**GROSSMONT COLLEGE**

**Course Outline of Record**

Curriculum Committee Approval: 02/02/2021 GCCCD Governing Board Approval: 03/16/2021

# **ETHNIC STUDIES 180– U.S. HISTORY: BLACK PERSPECTIVES I**

1. **Course Number Course Title Semester Units**

ETHN 180 U. S. History: Black Perspectives I 3

**Semester Hours**

3 hours lecture: 48-54 hours 96-108 outside-of-class hours 144-162 total hours

2. **Course Prerequisites**

None

**Corequisite**

None

**Recommended Preparation**

None

3. **Catalog Description**

A survey of United States history from colonial times through the Civil War from the perspective and experiences of African-Americans. The course begins with the historical backdrop of African peoples in continental Africa and the trace their story through early modern European contact, slave trade, enslavement in the Americas, colonial America, the revolutionary and Constitutional era, the early Republic, participation in American institutions, sectional issues between North and South over slavery, the Civil War and emancipation. Examines the contradictions, paradoxes and constitutional challenges of the American experiment of freedom alongside the institution of slavery. Explores the political, social, economic, legalistic, cultural, spiritual, literary and artistic life of African-Americans during this historical period.

4. **Course Objectives**

The student will:

1. Analyze historical sources to formulate a purposeful historical thesis.
2. Explain relationships between causes of historical events and their effects.
3. Evaluate current events relevant to the African-American experience in the United States, connecting common ideas and problems from the present to past periods.
4. Describe significant themes and current historical interpretations of African American history from African roots through the Civil War.
5. Describe the social and political life of African peoples before early modern European contact.
6. Explain the processes, events and aftermath of the Transatlantic slave trade.
7. Differentiate the methods and use of slavery in North America and the Caribbean.
8. Discuss the political, cultural and economic features of African life and slavery in colonial America.
9. Sketch the role and participation of African-Americans in the Revolutionary War.
10. Discuss the Federal Constitution particularly its legal impact on slavery and life of African-Americans.
11. Examine how African-Americans are placed in the context of the origins of American institutions and ideals.
12. Discuss and analyze the features and intricacies of African slavery in the “Old South.”
13. Examine the roots and goals of abolitionism in the first half of 19th century America.
14. Discuss major U.S. events affecting African-Americans and slavery during the 1850s.
15. Construct the western expansion of African-Americans in California during and after statehood.
16. Discuss the interaction and role of African-Americans in California local government and institutions.
17. Discuss daily life, religion, customs, art, literature and music of African/slave culture during antebellum America.
18. Discuss the role and participation of African-Americans in major U.S. wars from colonial times to the Civil War.
19. Discuss significant Supreme Court decisions particularly affecting African Americans.
20. Construct the steps for the emancipation of African slaves at the end of the Civil War.
21. Discuss the impact of the 13th, 14th and 15th amendments on African-Americans.
22. Analyze the plight and struggles African-American women in colonial and antebellum America.
23. Discuss and appreciate the achievements and accomplishments of notable African-American historical figures.
24. Compile list of books and non-print resources on relevant historical topics and events in order to research historical topics.
25. Judge readings about the history of the early United States seen from the African-American perspective.

5. **Instructional Facilities**

Standard Classroom

6. **Special Materials Required of Student**

None

7. **Course Content**

a. African Origins

1) African Civilizations of West/Central Africa

2) Ghana, Mali, Songhai

3) Slavery in Pre-colonial Africa

4) European Contact/Trade in West Africa

5) Transatlantic Slave Trade/ “Middle Passage”

6) Elmina Castle

7) Olaudah Equiano

b. Africans in Colonial America

1) African Slavery – North America and the Caribbean

2) Jamestown Colony

3) Triangular Trade

4) African Life in Colonial America

5) Slave Codes

6) Stono Rebellion

7) Role in American Revolution

8) Blacks in the Continental Army

9) Issues of Freedom v. Slavery in American Revolution

10) Constitutional Questions over Slavery

11) 3/5 Compromise

12) Benjamin Banneker

13) Phillis Wheatley

# 14) Cotton Gin – “Cotton Kingdom”

c. African-Americans and the Early Republic

1) South’s “Peculiar Institution”

2) Life on Southern Plantation

3) Slave Culture/Religion/Spirituality

4) Slave Songs

5) Slavery and African-American Women

6) Missouri Compromise – Growing North v. South Sectionalism

7) Southern Defense of Slavery

8) Famous Slave Rebellions, e.g. Nat Turner

9) Abolitionist Movement

10) American Anti-Slavery Society

11) Frederick Douglass

12) Pan Africanism/Colonization in Liberia

13) Underground Railroad

14) Harriet Tubman

15) Amistad Revolt and Court Case

16) Mexican-American War

17) Life of Free Blacks in North and South

d. 1850s to American Civil War

1) Compromise of 1850

2) African-Americans in California

3) Fugitive Slave Law

4) Uncle Tom’s Cabin

5) Dred Scott Decision

6) Kansas-Nebraska Act

7) Lincoln-Douglas Debates

8) John Brown

9) African-Americans in California

10) Southern Fire Eaters

11) New York City Draft Riots

12) Role of African-Americans in Civil War

13) African-American Soldiers in the Civil War

14) 54th Massachusetts Regiment

15) Life of African-Americans in the Confederacy

16) Emancipation Proclamation

17) 13th, 14th and 15th Amendments

18) Reconstruction

8. **Method of Instruction**

a. Lecture

b. Discussion and interpretation of primary documents and/or historical topics

c. Study guides or examination reviews

d. Multi-media presentations

e. Visual aids, such as PowerPoint slides, transparencies, Video/DVDs, etc.

f. Internet websites

g Guest speakers

h. Collaborative projects for group discussions

i. Library resources: books, periodicals, databases, reference works, and internet resources pertaining to U.S. History: Black Perspectives

9. Methods of Evaluating Student Performance

a. Objective tests

b. Quizzes

c. Oral and written reports, e.g., reflections on articles or films

d. Written essays, e.g., a book report critiquing historical fiction, such as *The Underground Railroad* or

*Cane River*

e. Group/Discussion activities, e.g., evaluations of primary sources such as The Meaning of 4th of July, to

Negro

f. Research papers (6-8 pages minimum with 600 word minimum), e.g., Gullah culture, free blacks in

Charleston, SC, the Atlantic slave trade, or the educated community in Philadelphia.

g. Midterm and final exam with strong writing (essay) component to assess students’ critical thinking skills as well as the course content

10. **Outside Class Assignments**

a. Prepare for an in-class essay of minimum 600 words about the Transatlantic Slave Trade by creating answers to sample essay questions, one of which will be asked in class. Preparation will involve reviewing evidence from lecture, discussions, readings and any supplemental materials to formulate a thesis in answer to the questions.

b. Prepare an essay outside of class, comparing and contrasting the life of free blacks in the North and the South, utilizing evidence from lecture, discussions, readings and any supplemental materials.

c. Conduct focused independent research and write a 6-8 page paper (minimum 600 words) on an African-American history topic based on the student’s individual choice. The paper must demonstrate how their subjects support or opposed current historical interpretations and themes of African-American history.

d. Prepare for group discussions about slavery in the “Old South.” Utilizing evidence from course materials and independent research, each group will focus upon different aspects of slavery - gender, economics, punishment, legalisms, and master-slave relationship.

e. Analyze, in writing or via a group discussion, a primary source document utilizing course materials and independent research. Students will demonstrate how their document relates to larger questions in African-American history within the context of government, American institutions or the Constitution.

f. Library and internet research with multiple sources and websites.

g. Take-home exams.

11. **Representative Texts**

a. Representative Texts:

1) Krauthamer, Barbara and Chad Williams. *Major Problems in African American History. Documents and Essays*. 2**nd** ed. Boston: Cengage, 2018

2) Kolchin, Peter. *American Slavery: 1619-1877*. ~~Revised and updated edition.~~ New York: Macmillan/Hill and Wang, 2003.

3) Taylor, Quintard, ed. *From Timbuktu to Katrina: Sources in African-American History*. Vol. I. 1st edition. Boston, MA: Cengage, 2008.

4) Hine, Darlene Clark, et al. *African-Americans A Concise History*. 4th edition. Upper Saddle River, NJ: Prentice-Hall, 2011.

5) Painter, Nell Irvin. *Creating Black Americans: African-American History and its Meanings, 1619 to the Present.* New York: Oxford University Press, 2006.

6) White, Deborah Gray, Mia Bay & Waldo E. Martin, Jr. *Freedom on My Mind: A History of African Americans with Documents****.*** New York: McMillan, 2017

b. Supplementary texts and literature:

1) White, Deborah Gray. *Ar’n’t I a Woman?: Female Slaves in the Plantation South*. Revised

# edition. New York: W.W. Norton, 1999.

# 2) Jacobs, Harriet. *Incidents in the Life of a Slave Girl.* (R.J. Ellis, ed.), Boston: Cengage, 2016.

3) Gates, Henry Louis, ed. *The Classic Slave Narratives*. New York: Penguin/Signet Classics, 2012.

4) Northrup, David. *The Atlantic Slave Trade*. 3rd edition. Boston, MA: Cengage, 2011.

5) Wright, Kai, ed. *The African American Experience: Black History and Culture through*

# *Speeches, Letters, Editorials, Poems, Songs, and Stories*. New York: Black Dog and Leventhal Publishers, 2009.

6) Horton, James Oliver and Horton, Lois E, *Slavery and the Making of America*. Oxford, UK: Oxford University Press, 2006.

7) Yetman, Norman R., ed. *When I Was a Slave: Memoirs from the Slave Narrative Collection*. Mineola, NY: Dover Publications, 2002.

8) Holton, Woody. *Black Americans in the Revolutionary Era: A Brief History with Documents*. Boston, MA: Bedford/St. Martin’s, 2009.

1. Greenberg, Kenneth S., ed. *Nat Turner: A Slave Rebellion in History and Memory*. Oxford, UK: Oxford University Press, 2004.
2. Equiano, Olaudah. *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus*

*Vassa, the African Written by Himself.*  Gloustershire, UK: Dodo Press, 2007.

11) Stampp, Kenneth M. *Peculiar Institution: Slavery in the Ante-bellum South*. New York: Vintage, 1989.

**Addendum: Student Learning Outcomes**

Upon completion of this course, our students will be able to do the following:

1. Students will be able to evaluate primary and secondary sources in support of a thesis statement
2. Students will be able to explain significant individuals and events in black history and the relationships between causes of historical events and their effects.
3. Analyze the sources/causes of inequality and discrimination in historiographical context.