1. **COURSE ID:** ETHN 105    **TITLE:** African American History and Culture
   **Semester Units/Hours:** 3.0 units; a minimum of 48.0 lecture hours/semester
   **Method of Grading:** Grade Option (Letter Grade or P/NP)

2. **COURSE DESIGNATION:**
   Degree Credit
   Transfer credit: CSU
   **AA/AS Degree Requirements:**
   - CSM - GENERAL EDUCATION REQUIREMENTS: E5b. Social Science
   - CSM - GENERAL EDUCATION REQUIREMENTS: E5c. Humanities

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.

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.

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)

    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:

   **Origination Date:** September 2013
   **Curriculum Committee Approval Date:** February 2014
   **Effective Term:** Fall 2014
   **Course Originator:** Freddie Gaines