

**College of San Mateo  
Official Course Outline**

1. **COURSE ID:** ETHN 105    **TITLE:** African American History and Culture  
**Units:** 3.0 units    **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours  
**Method of Grading:** Grade Option (Letter Grade or Pass/No Pass)
  
2. **COURSE DESIGNATION:**  
**Degree Credit**  
**Transfer credit:** CSU; UC  
**AA/AS Degree Requirements:**  
    CSM - GENERAL EDUCATION REQUIREMENTS: E1a. American History and Institutions  
    CSM - GENERAL EDUCATION REQUIREMENTS: E1b. Ethnic Studies  
    CSM - GENERAL EDUCATION REQUIREMENTS: E5b. Social Science  
    CSM - GENERAL EDUCATION REQUIREMENTS: E5c. Humanities  
**CSU GE:**  
    CSU GE Area C: ARTS AND HUMANITIES: C2 - Humanities (Literature, Philosophy, Languages Other than English)  
    CSU GE Area D: SOCIAL SCIENCES: DSI - Social Institutions  
    CSU GE Area D: SOCIAL SCIENCES: US-1  
    CSU GE Area F: ETHNIC STUDIES: Ethnic Studies  
**IGETC:**  
    IGETC Area 3: ARTS AND HUMANITIES: B: Humanities  
    IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: Social and Behavioral Sciences
  
3. **COURSE DESCRIPTIONS:**  
**Catalog Description:**  
    This is a survey of the history of African Americans from their origins in Africa to the present, with special emphasis on their contributions to California's social, political and economic institutions. It examines the political, economic, social, and cultural factors as well as interactions between African Americans and the larger society.
  
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**  
    Upon successful completion of this course, a student will meet the following outcomes:
  1. Summarize the history and culture of West Africa, the African Diaspora and the Atlantic slave trade.
  2. Describe the political, economic, social and cultural factors shaping the African American experience in the United States.
  3. Outline the political, economic, social and cultural contributions of African Americans to the history and culture of the United States.
  4. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as understood within African American studies and ethnic studies.
  5. Apply theory and knowledge produced by 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.
  6. 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, particularly in African American communities.
  7. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted 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, and language policies.
  8. 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.
  
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
    Upon successful completion of this course, a student will be able to:
  1. Summarize the history and culture of West Africa, the African Diaspora and the Atlantic slave trade.
  2. Describe the political, economic, social and cultural factors shaping the African American experience in the

United States.

3. Outline the political, economic, social and cultural contributions of African Americans to the history and culture of the United States.
4. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as understood within African American studies and ethnic studies.
5. Apply theory and knowledge produced by 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.
6. 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, particularly in African American communities.
7. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted 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, and language policies.
8. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in African American communities and a just and equitable society.

## 6. COURSE CONTENT:

### Lecture Content:

1. The African Past: Before the African Diaspora (Africa)
2. Before the Mayflower: A History of Racial Intermingling
3. The Founding of Black America and the Social Construction of Whiteness
4. Behind the Cotton Curtain/The Development of Northern and Southern Economies
5. Blood on the Leaves: Revolts and Conspiracies
  - A. Toussaint L'Ouverture (Haitian Revolutionary)
  - B. Nat Turner
  - C. Gabriel Prosser Rebellion
  - D. Denmark Vesey
  - E. Mary Stewart
  - F. Phyllis Wheatley
6. The Generation of Crisis
  - A. Expansion of Slavery
  - B. Founding of Abolition Movement
7. The Jubilee War: Witnesses and Warriors
  - A. Civil War
  - B. African Support and Participation
8. Black Power in the Old South
  - A. Reconstruction
  - B. Radical Reconstruction
  - C. The Golden Decade 1867-1877
9. The Life and Times of Jim Crow
  - A. Overthrow of Radical Reconstruction
  - B. Segregation/Slavery by Another Name
  - C. Terrorism, Black Codes, and Jim Crow
10. Black Progress: From Booker T. Washington to Martin Luther King Jr. (1890s to 1960s)
  - A. Booker T. Washington
  - B. Madam C.J. Walker
  - C. Bessie Coleman
  - D. Martin Luther King Jr.
  - E. Stokely Carmichael
  - F. Rosa Parks
  - G. Shirley Chisholm
11. The Civil Rights Struggle in the Late 1960s
  - A. Black Power
  - B. Birth of Hip Hop (Post-Soul Generation)
12. "I'm Gonna Get You Sucka." Carter, the 1970s, and Blaxploitation Cinema
  - A. "Sweet Sweetback's Baadasssss Song"
  - B. "Superfly"

- C. “Shaft”
- 13. “Young Bucks” and “Welfare Queens:” Reagan and Bush Senior, 1980s
  - A. The War on the Poor/The War on Drugs
  - B. Shredding the Social Safety Net
  - C. Anti-Apartheid Movement on Campus
- 14. “The End of Welfare as We Know It.” Clinton, 1990s
  - A. “The First Black President”
  - B. Passage of “Personal Responsibility and Work Opportunity Reconciliation Act of 1996” (PRWORA)
- 15. “9/11,” “The War on Terrorism,” and “Hurricane Katrina.” Bush Junior, 2000s
  - A. The War in Iraq
  - B. The War in Afghanistan
  - C. Hurricane Katrina and “No Rescue”
- 16. Hope and the Obama Presidency
- 17. Black Firsts—A Celebration of Black Accomplishments Lost to History

**7. REPRESENTATIVE METHODS OF INSTRUCTION:**

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Discussion
- D. Field Experience
- E. Field Trips
- F. Guest Speakers
- G. Individualized Instruction
- H. Service Learning

**8. REPRESENTATIVE ASSIGNMENTS**

Representative assignments in this course may include, but are not limited to the following:

**Writing Assignments:**

Students will be writing in and out of class reflection papers. Students will also be required to complete culminating research paper.

**Reading Assignments:**

Weekly readings from the assigned textbooks.

**9. REPRESENTATIVE METHODS OF EVALUATION**

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Field Trips
- E. Group Projects
- F. Homework
- G. Oral Presentation
- H. Papers
- I. Projects
- J. Quizzes
- K. Research Projects
- L. Written examination

**10. REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Asante, Molefi K.. *African American History*, 3rd ed. The Peoples Publishing Company, 2002
- B. Bennett, Lerone. *Before the Mayflower: A History of Black America*, 6th ed. Penguin Books, 1993
- C. Faulkner, Carol and Parker, Alison. *Interconnections (Gender and Race in American History)*, ed. University of Rochester Press, 2012
- D. Karenga, Maulana. *Introduction to Black Studies*, 4th ed. Sankore, 2010
- E. Alexander, Michelle and West, Cornell. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, 10th anniversary ed. The New Press, 2020

**Curriculum Committee Approval Date:** December 2020

**Effective Term:** Fall 2021

**Course Originator:** Malathi Iyengar