JEFFERSON COLLEGE

COURSE SYLLABUS

HST205
AFRICAN-AMERICAN HISTORY
3 Credit Hours

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Arts and Science Education
Mindy Selsor, Dean
HST205  African-American History

I. CATALOGUE DESCRIPTION

A. Prerequisite: none

B. Credit hour award: three hours

C. Description: African-American History is a general survey of the major political, economic, social and cultural themes in the African-American experience from the 1500’s with the beginning of the African Diaspora to modern, contemporary times. African-American History will partially fulfill the social science requirement for the A.A. and A.S. degrees.

II. EXPECTED LEARNING OUTCOMES/ASSESSMENT MEASURES

At the completion of the course a student will:

A. Have a general concept of the chronological events and developments of the African-American experience;

B. Understand the economic, social, political, and cultural movements, forces and trends that have shaped African-American history;

C. Understand the complexities and important issues in dealing with the concepts of race and race relations over the course of American history;

D. Understand the diversity of thought and action that has historically existed within the African-American community;

E. Understand how African-American history influences the contemporary world;

F. Be able to understand the discipline of history and the perspectives, knowledge and tools of the field;

G. Develop basic critical thinking skills and historical knowledge by assessing various historical interpretations, facts and perspectives;

H. Understand some of the themes of human experience through the exploration of great works and ideas;
I. Achieve and retain interest in the above areas which will enable the student to function effectively as a citizen in society and as part of the democratic process.

Each outcome may use one, some, or all of the following assessment measures: class discussions, quizzes, tests, written assignments, group projects, oral presentations, and research assignments.

III. COURSE OUTLINE

The survey will be divided into four units that cover the following:

A. Unit I: African Origins, Colonial Slavery, and the Early American Republic

1. Unit I Outline
   a. Western Africa: Peoples and Cultures
   b. The Atlantic Slave Trade
   c. Colonial Slavery
   d. Slavery in the Age of Revolution
   e. African Americans and the New American Republic

2. Unit I Objectives
   a. Describe the important political, economic, social and cultural characteristics of the peoples and the states of western Africa before the beginning of the Atlantic slave trade.
   b. Evaluate the impact and dynamics of the Atlantic slave trade.
   c. Describe the experience and results of the Middle Passage.
   d. Explain how African cultural traditions were brought to the New World and survive to the present.
   e. Identify the economic and social significance of slavery in the New World colonies.
   f. Assess the diverse variety and explain the difference between the slavery experiences in the thirteen American colonies.
   g. Describe the role of African-Americans in the American Revolution.
   h. Analyze the complicated political rhetoric regarding freedom used during the American Revolution and the problem slavery presented for Americans.
   i. Understand broad range of experiences and changes that African Americans faced in the newly created United States.

B. Unit II: American Slavery

1. Unit II Outline
   a. Westward Expansion
   b. Antebellum Slavery
   c. Free blacks
d. Sectionalism
e. The Civil War
f. Reconstruction

2. Unit II Objectives

a. Explain how westward expansion redefined American slavery.
b. Evaluate the economic significance of slavery in early America.
c. Describe how slavery operated as a labor system and the plantation as a social and economic unit.
d. Evaluate the historiographical debate whether American slavery was a pre-capitalist or capitalist system.
e. Describe the nature of African-American culture and social life under slavery and how it evolved.
f. Describe how African Americans reacted to bondage.
g. Understand the experience and influence of free blacks in antebellum America.
h. Evaluate the arguments of pro-slavery and anti-slavery advocates and determine their influence on the sectional crisis of the mid nineteenth century.
i. Analyze the relationship between slavery and the sectional crisis.
j. Evaluate the importance of slavery in the Civil War.
k. Describe the African-American experience in the Civil War.
l. Evaluate the goals and experiences of African-American in the Reconstruction.
m. Explain how the end of slavery changed the U.S.
n. Describe the important political, social, and economic issues that defined African-American freedom in the reconstruction era.

C. Unit III: African-American Freedom in Jim Crow America

1. Unit III Outline

a. The Rise of the Jim Crow System
b. The Age of Booker T. Washington
c. The Color Line
d. The World War I Experience
e. The Harlem Renaissance and the 1920’s

2. Unit III Objectives

a. Understand the rise of white supremacy as a political and cultural movement.
b. Evaluate the rise of segregation, disfranchisement and lynching as a means of controlling African-American freedom;
c. Explain how African Americans responded to the rise of the Jim Crow system through philanthropy, black self-sufficiency and the leadership of Booker T. Washington.
d. Describe the cultural and social accomplishments made by African Americans in the late nineteenth century.
e. Analyze W.E.B. DuBois’ critique of Booker T. Washington and
evaluate DuBois’ plan for African Americans.

f. Describe the relationship between American imperialism and how white America treated and viewed people of color.

g. Describe the role and expectations of African Americans in World War I.

h. Explain how the failed promises of World War I galvanized African American protests after the war.

i. Evaluate the causes and results of the Great Migration.

j. Describe the importance of Marcus Garvey and his vision for black America.

k. Understand the accomplishments and significance of the Harlem Renaissance.

D. Unit IV: African-American Freedom and the Transformation of America

1. Unit IV Outline
   a. The New Deal
   b. World War II
   c. The Cold War
   d. The Civil Rights revolution
   e. The African-American Experience in Post-Civil Rights America

2. Unit IV Objectives
   a. Assess the impact of the Great Depression and the New Deal on African Americans.
   b. Describe the impact of the relationship between segregation and education for African Americans.
   c. Evaluate the cultural flowering of African-American self-expression from the 1930’s to the 1960’s.
   d. Describe the rise of new African-American institutions during the mid-twentieth century.
   e. Describe the experience of African Americans during World War II.
   f. Explain how World War II initiated the civil rights movement.
   g. Describe the accomplishments and problems of the early civil rights movement in the 1940’s and 1950’s.
   h. Describe the accomplishments and problems of the early civil rights movement in the 1960’s.
   i. Analyze the vision and goals of Martin Luther King, Jr. and Malcom X.
   j. Describe the goals and accomplishments of the Black Power movement.
   k. Evaluate the accomplishments and legacy of the civil rights movement.
   l. Describe the cultural flowering of African-American self-expression since the 1960’s.
m. Assess the new goals and accomplishments of African Americans in post civil rights America.

n. Describe the symbolic significance of the Obama presidency.

IV. METHOD(S) OF INSTRUCTION

A. Lecture
B. Readings
C. Discussion
D. Essay assignments
E. Research paper and presentation
F. Small group work
G. Study guides
H. Multimedia presentations

V. REQUIRED TEXTBOOK(s) (with publication information)


VI. SUPPLEMENTAL REFERENCES

A. Library data bases, History Center, and holdings
B. Current periodicals
C. On-line state and federal resources
D. Local museums and historical sites

VII. METHODS OF EVALUATION

A. Periodic examinations, consisting of written essays and objective questions.
B. Subject assessment assignments, e.g. minute papers, quizzes, papers, group projects.
C. Outside reading analysis, e.g. essay questions, tests questions, papers.
D. Special projects as required.
E. Attendance and participation in class discussion.

F. Notebook journals

G. Research projects

H. Final Exam

VIII. GRADING SCALE

A – Consistent excellence
B – Superior work
C – Average
D – Below average
F – Failing

IX. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library; phone 636-797-3000. ext. 169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook. See the College website: http://www.jeffco.edu/jeffco/index.php?option=com_weblinks&catid=26&Itemid=84