

ETHS R114: AFRICAN AMERICAN CULTURE AND EXPERIENCE

Originator
amelidonis

College

Oxnard College

Discipline (CB01A)

ETHS - Ethnic Studies

Course Number (CB01B)

R114

Course Title (CB02)

African American Culture and Experience

Banner/Short Title

African-Amer Ethnology

Credit Type

Credit

Start Term

Fall 2021

Co-listed (Same-as) Course(s)

ANTH R114

Taxonomy of Programs (TOP) Code (CB03)

2203.00 - Ethnic Studies

SAM Priority Code (CB09)

E - Non-Occupational

Control Number

CCC000561234

Primary Minimum Qualification

ANTHROPOLOGY

Department

Anthropology (2211)

Division

Oxnard Liberal Studies

Catalog Course Description

This course explores the richness and diversity of African American culture and experience in the Americas from the 1600's to the present. Utilizing an anthropological perspective, the course will critically explore concepts like race, identity, diaspora, discrimination, marginalization and hybridity while paying particular attention to the significant impact that African Americans have had on American culture as a whole. Topics for discussion will include the influences of Yoruba culture, slavery, the Harlem Renaissance, Pan-Africanism, civil rights, the Black Power movement, the Black Panthers, blues, jazz, poetry, sports, literature, and the culture of Hip Hop.

Taxonomy of Programs (TOP) Code (CB03)

2203.00 - Ethnic Studies

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

Letter Graded

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | Students will be able to analyze the impact of racism, discrimination, slavery, and segregation on African American communities in the United States, paying particular attention to how these struggles shape current structural issues in U.S. society today and the importance constructing a more equitable society. |
| 2 | Students will demonstrate the ability to apply anthropological and African American studies perspectives: avoiding ethnocentrism, critically analyzing and articulating concepts such as race, racism, eurocentrism, white supremacy, resistance, anti-racist movements, social justice, colonialism, imperialism and intersectionality including sexuality and gender within the context of African American culture and experience. |

- 3 Students will demonstrate a general understanding of of African American culture and experience including art, music, writing, religion, language, histories, intellectual traditions, cultures, lived-experiences, anti-racist movements, agency and resistance.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | Demonstrate a critical understanding of African American culture and experience across time, paying particular attention to the structural impact of racist policies, intersectionality, resistance and the importance of creating a more equitable society. |
| 2 | Identify key cultural and social movements and events important in the history of African American culture and experience including anti-racism and resistance movements, theoretical positions, lived-experience and intellectual traditions. |
| 3 | Describe the influence of African American culture on wider American culture and society including the importance of African American communities in agenative movements. |
| 4 | Recognize and apply key anthropological and African American studies concepts such as race as a cultural construction, identity, ethnocentrism, quand hybridity. |
| 5 | Develop and apply skills in critical thinking and expository writing based on logic, evidence, scholarly discernment and cross-cultural understanding. |

Course Content

Lecture/Course Content

- A. Anthropology and the Study of Culture
 - 1. Culture and Identity
 - 2. Ethnocentrism, Racism and Cultural Relativism
 - 3. Race as a Cultural Category
 - 4. The Importance of African American Studies Perspectives and Theory
 - 4. Identity Politics, Racism, White Supremacy
- B. Historical Roots of African American Culture
 - 1. West Africa culture
 - 2. Yoruba belief and religion
- C. Slavery and its Legacy
 - 1. Diaspora
 - 2. Theories of E. Franklin Frazier and Melville Herskovits
 - 3. Slave communities and life
- D. African American Culture in the Caribbean, Central and South America
 - 1. Ethnographic review of everyday life
- E. Religion
 - 1. Voudou, Candomble and Santeria
 - 2. Syncretism and hybridity
- E. African American Experience in the U.S.
 - 1. Slavery and Resistance
 - 2. The Harlem Renaissance
 - 3. Pan-Africanism
 - 4. The Civil Rights Movement
 - 5. The Black Power Movement
- F. African American Culture, Resistance and Influence on American Life
 - 1. Kinship and social structure
 - 2. Marginalization and Racism
 - 3. The Politics of Expression
 - 4. Language and Communication- African American Vernacular English
 - 5. Poetry and Literature
 - 6. Music- Blues, Jazz and Hip Hop
 - 7. Authenticity, hybridity and “keeping it real”

- 8. Emerging Identity and the Past
 - 9. Beauty, Gender and Identity
 - 10. The “Culture of Poverty” and Discourses of Responsibility
 - 11. Sports
- G. Future Directions
- 1. The Post-Race Concept
 - 2. Will racism ever end?
- H. The Importance of Equality

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
 Essays
 Group projects
 Objective exams
 Quizzes
 Reports/papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Class activities
 Class discussions
 Distance Education
 Group discussions
 Instructor-guided interpretation and analysis
 Instructor-guided use of technology
 Internet research
 Small group activities

Describe specific examples of the methods the instructor will use:

1. The instructor will lead discussions on topics that may include concepts of race, discrimination and identity.
2. The instructor will utilize lectures, films, and internet materials to explore and critically analyze topics relevant to the understanding of African American culture and experience.
3. Students will discuss topics relevant to the anthropological study of African American culture such as marginalization and resistance, structural inequality, and African American vernacular language.

Representative Course Assignments

Writing Assignments

Analytic papers based on interpreting reading assignments and lecture topics.

Essays based on research conducted on themes relevant to African American culture and experience.

Discussion post assignments relevant to the course topics and course objectives.

Critical Thinking Assignments

1. Participate in class, online and small group discussions regarding racism and discrimination, social justice, culture and resistance, and the politics of representation.
2. Students will complete short writing assignments exploring topics related to the study of African American culture and experience.

Reading Assignments

Twenty to sixty pages per week from the course textbook and other relevant sources including ethnographies, scholarly articles and websites.

Outside Assignments

Representative Outside Assignments

1. Film viewing, documented by brief write-ups. Example: Watching a film like Spike Lee's "Do the Right Thing" and writing about what the filmmaker was trying to convey through the film.
2. Participating in online discussions related to the course materials for that particular week. Topics may include how ethnocentrism and discrimination, the African roots of African American culture, religion in the African American community, African American cultural influence on American culture, and the legacy of slavery.
3. Students may be required to conduct ethnographic research with friends and family members. They will also be asked to keep up with current events and be expected to discuss current events which they feel are applicable to the class.

District General Education

- A. Natural Sciences**
- B. Social and Behavioral Sciences**
- C. Humanities**
- D. Language and Rationality**
- E. Health and Physical Education/Kinesiology**
- F. Ethnic Studies/Gender Studies**

CSU GE-Breadth

- Area A: English Language Communication and Critical Thinking**
- Area B: Scientific Inquiry and Quantitative Reasoning**
- Area C: Arts and Humanities**
- Area D: Social Sciences**
- Area E: Lifelong Learning and Self-Development**
- Area F: Ethnic Studies**

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

- Area 1: English Communication**
- Area 2A: Mathematical Concepts & Quantitative Reasoning**
- Area 3: Arts and Humanities**
- Area 4: Social and Behavioral Sciences**
- Area 5: Physical and Biological Sciences**
- Area 6: Languages Other than English (LOTE)**

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Darlene Clark Hine (2013). *African Americans: A Concise History* (5th). New York Pearson (Latest Edition). 0205969062

Resource Type

Textbook

Description

Eric Jackson (2015). *Introduction to African American Studies*. New York Pearson. 0205841015 (Latest Edition)

Resource Type

Textbook

Description

Irma McClaurin (2001). *Black Feminist Anthropology* (1st). New Brunswick Rutgers University Press (Classic Text). 0813529263

Resource Type

Textbook

Classic Textbook

No

Description

Balkaran, Stephen Ed. (2020) *An Introduction to African American Studies*. Cognella. NY, NY.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post on discussion board topics such as how African American cultural expression has shaped understandings of race in US culture.
E-mail	Faculty will communicate with students via email regarding course information and concerns.
Other DE (e.g., recorded lectures)	Faculty may record video lectures on the course content including on biological determinism, racism, ethnocentrism and discrimination, the politics of representation, cultural influences on/from the African American community.
Video Conferencing	Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post on discussion board topics such as how African American cultural expression has shaped understandings of race in US culture.

E-mail	Faculty will communicate with students via email regarding course information and concerns.
Other DE (e.g., recorded lectures)	Faculty may record video lectures on the course content including on biological determinism, racism, ethnocentrism and discrimination, the politics of representation, cultural influences on/from the African American community.
Video Conferencing	Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will post on discussion board topics such as how African American cultural expression has shaped understandings of race in US culture.
E-mail	Faculty will communicate with students via email regarding course information and concerns.
Other DE (e.g., recorded lectures)	Faculty may record video lectures on the course content including on biological determinism, racism, ethnocentrism and discrimination, the politics of representation, cultural influences on/from the African American community.
Video Conferencing	Faculty may utilize online live meetings with students to deliver lectures and have discussions on topics related to the course content.

Examinations

Hybrid (1%–50% online) Modality

- Online
- On campus

Hybrid (51%–99% online) Modality

- Online
- On campus

Primary Minimum Qualification

ANTHROPOLOGY

Review and Approval Dates

Department Chair

09/03/2020

Dean

09/03/2020

Technical Review

09/09/2020

Curriculum Committee

09/09/2020

DTRW-I

01/14/2021

Curriculum Committee

01/13/2021

Board

01/19/2021

CCCCO

MM/DD/YYYY

DOE/accreditation approval date

MM/DD/YYYY