

HIST 0018A - THE AFRICAN AMERICAN EXPERIENCE IN AMERICAN HISTORY TO 1877

Catalog Description

Advisory: Eligibility for ENGL 1A

Hours: 54 lecture

Description: History of African Americans from the pre-European West African city state kingdoms to the end of Reconstruction; major events in America's development emphasizing the role of people of African descent in the political, social and economic life of the United States; the institution of slavery; free blacks in the North and the abolitionist movement. (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Differentiate primary and secondary sources and how each are used to make claims relative to African American history through 1877.
- CSLO #2: Analyze the origins of the American Constitution and its impact on American cultural developments relative to African American history through 1877 with emphasis on race, class, gender and ethnicity.
- CSLO #3: Compose coherent, persuasive academic historical arguments regarding African American history through 1877 using correct academic citation methods.
- CSLO #4: Investigate major political, economic and social changes in African American history through 1877 with emphasis on culture, race, class, gender and/or ethnicity.

Effective Term

Fall 2019

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

Through combined essay/objective exams, and/or formal papers, and/or in-class discussions, and/or in-class group presentations, students will be able to:

1. Analyze the major events and issues concerning African Americans
2. Assess and appraise the role of African Americans in the development of the United States
3. Analyze various philosophies concerning the effort to obtain equal rights for African Americans

4. Compare and contrast the similarities and differences between African Americans and other ethnic groups in the United States
5. Analyze and interpret the effects of the institution of slavery in Europe, Africa, the Caribbean Islands, and North America
6. Assess and appraise the contributions of prominent African Americans to the formation and development of American society
7. Identify the key points in developing the rights and responsibilities of American citizenship during the Constitutional era and the impact of these ideals on African Americans and the institution of slavery.
8. Summarize the basic principles of the Constitution and Bill of Rights; identify fundamental American political values that flow from the Constitution.
9. Identify and discuss Constitutional provisions that legitimized slavery and racial oppression; analyze the contradictions inherent in a society founded on the principles of freedom and equality, and the persistence of slavery and racial oppression.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Literature & Language
 - AA/AS - Multicultural Studies
 - AA/AS - Social Sciences
- CSU GE Applicability (Recommended-requires CSU approval)
 - CSU - US1 Hist/Const/Amer Idea
 - CSUGE - C2 Humanities
 - CSUGE - D3 Ethnic Studies
 - CSUGE - D6 History
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
 - IGETC - 3B Humanities
 - IGETC - 4C Ethnic Studies
 - IGETC - 4F History

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: Variable credit (5-10 points) depending on participation.
 1. Discuss the different variations of slavery in the Western Hemisphere and Africa and how they differed from the institution of slavery as it developed in North America.
- Essay Examinations
 - Example: Answer the following question in your Bluebook. Organize your answers and use specific historical examples from lecture and the textbook to support your thesis. Rubric Grading. Understanding slavery is essential to comprehending the colonial experience. Explain the development of slavery in the various colonies. What led to the importation of slaves? What were the experiences of slaves and how did they create their own culture in the New World?
- Objective Examinations
 - Example: Answer each of the following multiple choice questions on your Scantron form 882: The Supreme Court ruled that no African American, whether slave or free, could ever enjoy the rights of a U.S. citizen in the...? A. Fugitive Slave Act B. Compromise of 1850 C. Freeport Doctrine D. Dred Scott case Nat

Turner launched a large slave rebellion in which of the following states? A. South Carolina B. Georgia C. Virginia D. Alabama

- Projects

- Example: During African American History and Culture week students (in pairs) will create a visual presentation to place in the Quad during the week for public view that relates to African American history on 3-Panel Poster Board. Students will be graded on the accuracy and presentation quality of the project.

- Reports

- Example: Students choose a category (medicine, science, sports, politics, law, business, etc.) and for 10 points submit a 1 page, single-spaced biography with sources about a significant African American within that category. Students attend an African American history play, reading, talk, or watch an African American history film and, for 10 points, write a 1-2 page report describing the event and its significance.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. The instructor will assign primary source materials on the abolitionist movement prior to class. In lecture/discussion format, the instructor will use these materials as a starting point to compare and contrast historical points of view in either classroom/web-based discussions or in writings assignments.
2. The instructor will provide material in lecture format (either oral or written) on "Slave Culture in the British Colonies." Students should be prepared to discuss in class.

Distance Learning

1. The instructor will provide a video lecture with close captioning for students focusing on the impact of the Civil War on the lives of African Americans in both the North and South for which students should take notes for a later assessment.

Typical Out of Class Assignments

Reading Assignments

1. In Hine's, "The African American Odyssey" read chapter 8 entitled "Opposition to Slavery" and provide a written response to each of the following questions using material from the chapter: Evaluate the interaction of black and white abolitionists during the early nineteenth century. How did their motives for becoming abolitionists differ? How did Gabriel, Denmark Vesey, and Nat Turner influence the northern abolitionist movement? What risks did Maria W. Stewart take when she called publicly for antislavery action? 2. Read the Frederick Douglass slave narrative and provide a written response to the following questions: How did Frederick Douglass understand his "life"? What were its lessons? What lessons did he learn? What lessons did he hope his fellows still in slavery would learn? What lessons did he hope white people—North and South—would learn? What was Douglass' assessment of Sophia Auld's character? How did becoming a slave owner change her? In Douglass' opinion, how did slavery change society? What were the implications of Douglass' understanding of Sophia Auld for his view of the proper role

of women in American society? Douglass entered a Northern society increasingly divided by class: working class and owning class. Who did Douglass identify with? How do you know that? Most Northerners had no direct knowledge of slavery. Douglass' Narrative informed them of what it was like. How accurate was Douglass' portrayal? What was the nature of slavery in Frederick Douglass' Maryland? How representative was Douglass' experience? What were the differences between life on an Eastern Shore plantation and life in Baltimore? What were the benefits and disadvantages of urban and rural slave life?

Writing, Problem Solving or Performance

1. Write a 7-10 page research paper covering a topic in African American history from the colonial period to the end of Reconstruction. The paper project will be comprised of four steps which are explained below:

- a. Write a prospectus where you explain your topic area of interest, the question you will address, and why you find it compelling. Your prospectus must be approved before you can move on to the research paper outline.
- b. Write a research paper outline where you structure the paper after completing a significant amount of your research. The outline will include an introductory paragraph with a clear thesis statement.
- c. Write the research paper, using Chicago Manual of Style guidelines, making sure you include footnotes, a title page and bibliography.

2. Write a critical review of one of the following monographs in colonial African American History. Your review must include both a summary of the contents and a critical analysis of the text. The review must be double-spaced and at least 500 words in length. Deborah Gray White, "Ar'n't I a Woman?" Alan Kulikoff, "Tobacco and Slaves" Peter Wood, "Black Majority" Edmund S. Morgan, "American Slavery, American Freedom" Mechal Sobel, "The World They Made Together"

Other (Term projects, research papers, portfolios, etc.)

Required Materials

- The African-American Odyssey
 - Author: Hine, Darlene; Hine, William; and Harrold, Stanley
 - Publisher: Pearson
 - Publication Date: 2013
 - Text Edition: 6th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Freedom On My Mind: A History of African Americans with Documents
 - Author: White, Deborah Gray; Bay, Mia; Martin Jr., Waldo E.
 - Publisher: Bedford/St. Martin's
 - Publication Date: 2017
 - Text Edition: 2nd
 - Classic Textbook?:
 - OER Link:
 - OER:
- Stamped from The Beginning: The Definitive History of Racist Ideas in America
 - Author: Kendi, Ibram
 - Publisher: Nation Books
 - Publication Date: 2017
 - Text Edition: 1st

- Classic Textbook?:
- OER Link:
- OER:
- Ar'n't I a Woman?: Female Slaves in the Plantation South
 - Author: White, Deborah Gray
 - Publisher: W. W. Norton & Company
 - Publication Date: 1999
 - Text Edition: 2nd
 - Classic Textbook?:
 - OER Link:
 - OER:
- Narrative of the Life of Frederick Douglass: An American Slave, Written by Himself
 - Author: Douglass, Frederick
 - Publisher: Bedford/St. Martin's
 - Publication Date: 2017
 - Text Edition: 3rd
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.