**ESSEX COUNTY COLLEGE**

**Humanities Division**

**HST 121 *–* African-American History I**

**Course Outline**

**Course Number & Name:**  HST 121 African-American History I

**Credit Hours:**  3 .0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Prerequisites**:  Grades of “C” or better in ENG 096 and RDG 096

**Co-requisites:** None **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This course surveys the African-American experience from Africa to the Reconstruction Era in the U.S., beginning with African civilizations and West African explorations of the Western hemisphere. It concludes with the end of slavery in the United States. The economic, social, political and psychological dynamics of African, Caribbean and African-American life and interracial relations are discussed in this global study.

**General Education Goals**: HST 121 is affirmed in the following General Education Foundation Categories: **Historical Perspective** and **Global and Cultural Awareness of Diversity**. The corresponding General Education Goals are respectively as follows: Students will understand historical events and movements in World, Western, non-Western, or American societies and assess their subsequent significance; and Students will understand the importance of global perspective and culturally diverse peoples.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. identify the African origin of the African-American community and discuss the characteristics of the civilizations they built in Africa;

2. assess the importance of the pre-Columbian African presence in the West and the influence of Africans on Meso-American and Caribbean cultures;

3. describe and critically examine the events that lead to and characterized the Atlantic Slave Trade and its role in the shaping of an African-American culture;

4. describe the contributions and struggles of African-American people in American and Caribbean society; and

5. critically examine, in a comparative sense, the struggles of enslaved and free blacks in the U.S. and/or other parts of the African Diaspora.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1.Identify the African origin of the African-American community and discuss the characteristics of the civilizations they built in Africa:

1.1 *identify and describe such classical and medieval civilizations as Kemet (ancient Egypt), Nubia, Ghana, Mali, Songhay, Kanem Borno, and others;*

1.2 *recognize and discuss the social, political, and economic structures of such civilizations as Kemet (ancient Egypt), Nubia, Ghana, Mali, Songhay, Kanem Borno, and others;* and

1.3 *identify and summarize some of the major works of scholars who have written about ancient African civilizations and whose writings have influenced the field of African and African-American History*

2. Assess the importance of the pre-Columbian African presence in the West and the influence of Africans on Meso-American and Caribbean cultures:

2.1 *identify and summarize evidence given by scholars, such as Ivan van Sertima, that proves there was an African presence in America before Columbus*;

2.2 *recognize and explain the various ways in which African culture became manifest in the Americas and in other parts of the Western world;*

2.3 *assess the level of complexity and sophistication of African civilizations that sponsored pre-Columbian expeditions to the Western world;*

2.4 *recognize and discuss the cultural and religious backgrounds of pre-Columbian Africans in America and how they compared and contrasted to the Native American and European cultures they encountered;* and

2.5 *record journal entries explaining the objective and main point of the lectures/discussions, and how they were received emotionally and intellectually by the student*

3. Describe and critically examine the events that lead to and characterized the Atlantic Slave Trade and its role in the shaping of an African-American culture:

3.1 *identify and evaluate the importance of the beginning of West African relations with European explorers and traders;*

3.2 *identify and discuss the specific characteristics of the Middle Passage and the role it played in the process of transforming African cultures to distinct African-American cultures;*

3.3 *recognize and describe the role that power, economics, and racism played in the characterization of the Atlantic Slave Trade;* and

3.4 *identify and explain the reasons why the Atlantic Slave Trade is often referred to as the Triangular Trade*

4. Describe the contributions and struggles of African-American people in American and Caribbean society:

4.1 *identify and describe the role of African Americans in the struggle for Civil Rights;*

4.2 *identify and describe the role of African Americans in the Black Nationalist Movement;*

4.3 *identify and describe African Americans in the Arts Movement;*

4.4 *identify and describe African Americans in government roles;*

**Measurable Course Performance Objectives (MPOs)** (continued):

4.5 *identify and describe African Americans in education;*

4.6 *identify and describe African Americans in the military;*

4.7 *identify and describe African American inventors and those in science;*

4.8 *identify and describe African Americans in sports;*

4.9 *identify and describe African Americans in entrepreneurship;* and

4.10 *identify and describe struggles unique to African-American women*

5. Critically examine, in a comparative sense, the struggles of enslaved and free blacks in the U.S. and/or other parts of the African Diaspora:

5.1 *recognize and describe the backgrounds and historical challenges of the descendants of African slaves in the U.S., such as but not limited to the Afro-Caribbean, Afro-Latin, Afro-Europeans, Afro-Asian, Afro-Canadians, and the African-born;* and

5.2 *recognize and describe the backgrounds and historical challenges of the Black religious communities, such as Christian, Muslim, Jewish, Yoruba and other established religious expressions within Black America*

**Methods of Instruction**: Instruction will consist of a combination of lectures, class discussions, individual work, group work, and a research paper.

**Outcomes Assessment:** Test and exam questions are blueprinted to course objectives. A checklist rubric is used to evaluate the research paper and the oral/multimedia presentation for the presence of course objectives. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting objectives. The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions.

**Course Requirements:** All students are required to:

1. Take a minimum of two objective and essay exams (a midterm exam and a final exam).

2. Complete a research proposal consisting of a summary, a research question, an outline and sources to be used, within the first six weeks of the semester. This research proposal will be used to guide the completion of one documented research paper using the Chicago Manual of Style or MLA parenthetical form of citation.

3. Prepare and execute the delivery of an oral presentation in front of peers and the instructor on the research conducted.

4. Complete the reading of all assigned material and demonstrate having done so by taking part in class discussions.

**Methods of Evaluation:** Final course grades will be computed as follows:

**% of**

**Grading Components final course grade**

* **Class Participation/Quizzes/Assignments 5 – 15%**

Class participation, quizzes and assignments will show evidence of the student’s active engagement in the course, and serve as a means to measure the extent to which students recognize the importance of Africa as the background to the history of African Americans and have mastered other course objectives.

* **Research Paper 15 – 20%**

The research paper will show evidence of the extent to which students meet course objectives, and will involve formulating a research proposal consisting of a research question, summary, outline, and bibliography. In addition, students will utilize primary and secondary research sources in order to develop and support their history thesis, while clearly maintaining their own voice in the dialogue.

* **Midterm Exam 20 – 25%**

The midterm exam will show evidence of the extent to which students have mastered course objectives relating to the material covered in the first seven weeks of class.

* **Oral/Multimedia Presentation 5 – 15%**

The oral/multimedia presentation will show evidence of the mastery of course objectives, as well as the student’s ability to publicly affirm, effectively convey ideas related to research conducted, and defend a history thesis.

* **Final Exam 25 – 30%**

The final exam will show evidence that the students have mastered and synthesized material covered in the entire course with more emphasis on material covered in the final eight weeks.

Note: The instructor will provide specific weights for each of the grading components at the beginning of the semester. Students must average 70% or above to obtain a grade of “C” or higher in the course.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College.  Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions.  Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the text **The African-American Odyssey**, 2nd edition, by Darlene Hine, William Hine and Stanley Harrold; published by Pearson/Prentice Hall; ISBN #: 0-205-71341-6.

**WeekTopics Covered**

1. **Course Introduction/Review of Class Syllabus**
2. **Africa and African Exploration of the New World**
3. **Information Literacy Workshop**
4. **The Middle Passage**

**QUIZ #1**

1. Black People in Colonial North America
2. African Americans and the Struggle for Independence
3. African Americans in the New Nation

**MIDTERM EXAM**

1. Life in the Cotton Kingdom
2. **Research Proposals due**
3. Free Black People in Antebellum America
4. Opposition to Slavery
5. **Oral/Multimedia Presentations begin**
6. Slavery and the Civil War
7. Liberation: African Americans and the Civil War

**Research Paper due**

1. **FINAL EXAM**