



HIST-160: BLACK HISTORY IN THE AMERICAN CONTEXT

Also listed as: ETHS-160 / ETHS-160H / HIST-160H

Effective Term

Fall 2025

BOT Approval Date

11/14/2024

Discipline

HIST - History

Course Number

160

Course Title

Black History in the American Context

Short Title

Black Hist Amer Context

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Cross Listed Course(s)

ETHS-160

C-ID (Admin Only)

CB 00

CCC000625155

Course Title

Black History in the American Context

Honors / Non-honors

ETHS-160H



C-ID (Admin Only)

CB 00

CCC000624934

Course Title

Honors Black History in the American Context

Approved Cal-GETC Area

AREA-4

Approved Second Cal-GETC Area

AREA-6

Approved Third Cal-GETC Area

C-ID (Admin Only)

CB 00

CCC000536072

Course Title

Honors Black History in the American Context

Approved Cal-GETC Area

AREA-4

Approved Second Cal-GETC Area

AREA-6

Approved Third Cal-GETC Area

Catalog Description

This course traces the historical and political experiences of African Americans from colonial times to the present. It examines the differences between the experiences of African Americans and other ethnic groups. Students will encounter the social, economic, and legal institutions which characterized being black in the US at various periods in the nation's history. Close study of several major events and political movements will allow students to develop interpretations of political interaction in America.

Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000 or concurrent enrollment in ENGL-C1000.

Codes

TOP Code (CB 03)

2205.00 - History

CIP Code

54.0102 - American History (United States).

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information**Check GE Types Requested**

AA/AS B2 - Social & Behavioral Sciences

AA/AS F - Ethnic Studies

Cal-GETC Areas**Approved Cal-GETC Area**

AREA-4

Approved Second Cal-GETC Area

AREA-6

Learning Objectives**Learning Objectives****Learning Objective**

1. Identify, develop, and defend a thesis as it relates to a historical question in Black/African American history.
2. Assess and analyze the interrelationship of economic, political, legal, social, and cultural changes as they have affected the black experience.
3. Understand the cultural institutions that determine the material circumstances of the black experience.
4. Relate trends and developments in African American history to trends and developments in the diaspora of African peoples in other parts of the world.
5. Compare and contrast the political, social, and cultural ideologies of major African American movements and leaders.
6. Compare and contrast developments in African American history with those of other ethnic groups in the United States.
7. Investigate the origins of major social, economic, or political issues engaging African Americans today.

Honors Objectives

1. The honors component will challenge students to analyze a topic within black history through rigorous research to compose an original piece of scholarship utilizing primary and secondary sources. Students will be encouraged to be creative, take risks with their research, and challenge standard narratives, including through analyzing the topic from a multi-disciplinary approach.
2. Students will also scrutinize challenging primary and secondary source readings.
3. Students will appraise important interpretations in African American history and make connections to modern events.

Learning Outcome Information**Course Learning Outcomes****Learning Outcome**

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism through the lens of African American history.
2. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in African American communities.
3. Apply theory and knowledge produced by people in African American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
4. Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by African Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

Program Learning Outcomes

Learning Outcome

The student will demonstrate the ability to analyze and interpret historical trends to form independent interpretations.

The student will compare and contrast the histories of different peoples to cultivate empathy and social awareness.

Through composition and discussion the student will demonstrate a clear and multifaceted understanding of history.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Content

Course Lecture Content

1. West African civilizations & history
 - a. Poro Society
 - b. West African wars over slavery
 - c. West African cultural resistance to slavery (This is questionable because West African participation was necessary for the system to work, so it needs more definition or better and explanation of the institution of slavery as practiced there).
 - d. Trade systems of slavery (the transatlantic trade system)
 - e. African societies, economies, and cultures (Ghana, Mali, Songhai, Hausa, and Benin)
 - f. Slavery in Africa
 - g. The Islamic slave trade
2. Before Jamestown
 - a. Early European contact with Africans and the origins of ideas about race
 - b. The plantation complex and the Atlantic trading system
 - c. Atlantic Slavery and the European economy
 - d. Africa and the Atlantic trading system
 - e. The New World and the slave trade
 - f. Sugar and the plantation complex
 - g. The geography of slavery in the New World
 - h. The Mechanics of the slave trade
 - i. Capture and sale
 - j. The Middle Passage Life and work in the Atlantic economy
 - k. The search for labor in colonial North America
 - l. Indentured servitude
3. The arrival of Africans in Jamestown
 - a. Bacon's Rebellion and the changing status of African Americans
 - b. Crops and slavery: tobacco, rice, indigo, and sugar
 - c. What they brought with them
 - i. Knowledge, skills, culture, religion
 - d. The pseudoscience of race
4. The American Revolution

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- a. The rhetoric of "liberty" and "slavery" in the revolution
 - b. The Continental army
 - i. Military service for emancipation
 - ii. Free African Americans/Black Patriots
 - iii. Washington's opposition to African American service in the South
 - c. The British Army
 - i. Black Loyalists
 - d. Slavery and rebellion in the South
 - e. The Early Republic
 - i. Quock Walker, Elizabeth Freeman, and the gradualism of Pennsylvania and New York
 - ii. Slavery outlawed in the Northwest Territories
 - iii. The Constitution and slavery
 - iv. Thomas Jefferson and Notes on the State of Virginia
 - v. Benjamin Rush and "negroidism"
 5. Slavery and the changing American economy
 - a. Abolition of the importation of slaves
 - b. The Black experience in the South in the antebellum period
 - c. The cotton gin, the Industrial Revolution, and the revival of slavery in the Deep South
 - d. The domestic slave trade
 - e. The varieties of slavery in the Deep South
 - f. Living conditions of the enslaved
 6. Revolt and resistance
 - a. The Stono rebellion
 - b. Nat Turner rebellion
 - c. Florida, the Seminoles, and runaways
 - d. Maroonage (e.g.: the Great Dismal Swamp)
 - e. Resistance and the underground railroad
 - f. Passive everyday resistance
 - g. Slave narratives
 - h. Black abolitionists: Frederick Douglass, Martin Delany, David Walker, Maria Stewart, Henry Highland Garnet, James Forten
 7. Southern justifications of slavery
 - a. Black people in the North in the antebellum period
 - b. Black people in the California
 - c. Gold Rush and the West
 8. The Origins of the Civil War
 - a. Slavery in the territories and the rise of sectionalism
 - b. The crisis of the 1850s and the Great Compromise
 - c. The Fugitive Slave Act
 - d. The Free Soil Movement
 - e. The Kansas Nebraska Act
 - f. The Dred Scott Case
 - g. John Brown and the resort to arms
 9. The Civil War
 - a. Secession and the creation of the Confederacy
 - b. The contraband issue and slavery in the South
 - c. The Emancipation Proclamation
 - d. Black military experience in the war

- e. Freedmen and living conditions in the South
 - i. Black Codes
- 10. Reconstruction
 - a. The emergence of a free Black community
 - i. Historically Black Colleges and Universities
 - ii. Education in the South
 - b. The Freedmen's Bureau and Lincoln's plans for Reconstruction
 - c. Andrew Johnson, the White South, and African Americans
 - d. The radical Republicans and Reconstruction
 - e. Reconstruction amendments and the Civil Rights Act of 1866
 - f. The Reconstruction Act of 1867
 - g. Republicanism and Reconstruction governments in the South
 - i. Black political leadership during Reconstruction
 - h. Violence and resistance from the White South
 - i. The Democratic resurgence and redemption governments
 - j. The White North abandons Reconstruction
 - k. The Compromise of 1877 and the end of Reconstruction
- 11. Post-Reconstruction
 - a. The Black experience after Reconstruction
 - b. New forms of servitude and oppression in the New South
 - i. Convict-leasing and 13th Amendment
 - ii. Southern agriculture, the crop lien system, and tenant farming
 - c. Poll taxes, literacy tests, and loss of political participation
 - d. Segregation, white supremacy, and separate but equal
 - e. Violence and lynching—Southern Horrors and Ida B. Wells Barnett
 - f. Free Black Communities in the South and West—Mound Bayou, Langston, Allensworth
 - g. Booker T. Washington and the Atlanta Compromise
 - h. Plessy v Ferguson and national second-class citizenship
- 12. Black experience in the age of reform
 - a. Populism and race
 - b. Progressives and race
 - i. Black women and the 19th Amendment
 - c. Social Darwinism, imperialism, and scientific racism in the 20th century
 - d. Birth of A Nation, the Lost Cause, and resurgence of the KKK images of African Americans in popular culture
 - e. W.E.B. DuBois and the creation of the NAACP
 - f. Violence and beginning north migration of African Americans
- 13. World War I
 - a. Segregation in the military and in the workplace
 - b. Service overseas and the European experience
 - c. The Red Scare and race riots
 - d. The Harlem Renaissance: The interwar years, the New Negro, Literature, poetry, film, and jazz
 - e. Migration and the formation of Black communities in New York, Chicago, and other northern cities
 - f. Marcus Garvey and the back to Africa movement
 - g. The Great Depression and the New Deal
 - i. The Black Cabinet
 - h. Marion Anderson, Eleanor Roosevelt, and race
- 14. World War II

- a. Segregation and the military experience
 - b. A. Philip Randolph and employment discrimination
 - c. The Double V Campaign
 - d. James Farmer and CORE
 - e. The changing images of race in film
 - f. Migration, employment, and shifting party loyalties
15. The Postwar World and Civil Rights
- a. The GI Bill
 - i. Housing/Redlining
 - ii. Wealth creation systems of the 20th century
 - b. The Cold War and race
 - c. Desegregation in the military
 - d. Martin Luther King, the SCLC Other forms of protest in the South
 - e. Thurgood Marshall, the NAACP, and Brown v Board of Education
 - f. Eisenhower, the Civil Rights Act of 1957, and Little Rock
 - g. Kennedy, Nixon, and the election of 1960
 - h. Stokely Carmichael, SNCC, and the rise of militancy
 - i. The Freedom Riders, Selma, and the March on Washington
 - j. Lyndon Johnson and the Great Society
 - i. Affirmative action
 - k. The Civil Rights Act of 1964
 - l. The Voting Rights Act of 1965
 - m. African Americans, Johnson, and the Great Society
 - n. Black experience in the North
 - o. Employment Housing and residential segregation
 - p. Malcolm X, the Nation of Islam, and racial pride
 - q. Protest and Radicalism in the 1960s
 - r. The Black Panther Party and Black militants
 - s. The Vietnam War and race
 - t. The New Right and the conservative reaction
 - u. The Bakke Case and the reaction against affirmative action
 - v. Resistance to the Civil Rights Act of 1964
 - w. Busing and resistance
 - x. War on drugs
 - i. Mass incarceration
 - y. Backlash to Civil Rights
 - i. The Southern Strategy
 - ii. Reaganomics and changes in conceptions of worthiness for social welfare/ "Welfare Queens"
 - iii. Social conceptions of the Black family
 - z. Birth of Hip Hop
 - aa. The Rainbow Coalition
 - bb. Issues of the 21st Century
 - i. Hurricane Katrina
 - ii. Barack Obama and the birther backlash
 - iii. Trayvon Martin and the origins of Black Lives Matter
 - iv. The dismantling of the welfare state
 - v. Race and historical memory: Monuments of slavery and public space

Honors Content

1. Honors students are expected to complete all of the same work as the regular section, but will explore issues in African American history with greater depth and complexity.
2. The following are possible topics that may be addressed in addition to the material covered in History 160 (but faculty are not limited to):
 - a. The origins of race and racism in American and world history.
 - b. Initial European contact and impressions of African peoples.
 - c. American capitalism and slavery.
 - d. Role of Northern states in slavery and the slave trade.
 - e. The economic costs of racism.
 - f. The radicalism of Black Abolitionism.
 - g. Black contributions to American society and culture from 1619 to the present.
 - h. The changes in American racial ideology over time.
 - i. The Great Migration and *The Warmth of Other Suns* by Isabel Wilkerson.
 - j. The reaction against the successes of the civil rights movement White Citizens' Councils.
 - k. Black Nationalism from Martin Delany to Malcolm X and the Black Panthers.
 - l. The renewed popularity of the Confederate flag in the 1960s and the present.
 - m. The Myth of the Lost Cause as a national identity (*Gone with the Wind* and other evidence of the myth outside the Southern U.S.).
 - n. The Regents of the Univ. of Cal. v. Bakke Supreme Court case and affirmative action.

Methods of Instruction

Method

Discussion

Integration

Guided small group discussions will enable students to analyze and interpret primary and secondary source reading to gain a deeper understanding of key concepts, people, or events in African American history.

DE Adaptations for MOI

Small group discussions of primary and secondary sources will take place through the CMS discussion boards or zoom.

Method

Film/video Viewing and Discussion

Integration

Closed-captioned film clips can introduce additional concepts.

DE Adaptations for MOI

Closed captioned film clips will be made available to students through the CMS system.

Method

Lecture

Integration

Lectures will introduce key concepts and interpretive approaches to understand African American history help students analyze major historical trends. Supporting visual material may include PowerPoint presentations, maps, photos, and film clips.

DE Adaptations for MOI

Faculty will post closed-captioned video or recorded lectures and may also include written summaries.



Method

Projects

Integration

Students will choose a topic of their own or have one assigned by the instructor. This assignment will enable students to analyze the socio-economic complexity of African American experiences and investigate the origins of social, economic, or political issues.

DE Adaptations for MOI

Faculty will post instructions, rubrics, examples, and potential topics for students on the learning management system.

Integration

Primary and secondary source readings will enhance students' understanding of important individuals, ideas, events, and trends in African American history.

DE Adaptations for MOI

Faculty will post primary and secondary source readings to the course management system.

Method

Role Playing/Simulation

Integration

These will foster more in-depth understanding of special topics and enhance investigation of the origins of major social, economic, or political issues.

DE Adaptations for MOI

The instructor will utilize discussion boards and zoom rooms to facilitate student interaction and role playing.

Additional Methods of Instruction for Honors

Students will be expected to meet with the instructor outside of class a minimum of three times to discuss course expectations and guide projects, to review one another's work, and to prepare their oral presentation. Ideally these should be small group meetings.

Students will be expected to give oral presentations of their original research. Presentations should last fifteen minutes.

Additional optional methods of instruction may include, but are not limited to:

Field trips to museums, where students evaluate exhibits.

Film analysis. For example, students could compare and analyze D.W. Griffith's 1915 film *Birth of a Nation* with Nate Parker's 2016 film *The Birth of a Nation*.

Methods of Evaluation**Method**

Exams/Tests

Integration

Midterm and final exams can consist of multiple-choice, true/false, matching, fill-in, or short answer questions to gauge students' competence with factual information in African American history; and essay questions that require students to analyze primary sources and evaluate that information.

DE Adaptations for MOE

Faculty will post exams, questions, prompts, and study guides for the exams on the course management system. Faculty may also host study sessions via platforms like zoom.

Method**Papers****Integration**

Research and reflection papers enable students to investigate particular topics or ideas in Black history. Students will be graded on the strength of their argument and their use of evidence to support that argument. Proper grammar, punctuation, paragraph structure, organization, and source citations will also be evaluated.

DE Adaptations for MOE

Faculty will post instructions, examples, topics, and rubrics on the course management system and students will submit their projects there for grading.

Method**Projects****Integration**

Students will compose a research question on a topic within African American history and use primary and secondary sources to explore this question and compose an original piece of research. Through primary and secondary sources, students will investigate ideas, trends, or figures in African American history. The assignment will be graded on the use of evidence to support the argument and the quality of the presentation.

DE Adaptations for MOE

Students will upload their projects to the CMS, where they will be graded, and feedback and rubrics will be provided. Alternatively, students can also potentially present their projects live via zoom or prerecord their presentations to post them to the course management system.

Evaluation of Honors assignments

Honors students must successfully complete the regular course and honors supplemental assignments to receive honors credit.

Students will receive credit for each assignment they complete. Written assignments, multimedia assignments, and/or oral presentations will be judged on the level of their analysis, the quality of the writing/presentation, and the suitable use of appropriate sources as determined by the instructor. Students will be evaluated on their depth of knowledge, breadth of knowledge, their ability to synthesize and analyze the materials, as well as the ability to write clearly, concisely, and critically.

Assignments**Assignment Type****Reading****In-class and/or outside of class****In-class****Outside of class****Formative or Summative****Formative****Assignment**

Read and critique college-level primary source historical documents, such as The Narrative of the Life of Frederick Douglass, and compare his critique of American society with contemporary social problems.

How assignment will be adapted in online format

Texts and materials will be posted to the course management system. Engage in discussions via discussion boards or live through accessible video conferencing software break out rooms.



Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Write a two page response/reflection paper to excerpt from primary source document Incidents in the Life of a Slave Girl by Harriet Jacobs.

How assignment will be adapted in online format

Lists of potential topics, instructions, rubrics, and examples will be posted to the course management system. Faculty may also post prompts for reading responses or reflections to the course management system or through group meetings on accessible video conferencing software.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Complete a 5-7 page Research Project on a topic exploring African American history or contemporary issues facing African Americans. Papers should utilize at least three academic sources.

How assignment will be adapted in online format

Research a topic of your choice exploring African American history and write original research utilizing primary and secondary sources. Lists of potential topics, instructions, rubrics, and examples will be posted to the course management system.

Honors Assignments**Assignment**

Honors students are expected to complete all of the same work as the regular section, but will explore issues in African American history with greater depth and complexity.

Assignments A-C are required, while assignments D and E are optional.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Honors students will complete all of the assignments of the standard course, but in addition will go above and beyond in their research and analysis of African American history through additional assignments tailored to further deepen their knowledge.

Assignment

A. Students will produce original research on a topic within the field of African American history. Research should include primary and secondary sources and may be interdisciplinary in nature. Research should include a minimum of five sources and produce a paper of 9-12 pages. As part of this project, students should peer review one another's work. Possible topics include, but are not limited to: the logic and brutality of violence within the slavery system; comparing mainland U.S. slavery and Caribbean or Latin American slavery; the specific relationship between enslaved women and slave mistresses; the emergence of Jim Crow and its modern counterparts.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

Engaging in original research requires students to challenge themselves academically and engage in out-of-the-box thinking.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

D. By researching black history, students are engaging with history that challenges traditional narratives of American history and often presents a complicated view of American historical figures. Doing this research challenges students to look at history from alternative perspectives that challenges traditional narratives.

Assignment

B. Students will read primary source documents, as well as secondary source journal articles and/or books. These readings will be analyzed to encourage critical thinking on the various perspectives of history. For example, students could read primary source materials from differing perspectives about how best to achieve social justice in the United States, such as comparing the philosophies of W.E.B. DuBois and Marcus Garvey, or comparing the ideas of Martin Luther King, Jr. and Malcolm X. Readings could also address the complexities and shortcomings of the movements for civil rights in the twentieth century, such as "respectability politics" or sexism within the civil rights movement of the mid twentieth century. Readings will be used for in-class discussion and analysis and/or reflection or response papers. Reflection/response papers will likely be short (1-2 paragraphs), as Honors students are required to write a research paper as well.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Engagement

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

Reading primary source documents and secondary source texts provide deeper context for the material students learn in class. These sources provide context for the student's own research.

Justify how the assignment reflects the Engagement Core Value

Reading the words of historical figures themselves provides a deeper context for understanding these individuals and the social issues they discuss. This fosters greater engagement with the material.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

Reading the words of historical figures who challenged and critiqued American politics, economics, society, or values is transgressive because it challenges traditional narratives of American history. In addition, reading historical critiques of American society invites students to analyze and critique contemporary American society.

Assignment

C. Students will give a short presentation of the final research project. This presentation can be to the entire class, to the other Honors students in the class, or to a campus or departmental symposium. Presentations should be formal and last about 15 minutes.



Required or Optional

Required

Honors Core Values

Academic Rigor and Research
Engagement

Justify how the assignment reflects the Academic Rigor and Research Core Value

Students will present their semester-long research project within the scope of African American history. They will have to have researched their topic deeply and thoroughly in order to deliver a presentation on it.

Justify how the assignment reflects the Engagement Core Value

Having students organize their research into a compelling presentation gets students to really think about the material in a different way than just writing up their presentation. In addition, typically students have a question and answer session at the end of their presentation, so they necessarily engage with their peers answering questions about their topic and research.

Assignment

D. Students may conduct a project outside normal class time designed by the instructor. For example, instructors may ask students to engage with an online museum exhibition and complete a project associated with the exhibition. For example, the National Museum of African American History and Culture features online searchable exhibitions that invite students to examine and engage with primary source documents like letters, photographs, and other historical artifacts. Students could write a one page response or reflection paper based on their feelings about the exhibit.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

G. Going to a local or online museum exhibit and engaging critically with the history invites students to engage with the community and to connect events of the past to the present, as well as the representation of African American history.

Assignment

E. Students could see a film relevant to the course. Students could write a response paper based on reactions to the film and subsequent small group discussion. For example, students could compare the content, presentation and history of Birth of a Nation from 1915 and comparing it with the film The Birth of a Nation from 2016. Students could write a one page response or reflection paper comparing the two films.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Seeing a current film and doing a film analysis invites students to make connections between events of the past and the present.

Course Materials**Textbooks**

Kendi, Ibram (2021). 400 Souls. ISBN: 0593134044

Parker, John (2023). Great Kingdoms of Africa. ISBN: 0520395670

Franklin and Higginbotham (2020). From Slavery to Freedom, 10th ed. ISBN: 0073513342

White, Deborah Gray (2020). Freedom on My Mind: A History of African Americans with Documents. ISBN: 1319210155

Holt, Thomas C. (2010). Children of Fire: A History of African Americans Hill and Wang . ISBN: -0809067137

Gates, Henry Louis Jr. (2011). Life Upon These Shores: Looking at African American History 1513-2008 Knopf . ISBN: -0307593429

Other Resources

Documentaries:

Henry Louis Gates, The African Americans: Many Rivers to Cross, 2013

Henry Louis Gates, Great African Civilizations "Empires of Gold" 2017

Katrina Brown, "Traces of the Trade", 2008

Gus Casely-Hayford, "Lost Kingdoms of Africa: the Benin Plaques"

"Eyes on the Prize"

"Slavery by Another Name"

Ava Duvernay, "13th"

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This class focuses on the historical experiences of African Americans, who have faced legal, economic, social, political and physical subjugation in American history. This course promotes a recognition of diversity in American history, as well as a global and comparative analysis of people of African descent in different periods in history as well as in different locations. This course also explores differences in the African American experience—how class, gender, sexual orientation, and location shaped the African American experience.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

This course accommodates and embraces diverse learning styles. Instructors frequently utilize a combination of lecture, primary and secondary source discussion, documentary video, image analysis, and group activities. Instructors engage with students not only through lecture, but also guiding group discussions and individual or group projects. Students often select their own research projects, giving them an opportunity to connect course material to their own interests. Research projects are scaffolded so instructors can offer students guidance throughout the research process and rubrics help students understand their grades and provide a roadmap for them to improve.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students frequently engage in large and small group discussions of primary and secondary sources on the topic of African American history, where they collectively analyze and interpret historical documents and apply them to inform their interpretations of the material. Students may also engage in project based learning and group work, where they collaborate on research in African American history and contemporary issues facing African Americans. Students may also participate in role-playing scenarios where they engage with fellow students in working through historical problems and issues by taking on a historical character.

Explain how the course will incorporate instructor-to-student interaction.

Instructors will engage with students through lecture, but also leading and guiding student discussion of primary source documents in African American history. Instructors will also provide guidance and feedback to students research and projects. Instructors will remain in communication with students via email, announcements, discussion boards, grading comments, accessible video conferencing software meetings, and project based assessments.

Explain how the course will incorporate student-to-content interaction.

Students will interpret and analyze primary and secondary historical sources in African American history. Based on these historical sources, students will develop a research question and conduct research. In addition, students will engage in discussions with one another regarding these primary and secondary historical sources, as well as topics in current events facing African Americans/racial justice.

Explain how the course will incorporate student-to-self interaction (metacognitive).

African American history is often deeply personal to students. It necessarily invites deep reflection on broader American history and the evolution of personal rights. Students may learn unsettling aspects of American history or important historical figures that challenge their pre-existing beliefs.

Key: 1874