**ESSEX COUNTY COLLEGE**

**Humanities Division/Dept. of History**

**HST 122 *–* African-American History II**

**Course Outline**

**Course Number & Name:**  HST 122 African-American History II

**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 examines the African presence in the United States of America and the Caribbean from the end of slavery in the West in the mid/late 19th century to the present. Economic, social, political and psychological dynamics of African, Caribbean and African-American life are discussed throughout this global study with a focus on U.S. history and interracial relations.

**General Education Goals**: HST 122 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 and discuss ways in which African Americans responded to opportunities available to them during the post-Civil War era;
2. assess political, economic, social, and educational challenges of African Americans made during, and in the aftermath of, the Reconstruction Period;
3. identify the specific challenges and achievements of the African-American community from the beginning of the 20th century to the end of the Second World War;
4. describe the contributions and struggles of African-American people from the post-World War II Era to the end of the 1960s; and
5. critically examine, in a comparative sense, the backgrounds and struggles of religious and ethnic communities of African descent and their ideas about Black identity and contributions made to the struggle of the African-American community.

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

1.Identify and discuss ways in which African Americans responded to opportunities available to them during the post-Civil War era:

1.1 *assess attitudes of freedman and free Blacks before and after the Civil War;*

1.2 *identify how African Americans prioritized their achievements and challenges*;

1.3 *identify* *the gains African Americans made in the political, economic and social arena*; and

1.4 *identify important Civil Rights legislation that sought to empower the African-American community*

2. Assess political, economic, social and educational challenges of African Americans made during, and in the aftermath of, the Reconstruction Period:

2.1 *recognize and discuss why African Americans aligned themselves with the Republican Party after the Civil War;*

2.2 *identify and discuss key personalities that provided leadership to the African-American community;*

2.3 *identify and explain how the political arena was used to promote educational and economic empowerment of the African-American community*;and

2.4 *identify and discuss the tactics and motivations behind White resistance to Black political and economic empowerment*

3. Identify the specific challenges and achievements of the African-American community from the beginning of the 20th century to the end of the Second World War:

3.1 *identify and discuss the purpose of Jim Crow laws and the responses of such Civil Rights organizations as the NAACP, Urban League, and Colored Women’s League*;

3.2 *identify and describe the organizations whose responses to Jim Crow represented a Black Nationalist expression;*

3.3 *recognize and discuss how international events such as the Russian Revolution and World Wars I and II helped to shape the character of Black suffering, resistance, struggle and empowerment in the U.S.;*

3.4 *recognize and explain the significance of the Civil Rights Struggle;* and

3.5 *identify and explain the roles of key personalities who were responsible for its formation*

4. Describe the contributions and struggles of African-American people from the post-World War II Era to the end of the 1960s:

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

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*

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

5. Critically examine, in a comparative sense, the backgrounds and struggles of religious and ethnic communities of African descent and their ideas about Black identity and contributions made to the struggle of the African-American community:

5.1 *recognize and describe the backgrounds and historical challenges of Black immigrants and 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 the African-American struggle against racism as the background to the history of African Americans.

* **Research Paper 15 – 20%**

The research paper will show evidence of the extent to which students meet course objectives, including, but not limited to 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 the 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 The Meaning of Freedom: The Promise of Reconstruction**

**3 The Meaning of Freedom: The Failure of Reconstruction**

**4** White Supremacy Triumphant

**QUIZ #1**

5 Black Southerners Challenge White Supremacy

6 Conciliation, Agitation and Migration

7 African Americans and the 1920s

**Midterm Exam**

8 Black Protest, The Great Migration and the New Deal

9 **Research Proposals due**

10 Meanings of Freedom: Culture and Society in the 1930s and 1940s

11 The World War II Era, the Seeds of a Revolution and the Coming of the Freedom Movement

12 **Oral/Multimedia Presentations begin**

13 The World War II Era, the Seeds of a Revolution and the Coming of the Freedom Movement

14 The Era of Barack Obama

**Research Paper due**

15 **FINAL EXAM**