

HIST R108: AFRICAN-AMERICAN HISTORY

Originator

jwilsongonzalez

College

Oxnard College

Discipline (CB01A)

HIST - History

Course Number (CB01B)

R108

Course Title (CB02)

African-American History

Banner/Short Title

African-American History

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course provides an analysis of the history of African Americans in the United States from their African origins to the present. The course examines how African-Americans, individually and collectively, have been influenced by and contributed to the historical development of the United States. This course satisfies degree requirements in American Institutions.

Taxonomy of Programs (TOP) Code (CB03)

2205.00 - History

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

Is this course part of a family?

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 evaluate the dynamics of American slavery: motivations, statistics, and consequences. |
| 2 | Students will evaluate the dynamics of the African American Civil Rights Movement: organizations, public policies, and consequences. |

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

- | | |
|---|---|
| 1 | Arrange major and significant occurrences in African-American history in proper chronological order. |
| 2 | Examine the connection between various historical events and trends that have shaped the American nation as a whole and the experiences of African Americans in particular (with special emphasis upon political, economic, social, and cultural developments). |
| 3 | Interpret historical data, information, and articles for their meaning and significance, which the student should then be able to express using good critical thinking and writing skills to formulate reasonable and informed learned discourses on both specific and broad themes in African American history and the human experience. |
| 4 | Analyze and appraise various interpretations and explanations about African American history and test existing theories and approaches by referring to primary sources and constructing one's own valid and logical interpretations and explanations. |
| 5 | Explain how the principles underlying American institutions and traditions have shaped and been shaped by African Americans, with particular attention paid to demonstrating a clear understanding of the principles of America's key founding documents (Declaration of Independence, Constitution, Bill of Rights, and later amendments) and how African Americans have struggled for equality while helping America live up to its principles. |

Course Content**Lecture/Course Content**

1. Definition and Origins of African American History
2. Different Approaches to the Field of African American History
3. Recurrent Themes Present Throughout African American History
 - a. Perceptions, prejudices and reality
 - b. Continuity and change in the relationship of African American experiences in the past to those of the present

- c. Political, social, religious, biological, and legal issues concerning the treatment of African Americans
 - d. African Americans and the causes, evolution, and effects of slavery
 - e. Oral traditions and culture
 - f. Interrelationship between race, class, and gender
 - g. African American history in relation to mainstream history
 - h. African Americans and their impact on American popular culture
4. Africa Before European Colonization of the Americas
 - a. The diversity of Africa
 - b. Nations of West Africa
 - c. Women in Africa
 5. European Colonization and the Slave Trade
 - a. European exploration and colonization
 - b. The African Slave Trade
 - c. The Atlantic Slave Trade
 - d. The Middle Passage
 6. Slavery in Colonial North America
 - a. Jamestown and the Chesapeake
 - b. White Indentured Servitude
 - c. From Negro to Negro: The formation of legal slavery
 - d. Plantation Slavery
 - e. Codification of Slavery
 - f. Early African American Culture
 7. Slavery, Freedom, and the American Revolution
 - a. The Age of the Enlightenment and Liberty
 - b. Equality of Souls: the First Great Awakening
 - c. American Freedom and Declaration of Independence
 - d. African Americans and the War: Loyalists and Patriots
 - e. Role of Slavery in Constitutional Debate
 - f. The Promise of Manumission
 8. Slavery and Race in the Early Republic
 - a. The Decline of Northern Slavery
 - b. Slavery under the Articles of Confederation: The Northwest Ordinance
 - c. Slavery and the Constitution
 - d. Early Abolitionists
 - e. The Changing Economics of Slavery: Louisiana and Cotton
 - f. The Rise of the Free Black Community
 9. The Effects of the Cotton Economy
 - a. Expansion South and West
 - b. Formation of the Negro Experience and Antebellum Community
 - c. Religion, Life, and Culture
 - d. The Domestic Slave Trade
 - e. Slave Families
 - f. African Roots of American Slave Culture
 10. Opposition to Slavery
 - a. The Free Black Community in the South
 - b. The Free Black Community in the North
 - c. Slave Resistance
 - d. Industry, Democracy, and the Second Great Awakening
 - e. Abolitionism
 - f. The Politics of Anti Slavery
 - g. The Pro-Slavery Position
 11. Slavery and Westward Expansion
 - a. The Missouri Compromise
 - b. Free Labor and The Wilmot Proviso
 - c. California and the Compromise of 1850
 - d. Uncle Tom's Cabin and the Expansion of Abolition
 - e. The Dred Scott Case and the Debate Over Slavery

- f. John Brown and Radical Abolition
- g. Abraham Lincoln and the Republican Party
- 12. The Civil War and the Causes of Emancipation
 - a. The Purpose of the War: Union, States Rights, or Slavery?
 - b. Northern Free Blacks and the Union Army
 - c. Slaves as Contrabands Of War
 - d. The Politics and the Morality of the Emancipation Proclamation
 - e. Black Men and the Union Army
 - f. Black Men and the Confederate Army
- 13. The Era of Reconstruction
 - a. Slavery Ends
 - b. The Meaning of Freedom
 - c. The Freedmans Bureau and the Black Codes
 - d. Experiments in Protecting Freedom
 - e. Education and Politics
 - f. Radical Reconstruction and the Effort to Protect Civil Rights
 - g. Violence, Scandal mongering, and the Consequences of Redemption
 - h. Limiting Access to Civil Rights by the Judicial System
 - i. The Compromise of 1877
- 14. The Jim Crow South
 - a. The Ideal of the New South
 - b. Politics and Populism
 - c. Disenfranchisement
 - d. Legalized Segregation
 - e. Violence and Deference
 - f. Economic Restrictions
 - g. Limited Successes
- 15. Challenging White Supremacy in the Gilded Age
 - a. The Foundations of White Supremacy
 - b. Educational Opportunities
 - c. Religion and The Negro Community
 - d. The Negro Middle Class
 - e. Legitimization of Jim Crow entertainment
 - f. The Labor Movement
 - g. Black Intelligentsia
- 16. World War I and the Age of the New Negro
 - a. WWI the fight for Democracy at Home and Abroad
 - b. The Great Migration
 - c. The New Negro Movement
 - d. The influence of Non democratic Ideology and Demagoguery
 - e. The Rise of Northern Black Communities
 - f. Black Resistance
 - g. The Harlem Renaissance
 - h. Blacks in Popular Culture
- 17. Blacks and the Great Depression (1930s)
 - a. Hard Times for Black Americans
 - b. Protest and Civil Rights in the Depression
 - c. A New Deal for Blacks
 - d. Blacks and the New Deal Coalition
 - e. Limits of the New Deal
 - f. Organized Labor
- 18. Blacks and the Second World War (1939-1945)
 - a. Mobilization and the March on Washington
 - b. Race in the Army and the Cost of Discrimination
 - c. Fascism, White Supremacy, and wartime suffrage Employment Opportunities
 - d. Race Riots
 - e. Labor and Race
 - f. Anti Communism and Civil Rights

19. Black Culture in the 1930s and 1940s
 - a. Depictions in Popular Culture: Radio and Film
 - b. Music: Gospel, Jazz, and the Blues
 - c. Black Art and Literature
 - d. The Symbolism of Sports: Jesse Owens, Joe Louis, and Jackie Robinson
20. The Era of Civil Rights
 - a. The Brown Decision and White Resistance
 - b. Equal Access through Boycotts
 - c. Equal Access through Nonviolent Direct Action
 - d. Testing Legal Desegregation
 - e. The March on Washington and the Civil Rights Act
 - f. Freedom Summer and the Voting Rights Act
 - g. The Pursuit of Economic Rights
21. Black Nationalism and Black Power
 - a. The Nation of Islam and Malcolm X
 - b. The Black Critique of Racial Integration
 - c. Black Power and the Critique of Accommodation
 - d. Black Nationalism and Exclusivity
 - e. Urban Race Riots
 - f. Vietnam
 - g. Black Studies and the Critique of University Curricula
 - h. Black is Beautiful: the Emergence of a New Black Consciousness
 - i. Blacksploitation and the Changing Face of Blacks in Film
22. African Americans in Politics
 - a. The Nixon Years: FAP, Bussing, and the Silent Majority Strategy
 - b. The Emergence of Elected Black Officials
 - c. The Black Middle Class
 - d. Reagan and the Attack on Social Programs and Affirmative Action
 - e. Black Conservatism
 - f. The Anti Apartheid Movement
 - g. Clinton and Welfare Reform
 - h. AIDS in Africa
23. Race in Modern America
 - a. Race and Resurgence of Conservatism
 - b. The Rise of Rap and Hip Hop
 - c. Afrocentrism
 - d. The Nation of Islam and the Million Man March
 - e. Black Feminism
 - f. Race and Poverty in America
 - g. Health and Education
 - h. Race and Incarceration
 - i. Multiculturalism and Race Consciousness
 - j. The Obama Era

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

Individual projects

Objective exams

Oral presentations
 Quizzes
 Reports/papers
 Research papers

Instructional Methodology

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

Audio-visual presentations
 Computer-aided presentations
 Collaborative group work
 Class activities
 Class discussions
 Distance Education
 Field trips
 Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Internet research
 Lecture
 Small group activities

Describe specific examples of the methods the instructor will use:

1. Instructor will direct interactive instructional activities asking students to compare and contrast historical data and primary source material with the secondary account of African-American history presented in their text.
2. Interactive lecture-discussions, supplemented by PowerPoint slides, about the major topics covered in the course, like the origins of slavery in British America.
3. Guided and focused class discussions of representative historical events. These discussions would solicit student opinions on the relationship between such past events as their present values and lives.
4. Guided exercises on how to write history essays, research papers, and/or book reviews.
5. Providing students with the opportunity to listen to and ask question of guest speakers.
6. Individual and small group work supported by audio-visual presentations.
7. Instructor will show a video on Nat Turner's Rebellion.

Representative Course Assignments

Writing Assignments

1. Responses to specific tasks presented in worksheets or task specific activities, such as composing thoughtful responses to assigned questions for a primary source reading, with the intension of sharing the responses with fellow students in a later classroom group discussion
2. Individual free-standing essays or research papers, such as on the 1960s issue of Black nationalism and exclusivity versus accommodation and inclusivity
3. Rough drafts in preparation for an essay exam, from a list of possible essay topics provided by the instructor
4. Journaling of learning activities
5. Creative presentations of ideas and concepts, such as by using songs, poems, plays, stories, or dialogues

Critical Thinking Assignments

1. Participate in class and small group discussions debating the impact of the Black troops in the Civil War.
2. Compare and contrast primary source documents to evaluate authorship.
3. Synthesize readings assigned throughout the semester, including Frederick Douglass's book, *Narrative of the Life of Frederick Douglass*, to write a paper discussing the various methods of dehumanization of slavery in the U.S. and ways in which people resisted such methods.
4. Compare and contrast the Civil Rights movement in the first-half of the 1960s with the latter half.

Reading Assignments

1. A survey text chosen for the course such as *From Slavery to Freedom*, by John Hope Franklin and Evelyn Higginbotham
2. A document or primary source reader
3. A supplemental text including both primary and secondary source material
4. Supplemental material prepared by the Instructor such as abstracted articles or short biographical vignettes on people like Langston Hughes

5. Externally located material germane to the course such as sources on the Internet or housed in the library such as primary source documents or research abstracts

Other assignments (if applicable)

1. Library inquiry activities and assignments, such as those needed to give a presentation to the class
2. Internet inquiry activities
3. Visual activities such as reporting on or reviewing documentaries found online or on reserve in the library

Outside Assignments

Representative Outside Assignments

1. Library and internet inquiry activities such as locating bodies of evidence and documents pertaining to the material covered in class.
2. Creating maps and timelines that help students internalize the geographic and chronological dynamics of African-American history.
3. Watching and evaluating documentaries for the purpose of writing a review or report and also for the purpose of supplementing the perspectives provided by the lectures and assigned readings.
4. Museum visits that require a written and/or oral report.
5. Weekly short essay assignments evaluating and debating primary and secondary sources.
6. Research and write a historical essay on the historical significance of slavery in the United States.
7. Prepare written and/or oral presentations on topics such as the Harlem Renaissance.

Articulation

Comparable Courses within the VCCCD

HIST M131 - African American History to 1877
HIST M141 - African American History

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

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

White, D. G.; Bay, M.; Martin Waldo (2013). *Freedom on My Mind: A History of African Americans with Documents (Combined Volume)* (1). Bedford.

Resource Type

Textbook

Description

Walton, H. Smith, R (2014). *American Politics and the African American Quest for Universal Freedom* (7). Pearson.

Resource Type

Other Resource Type

Description

Frederick Douglass, Narrative of the Life of Frederick Douglass, An American Slave and Essays, 1st ed., Cengage, 2005..

Resource Type

Other Resource Type

Description

Henry Wiencek, The Dark Side of Thomas Jefferson, Smithsonian magazine, October 2012..

Resource Type

Other Resource Type

Description

Harriet Jacobs, Incidents in the Life of a Slave Girl, 1st ed., Bedford St. Martin's, 2010..

Resource Type

Other Resource Type

Description

Olaudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano, 2nd ed., Bedford St. Martin's, 2007..

Resource Type

Textbook

Classic Textbook

No

Description

Theoharis, Jeanne, (2018). *A More Beautiful and Terrible History: The Uses and Misuses of Civil Rights History*. Boston: Beacon Press.

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)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed, such as asking students to analyze the impact of U.S. intervention in Latin America, will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
Other DE (e.g., recorded lectures)	Students will watch online lecture videos.
Face to Face (by student request; cannot be required)	Students will have direct face-to-face contact with instructor during weekly class meetings. This time will provide the opportunity for students to discuss and ask questions about the material to facilitate student learning objectives and course outcomes. The instructor will also hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Video Conferencing	Video tools such as ConferZoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week where s/he will be available for synchronous chat and be available in the discussion board and can answer questions in live time.
E-mail	E-mail, class announcements and various learning management system tools will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed, such as asking students to analyze the impact of U.S. intervention in Latin America, will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
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100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
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Examinations**Hybrid (1%–50% online) Modality**

Online

On campus

Hybrid (51%–99% online) Modality

Online

On campus

Primary Minimum Qualification

HISTORY

Review and Approval Dates**Department Chair**

09/19/2020

Dean

09/21/2020

Technical Review

11/25/2020

Curriculum Committee

11/25/2020

Curriculum Committee

12/09/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000323931

DOE/accreditation approval date

MM/DD/YYYY