I. **OVERVIEW**
The following information will appear in the 2011 - 2012 catalog

**HIST 154  African Americans Through the 19th Century**  
3 Units

**Formerly listed as:** HIST - 154: African Americans Through the 19th

**Recommended for Success:** Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.


Field trips might be required.  (A-F or P/NP - Student choice) Lecture

Transfer: (CSU, UC) General Education: (MJC-GE: B ) (CSU-GE: a - Group a, D3, D6 ) (IGETC: 4C, 4F )

II. **LEARNING CONTEXT**
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   a. **HISTORICAL TOPICS**

      i. Early African historic background from 4.5 million years BCE through 1500CE.

         a. Race, ethnicity, culture, society, and nationalism.
          

         c. Kemet, Ghana, Mali, and Songhay: African civilizations up to European intrusions into Africa and the Americas.

      ii. The role of capitalism and nationalism in the development of the European slave trade.

      iii. Race slavery as developed in differing regions of the Americas: Colonial African Americans in New Spain, the French and English colonies.

      iv. Revolutionary War African Americans and the promise of freedom.

      v. The Constitution and the Great Compromise – the philosophies of the framers of the U. S. Constitution.

      vi. The plantation as a formative Black social and cultural experience in America: What did
America do to Africans?

a. race
b. gender
c. class

vii. Slave based society: What slavery did to American culture and society

a. race
b. gender
c. class

e. Manumission, abolition, and emancipation.

ix. The Abolitionists and early Black Nationalists.

a. Frederick Douglass
b. Harriet Tubman
c. David Walker
d. Sojourner Truth

x. African and Indigenous Americans.

xi. African Americans and national expansion in the entirety of the current continental United States.

xii. African American free and slave life in the North

xiii. African American free and slave life in the South

xiv. African American free and slave life on the ever-expanding indigenous borderlands (frontier).

xv. The Civil War and post war changes in the rights and obligations of citizens under the changes in the U. S. Constitution.


xvii. Wage slavery and race.

xviii. Urban Blacks.

xix. African Americans on the Frontier.

b. HISTORICAL ANALYSIS SKILLS

i. Demonstration of knowledge of historical information such as names, chronologies and periodization, terms and concepts.

ii. Understanding of the diversity and complexity of the historical context that shapes human experience.

iii. Understanding of the interrelatedness of historical events as expressed in such concepts as continuity and change, causation, interdependence of cultures, and the interaction
between differing groups and societies.

iv. The ability to take a position on a debatable historical issue and use historical data as evidence to support position.

v. Analysis of primary and secondary sources.

vi. Understanding of the concepts of bias and point-of-view as they relate to historical thinking.

vii. Formulation of important historical questions through inquiry.

viii. Determination of the significance of different kinds of historical change.

ix. Understanding that although the past tends to be viewed in terms of present values, a proper perception of the past requires a serious examination of the values of the time.

x. Ability to articulate the above modes of historical thinking and analysis through critical writing and/or discussion.

B. **ENROLLMENT RESTRICTIONS**

1. **Advisories**

   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

2. **Requisite Skills**

   *Before entering the course, the student will be able to:*

   a. Read and comprehend college level texts.

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Lectures that provide frameworks for content knowledge and analytical skills.

2. Reading and comprehension assignments in textbooks, monographs and primary source documents that encourage deep learning.

3. Use of printed and hand-produced materials (wall maps, overheads, handouts) and multimedia materials (text, audio, still images, video delivered via electronic devices).

4. Active learning exercises and student-centered learning techniques (discussion, debate) designed to teach students to assess and appraise historical developments then draw their own conclusions.

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   *Time spent on coursework in addition to hours of instruction (lecture hours)*
Reading assignments of approximately 30 - 60 pages (weekly).

Readings in primary source documents, and/or scholarly journals (weekly or bi-weekly).

Typed essays or projects that demonstrate content knowledge and understanding of historical analysis skills, totaling approximately 1,500 to 2,000 words (one to two per term).

Discussion board or journal writing, based on textbook and supplementary readings, totaling approximately 200 words per assignment (weekly or bi-weekly).

Preparation for in-class quizzes and examinations based on reading assignments and class lectures/discussions. Exams include a significant written component (two to three exams per term).

2. **EVIDENCE OF CRITICAL THINKING**

   *Assignments require the appropriate level of critical thinking*

   a. Written in-class essays based on analytical questions.

   i. Discuss how America’s social systems and cultural ideas about race and class evolved, and how gender is constructed. In what ways do we see historic links developing between racial categories and social status?

F. **TEXTS AND OTHER READINGS (TYPICAL)**


3. Other: Primary and secondary source documents relating to themes and topics in History 154. Typical sources might include (but are not limited to) autobiographies, governmental documents, sermons, diaries, film, letters, scholarly articles. These sources may be found in peer-reviewed journals, in online databases, in publisher websites, or in books.

III. **DESIRED LEARNING**

A. **COURSE GOAL**

   *As a result of satisfactory completion of this course, the student should be prepared to:*

   explain and analyze the political, economic, social and cultural developments in African American history to 1900.

B. **STUDENT LEARNING GOALS**

   *Mastery of the following learning goals will enable the student to achieve the overall course goal.*

1. **Required Learning Goals**

   *Upon satisfactory completion of this course, the student will be able to:*

   a. Compare and contrast Euro-Centrism with Afro-Centrism.

   b. Evaluate the contributions of Africa to human history. Focus primarily on Kemet, Ghana, Mali, and Songhay.

   c. Compare and contrast African Diaspora experiences to the Americas from the 14th through 17th centuries as they were manipulated by the political economy of Portugal, Spain, Holland and Great Britain.

   d. Analyze American developments of race, class, culture, gender and ethnicities in the early national period 1754-1830.
e. Compare and contrast local, State, and Federal institutions as products of historic relationships of political conflict resolution.

f. Evaluate State and Federal Constitutions as judicially interpreted documents of protection and inclusion.

g. Evaluate the abolition movement, black Americans, the Civil War, and the concept of freedom.

h. Analyze the biographies of African American lives in the context of human rights struggle.

i. Analyze contributions to American culture and society by Africans.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Written quizzes
2. Discussions
3. Objective quizzes
4. Homework assignments

B. SUMMATIVE ASSESSMENT

1. Essay examinations that require demonstration of content knowledge and historical analysis skills. Typical length: 600 - 1,200 words.

2. Formal essays that require demonstration of historical analysis skills and content knowledge. Typical length: 1,500 - 2,500 words.

3. Projects and presentations that include significant critical analysis of historical topics. Typical length: 750 - 1,000 words.

4. Objective examinations that measure knowledge of historical information.