in library and online, films and videos when appropriate

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 50

Assignment Description:

Reading Assignments

Students will complete readings from the assigned texts and other assigned materials.

Required Outside Hours: 58

Assignment Description:

Written Assignments

Assignments may include: written reading responses, research papers, analysis of ethnographies, film responses, and group discussion forums.

METHODS OF EVALUATION:

Objective examinations

Percent of total grade: 50.00 %

May include Multiple-choice and essay quizzes and exams

Writing assignments

Percent of total grade: 50.00 %

May include essays, response papers, journals, research papers, and other written work.

REPRESENTATIVE TEXTBOOKS:

Franklin, John Hope & Higginbotham, Evelyn. From Slavery to Freedom: A History of African Americans, 10th Edition. NY: McGraw Hill,2020.

ISBN: 9780073513348

Reading Level of Text, Grade: 12 Verified by: N Park

Recommended Representative Textbooks

Painter, Nell Irvin. Creating Black Americans: African-American History and Its Meanings, 1619 to the Present . Oxford: Oxford University Press,2006.

This is considered a classic text in the field.

ISBN: 978-0195137569

Reading Level of Text, Grade: 12 Verified by: N Park

Recommended Other Texts and Materials

White, Deborah Gray, Mia Bay, and Waldo E. Martin, Jr., eds. Freedom on My Mind: A History of African Americans. Boston: Bedford St. Martins, 2013.

Berry, Diana and Gross, Kali. 2020. A Black Women's History of the United States. Penguin Random House.

Washington, Booker T. Up From Slavery.

DuBois, W.E.B. The Souls of Black Folk

Walker, Alice. Meridian.

ARTICULATION and CERTIFICATE INFORMATION

CSU TRANSFER:

Transferable CSU

UC TRANSFER:

Transferable UC

SUPPLEMENTAL DATA:

Basic Skills: N
Classification: Y
Noncredit Category: Y
Cooperative Education: N
Program Status: 1 Program Applicable
Special Class Status: N
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Course Control Number: CCC000626607
Sports/Physical Education Course: N
Taxonomy of Program: 220500