Degree Applicable

Glendale Community College
October 2013

COURSE OUTLINE

Ethnic Studies 132
The African American Experience

I. Catalog Statement

Ethnic Studies 132 surveys the African American experience. It traces the role and contributions of African American people in the development of the United States. The course includes such major topics as the slave trade, the Revolutionary War and Civil War, the development of African American communities and culture as well as contemporary African American issues.

Total Lecture Units: 3.0
Total Course Units: 3.0

Total Lecture Hours: 48.0
Total Faculty Contact Hours: 48.0

Recommended Preparation: Eligibility for English 120 or ESL 151

II. Course Entry Expectations

Skill Level Ranges: Reading 5, Writing 5, Listening Speaking 5, Math 1.

Prior to enrolling in the course, the student should be able to:

1. analyze short essays (approximately 2-6 pages in length) to identify thesis, topic, developmental and concluding sentences, as well as transitional expressions used to increase coherence;
2. evaluate compositions for unity, sufficiency of development, evidence, coherence, and variety of sentence structure;
3. organize and write an essay which
   a. addresses the topic and is directed by a thesis statement
   b. has an introduction, body, and conclusion and demonstrates a basic understanding of essay organization
   c. shows some awareness of critical thinking: e.g., linkage of evidence with assertion, some awareness of pro-con sides to an issue, ability to compare/contrast two short readings in a focused way
   d. develops ideas, moving from general to specific
   e. is easy to read and follow

III. Course Exit Standards

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

1. demonstrate the important contributions of African Americans to American society;
2. compare and contrast the experience of African Americans and white Americans in the United States;
3. evaluate American history from an alternative perspective;
4. assess the history of African Americans as part of America's history;
5. assess the role of African Americans in American society.

IV. Course Content — Total Faculty Contact Hours = 48

A. Introduction — 2 hours
1. Orientation and class objectives
2. Africa, the cradle of civilization
3. The myth of African societies
4. Major West African empires: Ghana, Mali & Songhrai

B. "How Europe Under-developed Africa" — 2 hours
1. African servitude
2. The Atlantic slave trade

C. African People in the Americas — 2 hours
1. People become property
2. Why slave labor
3. Pattern of settlement in the Americas
4. The tri-racial relationship between the European, the African and the American Indian in the New World

D. The Industrial Revolution and Slavery — 2 hours
1. The industrial north
2. The cotton south: The plantation economy

E. Slavery in the American Colonies — 8 hours
1. The need for a work force
2. The comparison between African slavery and white indentured servitude
3. The transition from African to African American
4. The differences between slavery in the United States and other parts of the New World
5. To be a slave: daily life
6. Treatment of slaves in law and practice
7. The relationship between the status of the African American and immigration
8. Responses to slavery:
   a. accommodation
   b. escaped slaves
   c. slave revolts

F. Slavery and the Revolutionary War 6 hours
1. Causes of the war
2. African Americans in the war
3. Slavery written into the Constitution: Three-fifths compromise
4. Abolition movements
   a. northern states
   b. general anti-slavery movements
   c. splits in the movement

G. The Civil War and Slavery in the New Territories 6 hours
1. The Missouri Compromise of 1820
2. The Compromise of 1850
3. The Kansas-Nebraska Act
4. African Americans in the Civil War: Port Hudson and Milliken's Bend
5. The Lincoln program
6. The emancipation movement
7. The 13th Amendment

H. The Decades of Disappointment: 1865-1900 5 hours
1. Presidential reconstruction
2. Congressional reconstruction-The Freedman's Bureau
3. The collapse of reconstruction
4. The Black Codes and Jim Crow
5. The 14th amendment
6. The "New South":
   a. sharecropping
   b. political terrorism and the KKK

I. Migration and “Ghetto-ization” 2 hours
1. The move to the North
2. Proletarianization: African Americans in industry
3. The process of “ghetto-ization”

J. The Question of Bread and Butter or an African American Renaissance: 1900-1950 2 hours
1. African Americans in World War I
2. The effects of the depression on the African American populace: 1929-1933
3. Did African American people really get a "New Deal?": 1935-1940
4. African Americans in World War II
5. The African American renaissance
6. The debate: Booker T. Washington vs. W.E.B Dubois
7. African Independence and the freedom of African Americans

K. The Civil Rights Movement and Contemporary Issues 8 hours
1. The process of determining African American leadership

2. The primary role of the African American Church in the Afro-American experience
3. Student Non-violent Coordinating Committee (SNCC)
4. Southern Christian Leadership Council (SCLC)
5. Congress on Racial Equality (CORE)
6. National Association for the Advancement of Colored People (NAACP)
7. United Negro Improvement Association (UNIA)
8. Black Panther Party
9. Republic of New Africa

L. African American Cultural Expressions 3 hours
1. African American music (gospel, blues and jazz)
2. African Americans in film and media
3. African Americans in literature

V. Methods of Instruction

The following instructional methodologies may be used in the course:
1. classroom lecture and discussion;
2. audio-visual presentations;
3. guest presentations.

VI. Out of Class Assignments

The following out of class assignments may be used in the course:
1. research paper;
2. readings;
3. prepare class presentations (e.g. students separated into groups such as women, religion, families, neighborhoods, etc. present topics as related to the African American Community. Presentations should be thirty minutes long and will take the form of debates, skits, game shows, talk shows, etc.)

VII. Methods of Evaluation

The following methods of evaluation may be used in the course:
1. three to five examinations and one a final examination demonstrating course exit standards;
2. class participation demonstrating course exit standards;
3. instructor evaluation of class presentations.

VIII. Textbook(s)

Hine, Darlene Clark, William C. Hine, and Stanley Harrold. *African Americans: A Concise History*, 4th Edition. Boston: Pearson, 2012. Print.
13th Grade Textbook Reading Level. ISBN: 978-0205108886

Carson, C., *African American Lives: The Struggle for Freedom, 1st ed.* New York: Longman, 2004. Print.
13th Grade Textbook Reading Level. ISBN: 0-321-27710-4

Sklar, Kathryn Kish, *Women's Rights Emerges Within the Antislavery Movement 1830-1870: A Brief History With Documents.* Bedford: St. Martins, 2000. Print.
13th Grade Textbook Reading Level. ISBN: 0-312-10144-9

IX. Student Learning Outcomes

Upon successful completion of the required coursework, the student will be able to:

1. understand U.S. history from an African American perspective;
2. construct an argument using supportive and appropriate sources;
3. identify and critique various political, economic, and social forces that have been key to the African American community and its development within the United States.