

CATALOG INFORMATION

Dept and Nbr: HIST 30

Title: AFRICAN AMERICAN HISTORY

Full Title: African American History

Last Reviewed: 5/13/2024

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:
A critical examination of African American history and historiography covering the colonial period through the opening of the 21st century. We will trace the African American experience from its West African roots, through the trauma of the Atlantic slave trade, and the struggle of a people to create culture and community under the brutal conditions of American slavery. Following an overview of the Civil War and Reconstruction, students will analyze the rise of “Jim Crow,” black migration and urbanization over the course to two world wars and the continuing influence of African Americans on the politics and culture of the United States.

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Schedule of Classes Information:
Description: A critical examination of African American history and historiography covering the colonial period through the opening of the 21st century. We will trace the African American

experience from its West African roots, through the trauma of the Atlantic slave trade, and the struggle of a people to create culture and community under the brutal conditions of American slavery. Following an overview of the Civil War and Reconstruction, students will analyze the rise of “Jim Crow,” black migration and urbanization over the course to two world wars and the continuing influence of African Americans on the politics and culture of the United States.
(Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
	D	Social and Behavioral Sciences	Fall 2022
	F	American Institutions	
	G	American Cultures/Ethnic Studies	
	D	Social and Behavioral Sciences	Fall 1981
	G	American Cultures/Ethnic Studies	Fall 2022
CSU GE:	Transfer Area	Effective:	Inactive:
	D	Social Science	Fall 2023
	D1	Anthropology and Archeology	
	D3	Ethnic Studies	
	D4	Gender Studies	
	D5	Geography	
	D6	History	
	X1	U.S. History	
	D	Social Science	Fall 2011
	D3	Ethnic Studies	Fall 2023
	D6	History	
	D	Social Science	Fall 2000
	D6	History	Summer 2011
	D	Social Science	Fall 1981
	D1	Anthropology and Archeology	Summer 1995
	D4	Gender Studies	
	D5	Geography	
IGETC:	Transfer Area	Effective:	Inactive:
	4	Social and Behavioral Science	Fall 2023
	4C	Ethnic Studies	
	4F	History	
	XA	U.S. History	
	4	Social and Behavioral Science	Fall 2011
	4C	Ethnic Studies	Fall 2023
	4F	History	
	4	Social and Behavioral Science	Spring 2000
	4F	History	Summer 2011
	4	Social and Behavioral Science	Fall 1992
	4F	History	Fall 1995

CSU Transfer: Transferable Effective: Fall 1981 Inactive:

UC Transfer: Transferable Effective: Fall 1981 Inactive:

CID:

Certificate/Major Applicable:

Major Applicable Course

COURSE CONTENT

Outcomes and Objectives:

Upon completion of this course, students will be able to:

1. Describe historical methodology and demonstrate an analytical approach to interpreting the past.
2. Compare and contrast different historical interpretations to explain historical events and societal change over time.
3. Critically evaluate key issues in the African American experience.
4. Recognize the centrality of slavery and its eventual abolition to America's economic and political development through the 19th century.
5. Trace the African American struggle for equal rights and analyze its impact on American law and politics up to the present day.
6. Identify and explain the African American influence on American culture.
7. Trace the historical roots of racism and analyze the ongoing problems of racial and class conflict in contemporary American society.
8. Compose expository essays analyzing historically significant people, events and problems in United States History.

Topics and Scope:

1. History as Social Science
 - A. Understanding the present through analyzing the past
 - B. Methods of inquiry, primary and secondary sources, analysis and critical thinking
2. African American Historiography: Black Americans and the Historians, 1880 - Present
3. African Roots of African American Culture
 - A. Africa and the ancient world
 - B. West African society and culture
 - C. Early encounters with Europeans
4. African Diaspora: Slavery and the Atlantic World
 - A. Impact of the slave trade on Africa, Europe and the Americas
 - B. Slave societies of the Western Hemisphere: a comparative view
 - C. Slavery in British colonial America
5. Blacks and the American Revolution: Race, Slavery, and "Natural Rights" Philosophy
6. Slavery and the "Cotton Kingdom"

- A. The “peculiar institution” and antebellum America
- B. Culture of resistance: “the world the slaves made”
- 7. North of Slavery: Free Blacks in Antebellum America
- 8. Slavery and a Nation Divided
 - A. The abolitionist crusade
 - B. Slavery, manifest destiny, and political realignments
 - C. “Irrepressible Conflict”: the road to civil war
- 9. The Civil War: “Second American Revolution”
 - A. From war for union to war for emancipation
 - B. Blacks and the Union
 - C. Blacks and the Confederacy
- 10. Reconstruction: “Failed Revolution”
 - A. 13th, 14th, 15th amendments
 - B. Republicans - black and white
 - C. Southern white resistance and the Compromise of 1877
- 11. African Americans and the “New South”
 - A. Contract labor, sharecropping, and the convict-lease system
 - B. “Separate but equal”: Plessey v. Ferguson, 1896
 - C. Washington and Dubois: accommodation vs. protest
- 12. Race Relations and Imperial America
 - A. “Exodusters,” “Buffalo Soldiers,” and the trans-Mississippi West
 - B. Racial ideology and the Spanish American War
 - C. White supremacy triumphant
- 13. World War I, the Great Migration, and the “New Negro”
 - A. Marcus Garvey and the Universal Negro Improvement Association
 - B. Harlem Renaissance and the Jazz Age
 - C. African Americans and the New Deal
- 14. World War II: Seeds of Revolution
 - A. A. Phillip Randolph and the March on Washington Movement
 - B. “Double ‘V’”: the fight at home and abroad
- 15. The Civil Rights Movement
 - A. Racial reform and Cold War politics
 - B. Civil disobedience and the strategy of nonviolence
 - C. Martin Luther King: from Montgomery to “I Have a Dream”
 - D. Successes and failures: 1954 - 1965
- 16. Black Power and the Sixties
 - A. Malcolm X and nascent black consciousness
 - B. Black Panther Party and anti-capitalist critique
 - C. Black Student Movement and Black Studies
 - D. Rise of black elected officials
- 17. Johnson’s Great Society and Conservative Reaction
 - A. The Vietnam War and inner-city rebellions
 - B. “White flight” and inner-city poverty
 - C. Conservative challenge to New Deal/Great Society liberalism
 - D. Progress and poverty at the end of the 20th century
- 18. African Americans in the 21st Century
 - A. Hip Hop Nation, black cultural expression, and the American mainstream
 - B. Election of Barack Obama

Assignment:

1. Reading 40 to 80 pages per week. Assignments may consist of either primary or secondary

sources.

2. 12 to 15 pages of writing which may consist of any combination of: homework, analytical essays, reaction or research papers, film or book reviews.
3. One essay-based midterm and one essay-based final exam which may also include multiple choice or short answer questions.
4. Class participation which may include small group work, extemporaneous question and answer, or oral presentations.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, analytical essays, reaction or research papers, film or book reviews

Writing
25 - 50%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations
0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Essay, multiple choice, and other forms of formal testing

Exams
50 - 75%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance and participation

Other Category
0 - 25%

Representative Textbooks and Materials:

African Americans: A Concise History, 3rd edition. Clark Hine, Darlene, et al. Pearson: 2010

In Search of the Promised Land: A Slave Family in the Old South. Franklin, John Hope and Schweninger, Loren. Oxford University Press: 2006

Race, Reform, and Rebellion: The Second Reconstruction and Beyond in Black America, 1945 - 2006, 3rd edition. Marable, Manning. University Press of Mississippi: 2007

