

ETHN 0021 - AFRICAN AMERICAN HISTORY THROUGH RECONSTRUCTION

Catalog Description

Hours: 54 lecture

Description: This course explores the history of African Americans from pre-colonial Africa through the Reconstruction era. It examines the transatlantic slave trade, the institution of slavery, acts of resistance, the role of African Americans in the Civil War, and the political and social impacts of Reconstruction. Students will engage with historical texts, primary sources, and scholarly interpretations to gain a comprehensive understanding of African American history during this period. (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Analyze the historical, cultural, and economic foundations of African societies prior to European contact, challenging Eurocentric narratives of African history.
- CSLO #2: Analyze the historical development of systemic oppression in the United States, focusing on the transatlantic slave trade and its enduring economic and social impact on African Americans.
- CSLO #3: Apply historical analysis to contemporary issues by identifying connections between systems of oppression established during slavery and Reconstruction and current racial disparities in education, housing, politics, and the criminal justice system.
- CSLO #4: Apply theory and knowledge produced by African American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived experiences, and social struggles with special emphasis on agency and group affirmation.
- CSLO #5: Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self determination, liberation, decolonization, imperialism, and anti-racism as analyzed in African American Studies.
- CSLO #6: Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in African American communities for a just and equitable society.
- CSLO #7: Identify the social, economic, political and cultural factors that have influenced and shaped the African American experience.

Effective Term

Fall 2026

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Describe the political, cultural, and economic structures of pre-colonial African societies.
2. Analyze the causes and consequences of the transatlantic slave trade, including its global and local economic impact and assess how race was socially constructed to justify and maintain the system of slavery.
3. Compare regional variations in the institution of slavery across the Americas, with an emphasis on the United States.
4. Examine the lived experiences of enslaved Africans, including family life, labor, gender roles, and cultural survival.
5. Identify and describe key forms of resistance by enslaved people, including revolts, sabotage, and escape.
6. Analyze the strategies and impact of African American abolitionists within the broader anti-slavery movement.
7. Evaluate the role of Black communities, religious institutions, and print culture in resisting oppression and organizing for change.
8. Compare and contrast the legal and social status of free African Americans across different U.S. regions prior to the Civil War.
9. Interpret the events leading up to the Civil War through the lens of race, slavery, and national politics.
10. Assess the significance of African American military and civilian contributions to the Union war effort.
11. Describe the approaches to Reconstruction under Presidents Lincoln, Johnson, and the Radical Republicans.
12. Assess the role of African Americans in politics during Reconstruction, including their election to public office and political organizing.
13. Identify the rise of white supremacist violence and voter suppression tactics during and after Reconstruction.
14. Evaluate the historical roots of contemporary racial inequalities in housing, education, and criminal justice through the lens of slavery and Reconstruction.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Social and Behavioral Sciences
 - AA/AS - Ethnic Studies
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
 - Cal-GETC 3B - Humanities
 - Cal-GETC 4 - Social and Behavioral Sciences
 - Cal-GETC 6 - Ethnic Studies
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: Students will listen to a lecture by the Instructor on African American abolitionists and then work in small groups to discuss how this impacted the broader anti-slavery movement. Students will report back to the rest of their class on their discussion.
- Objective Examinations
 - Example: Students will take four objective exams that include multiple choice and short answer questions that apply to the content of the course. Example(s): Which of the following best describes the purpose of the Black Codes enacted during Reconstruction? (Objectives 12, 14, and 15). Describe two ways enslaved Africans resisted their enslavement and explain how these resistance strategies challenged the institution of slavery. Provide specific examples.
- Projects
 - Example: Students will trace their family (or fictional Black American family) back as far as possible and place their lineage within the historical contexts discussed in class (e.g., slavery, Civil War, Great Migration, etc.). If personal history is unavailable, students may choose a well-documented historical figure's family. Students will present this in an annotated family tree.
- Reports
 - Example: Students will write a report comparing access to education for African Americans during Reconstruction with educational disparities today. Use data, historical examples, and at least one policy or law from each time period. Include recommendations for policy changes today.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor will provide a lecture using contemporary films and current events (for example, 13th, Slavery by Another name, Harriet, etc.), and help students identify how the institution of slavery has evolved overtime in the United States.

Distance Learning

1. Instructor will post a lecture slide presentation on major historical events (for example, Transatlantic Slave Trade, Slave Rebellions, Civil Wars, Etc.) Highlighting the presence and contributions of African American. Students will read/watch the lecture along with related film clips that further conceptualize events. Students will draw parallels between historical events during the Reconstruction Era and Modern Day oppression faced by African Americans in discussion board interactions with classmates.

Typical Out of Class Assignments

Reading Assignments

Upon completion of identified readings about women: Students will choose one Black woman abolitionist and present her contributions in a

short paper or slide deck. Or write a reflective response of that narrative expands our understanding of slavery and resistance? What do we learn about gender and power?

Writing, Problem Solving or Performance

Post at least one full comment and two responses to the comments of other students on the Discussion Board. 1. How do you think the myth of Africa as a "dark" and uncivilized continent helped justify the transatlantic slave trade? challenge or expand on how this myth still shows up in modern media, textbooks, or pop culture.

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

Students are required to attend two cultural events that can be Field Trips, Cultural Excursions, Guest Speakers, etc. A two-page reflection paper is a requirement for the assignment.

Required Materials

- The African American People: A Global History
 - Author: Molefi Asante
 - Publisher: Routledge
 - Publication Date: January 12, 2012
 - Text Edition: 1
 - Classic Textbook?: Yes
 - OER Link:
 - OER:
- Before the Mayflower: History of Black America
 - Author: Lerone Bennett Jr.
 - Publisher: Martino Fine Books
 - Publication Date: October 19, 2016
 - Text Edition:
 - Classic Textbook?: Yes
 - OER Link:
 - OER:
- The African-American Odyssey Volume Two
 - Author: Darlene Clark Hine, William C. Hine, Stanley Harrold
 - Publisher: Pearson
 - Publication Date: August 27, 2013
 - Text Edition: 6
 - Classic Textbook?:
 - OER Link:
 - OER:
- The 1619 Project - A New Origin Story
 - Author: Nikole Hannah-Jones
 - Publisher: One World
 - Publication Date: November 16, 2021
 - Text Edition:
 - Classic Textbook?:
 - OER Link:
 - OER:
- Black AF History: The Un-Whitewashed Story of America
 - Author: Michael Harriot
 - Publisher: Dey Street Books
 - Publication Date: September 19, 2023

- Text Edition:
- Classic Textbook?:
- OER Link:
- OER:

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