**GROSSMONT COLLEGE**

**COURSE OUTLINE OF RECORD**

Curriculum Committee Approval: 02/02/2021

GCCCD Governing Board Approval: 03/16/2021

# **ETHNIC STUDIES 181– U.S. HISTORY: BLACK PERSPECTIVES II**

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

ETHN 181 U.S. History: Black Perspectives II 3

**Semester Hours**

3 hours lecture: 48-54 hour 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 Reconstruction to the present seen from the perspective and experience of African-Americans. The course begins with the emancipation of slaves and Reconstruction and then traces the African-American experience through modern American history. Topics include developments in California, Reconstruction, Jim Crow South, late 19th century, pre-WWI and the Progressive Era, WWI and the Roaring 20s, Depression Era, WWII and the home front, post-WWII era and segregation, Civil Rights Era, struggles of the 1960s and 1970s, late 20**th** century and 21**st**-century issues. Course also explores the contradictions, paradoxes and constitutional challenges, both federal and in California, of the American experiment of equality alongside racial segregation and injustices. The course also explores the political, social, economic, legalistic, cultural, spiritual, literary and artistic life of African-Americans during modern American history.

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 Reconstruction to the present.
5. Explain the political, social, and economic hopes and realities of African-Americans during Reconstruction.
6. Discuss the Federal Constitution and American institutions and their legal impact on the life of African-Americans since the Civil War.
7. Differentiate the methods, traits and enforcement of Jim Crow laws in the South.
8. Outline the political, cultural and economic features of African-American life in the late 19th century.
9. Construct the history, struggles and advancement of Black education in modern America.
10. Describe Californiapolitics, legislation policies, and social developmentsaffecting Black Americans from Reconstruction to the present, including black migration and the Black Power Movement.
11. Discuss and analyze the goals and accomplishments of notable African-American leaders/activists during the late 19th and 20th century Progressive Era.

l. Examine the roots and goals of the Civil Rights movement throughout 20th century America.

m. Discuss the life and accomplishments of African-Americans in California.

n**.** Interpret the interaction and role of African-Americans in California local government and institutions.

o. Outline daily life, religion, art, literature, music, performing arts and sports of African-Americans during modern America.

p. Discuss the role and participation of African-Americans in major U.S. wars from the post-Civil War era to the present.

q. Evaluate significant Supreme Court decisions particularly affecting African Americans in modern American history.

r. Construct the steps for ending segregation and the “color” line in modern American history, particularly by focusing on leaders and movements.

s. Estimate the historical legacy and enduring impact of the 13th, 14th and 15th amendments on African-Americans in modern American history.

t. Analyze the political and social goals/struggles African-American women in modern American history.

u. Appraise the achievements and accomplishments of notable modern African-American historical figures especially in politics, social causes, the arts, and sports.

v. Differentiate the varied goals and visions of African-American political, social, economic and religious organizations in modern American history.

w. Discuss current African-American social, economic and public policy issues.

x. Assemble list of books and non-print resources on relevant historical topics and events in order to research historical topics.

y. Appraise 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. Reconstruction to 1900

1) 13th, 14th, 15th Amendments

2) Freedmen’s Bureau

3) Cultures in California

4) Federal Reconstruction Policy

5) Radical Republicans

6) Civil Rights Acts (1866) (1875)

7) First African-American Congressmen

8) Southern Black Codes

9) Southern “Redemption”

10) Sharecropping

11) Ku Klux Klan

12) Buffalo Soldiers

13) Black Soldiers in the Spanish-American War

14) Booker T. Washington

15) Black Colleges – e.g. Tuskegee, Morehouse

16) Plessy v. Ferguson (1896) – “separate but equal”

17) George Washington Carver

18) Mary Eliza Church Terrell

19) Ida Wells-Barnett

20) Lucy Parsons

b. 1900-1945

1) Progressive Era Goals and Reforms

2) California African-American experience in Progressive Reform

3) Niagara Movement

4) Great Migration North/African-Americans in California

5) African-American Participation in WWI/369th Infantry Regiment

6) Marcus Garvey/Universal Negro Improvement Association

7) African-Americans and the 1920s & Great Depression; California experiences

8) Scottsboro Case

9) New Deal and African-Americans

10) Mary McLeod Bethune

11) A. Philip Randolph

12) African-Americans and WWII

13) Tuskegee Airman

14) Benjamin O. Davis

15) African-Americans and the GI Bill

16) Urban Unrest (1940s)

c. Civil Rights Era

1) Jackie Robinson/Integration of Baseball

2) Racial Integration in U.S. Armed Forces

3) Supreme Court Desegregation Cases

4) Brown v. Board of Education

5) Thurgood Marshall

6) Emmett Till Murder

7) Montgomery Bus Boycott

8) Rosa Parks

9) Lunch Counter/Sit-in Protests

10) Freedom Riders

11) Birmingham, Alabama – Eugene “Bull” Connor

12) Martin Luther King Jr.

13) Medgar Evers Murder

14) George Wallace

15) March on Washington

16) Civil Rights Act (1964)

17) Freedom Summer

18) Selma March

19) Voting Rights Act (1965)

20) Watts Riots

21) African-Americans in Korean/Vietnam War

22)California law and civil rights activism; Black Panthers

d. Modern Day Issues, Movements, Goals for African-Americans

1) Affirmative Action

2) African-American mayors

3) African-Americans in Congress

4) Congressional Black Caucus

5) Black Conservatives

6) Los Angeles Riots

7) Million Man March

8) Criminal Justice/Incarceration

9) Health Care

10) Education

11) Employment

12) Housing/Urbanization

13) Religion/Churches

14) Crime/Violence

15) Poverty

16) Media Portrayals of African-Americans

e. Famous African-American Political and Social Figures

1) Hiram R. Levels/Joseph H. Rainey

2) W.E.B. DuBois

3) Elijah Muhammad

4) Malcolm X

5) Stokley Carmichael

6) Shirley Chisolm

7) Julian Bond

8) Jesse Jackson

9) Al Sharpton

10) Douglas Wilder

11) Condolezza Rice

12) Colin Powell

13) Clarence Thomas

14) Barack Obama

f. African-American Culture, Arts, Literature, Music, Performance

1) Black Minstrel Shows

2) Harlem Renaissance

3) Cotton Club

4) Zora Neale Hurston

5) Duke Ellington

6) Louis Armstrong

7) Langston Hughes

8) Jazz/Blues/Gospel

9) Negro Baseball Leagues

10) African-American Dance

11) Richard Wright

12) James Baldwin

13) Gwendolyn Brooks

14) Rock n’ Roll

15) R&B/Hip Hop

16) African-American in Cinema

17) African-American Theater/Musicals

18) African-American in Television

19) Africa-Americans in Sports

20) Alice Walker

21) Toni Morrison

g. Organizations, Causes, Activism

1) National Negro Business League

2) National Association for the Advancement of Colored People

3) National Urban League

4) Congress of Racial Equality

5) Southern Christian Leadership Conference

6) Student Non-Violent Coordinating Committee

7) Nation of Islam

8) Black Power Movement/Black Panthers

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.

i Library with adequate collections in U.S. History: Black Perspectives II

9. **Methods of Evaluating Student Performance**

a. Objective tests

b. Quizzes

c. Oral and written reports on famous Black Americans such as Ida B. Wells, Rosa Park, and John Lewis

d. Written essays on the Civil Rights Movement such as sit-in, the Montgomery Bus Boycott, and the March on Washington

e. Group/Discussion activities regarding the Constitution and Black Americans such as the 1st, 13th, 14th, and 15th Amendments

f. Research papers (6-8 page minimum with 600 word minimum) on eras such as Reconstruction, Jim Crow, the Civil Rights Movement, and Post-Obama Era

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

10. **Outside Class Assignments**

a. Prepare for an out of class essay of minimum 600 words about the political Reconstruction for African-Americans 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 turn of 20th century life of 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 segregated life for African-Americans in the South. Utilizing evidence from course materials and independent research, each group will focus upon different aspects of segregation - gender, economics, punishment, legalisms, and white and black social relationships.

# 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) Franklin, John Hope and Higginbotham, Evelyn Brooks. *From Slavery to Freedom: A History of African-Americans*. 9th edition. New York: McGraw-Hill, 2010.

2) Marable, Manning. *Race, Reform and Rebellion: The Second Reconstruction and Beyond in*

*Black America, 1945-2006*. 3rd edition. Jackson, MS: University Press of Mississippi, 2007.

3) Hine, Darlene Clark, et al. *African-American Odyssey*. Vol. II. 6th edition. Upper Saddle River, NJ: Prentice Hall, 2013.

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

5) Carson, Clayborne, Emma J. Lapansky-Werner and Gary B. Nash. *Revel for the Struggle for Freeedom, Volume 2: Since 1865****.*** Access Card, 3**rd** ed. Pearson digital, 2019.

6) Hine, Darlene Clark, William C. Hine & Stanley C. Harrold. *Revel for the African-American Odyssey, Volume 2 – Access Card, 7th ed.* Pearson digital, 2018.

7) Taylor, Quintard, ed. *From Timbuktu to Katrina: Sources in African-American History*. Vol. II. 1st edition. Boston, MA: Cengage, 2007.

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

9) Clayborne, Carson, Lapsansky-Werner, Emma J., Nash, Gary B. *The Struggle for Freedom: A History of African-Americans*, Concise Edition, Combined Edition. 2nd edition. Upper Saddle River, NJ: Prentice-Hall, 2010.

b. Supplementary texts and literature:

1) Wells, Ida B. (author). Royster, Jacqueline Jones (editor). *Southern Horrors and Other Writings: The Anti-Lynching Campaign of Ida B. Wells, 1892-1900.* Boston, MA: Bedford/St. Martins, 1996.

2) Farmer-Kaiser, Mary J. *Freedwomen and the Freedmen’s Bureau: Race, Gender, and Public Policy in the Age of Emancipation*. 4th edition. Bronx, NY: Fordham University Press, 2010.

3) Ferguson, Jeffrey Brown, ed. *The Harlem Renaissance: A Brief History with Documents*. Boston, MA: Bedford/St. Martins, 2007.

4) White, J. and Dierenfield, Bruce J. *A History of African-American Leadership*. 3rd edition. Upper Saddle River, NJ: Pearson, 2012.

5) Garvey, Marcus (author). Blaisdell, Bob (editor). *Selected Writings and Speeches of Marcus Garvey.* 3rd edition. United States: Dover Thrift Editions, 2005.

6) McGuire, Danielle L. *At the Dark End of the Street: Black Women, Rape, and Resistance –*

*A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power*. New York: Vintage, 2011.

7) Ransby, Barbara. *Ella Baker and the Black Freedom Movement: A Radical Democratic Vision*. Chapel Hill, NC: University of North Carolina Press, 2005.

8) Howard-Pitney, David ed. *Martin Luther King Jr., Malcolm X, and the Civil Rights Struggle of the 1950s and 1960s: A Brief History with Documents*. Boston, MA: Bedford/St. Martins, 2004.

9) McClymer, John F. *Mississippi Freedom Summer*. 1st edition, Boston, MA: Cengage,

2004.

10) Kluger, Richard. *Simple Justice: The History of Brown v. Board of Education and Black*

*America’s Struggle for Equality*. New York: Vintage, 2004.

**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.