

COURSE SYLLABUS

Course Title:	African American History	Date submitted:	Fall 2017 (AAC: 17-52)	
Department:	Social Sciences			
Curriculum:	History			
Course Descriptors: Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	Course Code: (eg. ACC 101) HIS*218 Course Type: L/D <small>A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio</small>	Prerequisites: C- or better in Integrated Reading and Writing II (ENG*075) OR Introduction to College Reading & Writing (ENG*093) OR Introduction to College English (ENG*096) OR Reading & Writing VI (ESL*162), or placement into Composition (ENG*101) [including embedded ENG*101]		
	Elective Type: G/HI/HU/LAS <small>AH: Art History E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science</small>	Corequisites: <div style="border: 1px solid black; height: 60px; width: 100%; text-align: center; vertical-align: middle;">None</div>		
	Credit Hours: 3 Developmental: (yes/no) No Lecture: 3 Clinical: 0 Lab: 0 Studio: 0 Other: 0 TOTAL: 3	Other Requirements: <div style="border: 1px solid black; height: 40px; width: 100%; text-align: center; vertical-align: middle;">None</div>		
	Contact Hours:	Class Maximum: 35 Semesters Offered: F/S/Su		
	Ability Based Education (ABE) Statement At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability.			
	Catalog Course Description: A historical survey of the varieties of experience that have shaped African-American life. Specific topics will include the African roots of African-American culture; slave trade and the Middle Passage; slavery, resistance and the struggle for emancipation; Reconstruction and Jim Crow; the growth of distinctive African-American cultures in literature, music, sports, and the arts; the struggle for equality; and contemporary African-American culture, including the post-World War II Caribbean influx.			
	Topical Outline: <small>List course content in outline format.</small> <ol style="list-style-type: none"> 1. West African roots <ol style="list-style-type: none"> a. Religions—indigenous, Muslim, Christian b. Empires c. City and countryside 2. Slave trade <ol style="list-style-type: none"> a. Ancient traditions and customs 			

- b. The African-European trade
- c. Middle Passage
- d. Commercialized slavery—an American innovation.
- 3. Life in the Americas until emancipation
 - a. West Indies
 - b. North America
 - c. Life on the plantation—slaves and masters
 - d. Methods of resistance and adaptation
 - e. Free Blacks
 - f. Abolitionism
- 4. Reconstruction and afterwards
 - a. Emancipation’s implications—the Freedmen’s Bureau and the Black Codes
 - b. A biracial Southern culture
 - c. The white elite responds
 - d. Black self-defense and the rise of the Ku Klux Klan
 - e. Jim Crow and segregation in the South
- 5. Cultural innovations in the 20th century
 - a. The Harlem Renaissance
 - b. Black soldiers during World Wars I and II
 - c. The Jazz Age
 - d. Jesse Owens, Joe Louis, Jackie Robinson
 - e. Leaving the South
- 6. The struggle for equality
 - a. Nonviolence—Montgomery, sit-ins, the Freedom Riders
 - b. Brown vs. Board of Education
 - c. Selma and the crisis of nonviolence
 - d. The Movement splinters
 - e. Black Power and the Nation of Islam
- 7. Contemporary Black America
 - a. The urban crisis
 - b. An African-American middle class
 - c. African-American political power
 - d. White response—busing and affirmative action as examples
 - e. Diversity in contemporary African-American society.

Upon successful completion of this course, the student will be able to do the following:

COURSE:

- 1. Examine the historical forces that have shaped the African-American experience.
- 2. Confront the role of contingency in historical experience, with particular reference to the African-American experience.
- 3. Explore forced immigration (slavery) and the culture that it produced.
- 4. Analyze the legacy of slavery and segregation, and efforts in the 20th century to face that legacy.
- 5. Study the growth of distinctive African-American cultures in the 20th century encompassing sports, arts, music and literature.
- 6. Interpret and evaluate historical texts.
- 7. Assess and analyze controversies and issues using the techniques of historical inquiry.
- 8. Use critical thinking skills—among them the ability to analyze primary documents—as part of their assignments.
- 9. Provide adequate documentation in a recognized style format, e.g. MLA, APA.
- 10. Analyze and evaluate the social, cultural, and political forces that shape the individual and society.
- 11. Articulate the distinctiveness of the African-American experience and relate it to the larger culture of which it is a part.

PROGRAM: *(Numbering reflects Program Outcomes as they appear in the college catalog)*

N/A

Outcomes:
Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.

	<p>COMPETENCIES FULFILLED:</p> <p>Critical Analysis/ Logical Thinking - Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.</p> <p>Demonstrates: Identifies the issue(s); formulates an argument; explains and analyzes relationships clearly; draws reasonable inferences and conclusions that are logical and defensible; provides support by evaluating credible sources of evidence necessary to justify conclusions.</p> <p>Does Not Demonstrate: Identifies few or no issues; formulates an argument without significant focus; provides an unclear explanation of analysis and relationships; drawing few reasonable inferences and conclusions that are illogical and indefensible; provides little to no support using credible sources of evidence necessary to justify conclusions</p> <p>Written Communication (embedded) - Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.</p> <p>Demonstrates: Writes articulate texts using appropriate evidence and appeals as determined by the rhetorical situation.</p> <p>Does Not Demonstrate: Writes texts lacking appropriate evidence and appeals as determined by the rhetorical situation</p>
<p>Evaluation: List how the above outcomes will be assessed.</p>	<p>Assessment will be based on the following criteria:</p> <ol style="list-style-type: none"> 1. examinations 2. reaction pieces to specific issues of African-American history 3. a final essay on an issue, essay, or book in African-American history.
<p>Instructional Resources:</p> <p>List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p>Required: None</p> <p>Desired: None</p>
<p>Textbook(s)</p>	<p>Refer to current academic year printout.</p>