



# ILLINOIS VALLEY COMMUNITY COLLEGE

## COURSE OUTLINE

**DIVISION: Humanities, Fine Arts, and Social Sciences**

**COURSE: HIS 1006 African American History**

Date: Spring 2019

Credit Hours: 3

Prerequisite(s): None

Delivery Method:  **Lecture**                      **3 Contact Hours (1 contact = 1 credit hour)**  
 **Seminar**                              **0 Contact Hours (1 contact = 1 credit hour)**  
 **Lab**                                        **0 Contact Hours (2-3 contact = 1 credit hour)**  
 **Clinical**                                **0 Contact Hours (3 contact = 1 credit hour)**  
 **Online**  
 **Blended**

Offered:  **Fall**     **Spring**     **Summer**

IAI Equivalent –**Only for Transfer Courses**-go to <http://www.itransfer.org>: H2 909D

### CATALOG DESCRIPTION:

This course is designed to introduce students to the experience of African Americans in United States History. It serves as an introductory overview of that experience through the use readings, lectures, discussion, art, film, and music. Some of the specific topics covered include the African experience, slavery and slave culture, the abolition movement, the free black experience, emancipation, Jim Crow segregation, racial violence, black culture, the civil rights movement, popular culture, modern political movements, and the contemporary experience. Students should gain an understanding of how the history of slavery and segregation impacted the lives of African Americans, the political movements of African Americans, the culture and contributions of African Americans to American society, and the current state of African Americans in America.

## GENERAL EDUCATION GOALS ADDRESSED

*[See last page for Course Competency/Assessment Methods Matrix.]*

### Upon completion of the course, the student will be able:

*[Choose up to three goals that will be formally assessed in this course.]*

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

### EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

*[Outcomes related to course specific goals. See last page for more information.]*

#### Upon completion of the course, the student will be able to:

1. Discuss the causes of slavery and their impact on African Americans
  - 1 a. Students will, with a critical eye, study the causes and effects of slavery in America.
  - 1 b. Students will, from a historical perspective, study the contributions of enslaved Americans to the development of this country.
  - 1 c. Students will, with a critical eye, be able to make connections between slavery and the social, economic and political disenfranchisement of African American.
2. Discuss the impact of reconstruction and segregation on African Americans both historically and today.
  - 2 a. Students will, from a historical perspective, study the era of reconstruction and its failure to protect newly freed slaves.
  - 2 b. Students will, from a historical perspective, study the accomplishments of African Americans to political and social life in America during Reconstruction.
  - 2 c. Students will, from a historical perspective, study the rise of the Ku Klux Klan and segregation during and immediately after reconstruction.
  - 2 d. Students will, from a historical perspective, study the rise of institutional racism and its effect of black communities in both the North and South.
  - 2 e. Students will, with a critical eye, be able to make connections between segregation and racism during this time period and the continuation of those systems of oppression today.
3. Describe the unique contributions that African Americans have made to American culture.
  - 3 a. Students will, from a historical perspective, study the contributions of African Americans to American art, music, sports and literature.
  - 3 b. Students will, from a historical perspective, study the contributions of African Americans in Academia and the Sciences.

- 3 c. Students will, from a historical perspective, study the contributions of African Americans to politics and government.
- 3 d. Students will, with a critical eye, be able to make connections between institutional racism and the suppression of the knowledge of these contributions until recently.
- 4. Describe the contributions of a variety of black movements in America that contributed to the Civil Rights Movement.
  - 4 a. Students will, from a historical perspective, be able to discuss the causes and outcomes of the civil rights movement.
  - 4 b. Students will, from a historical perspective, be able to discuss the various contributions made by the diverse organizations and people who make up the civil rights movement, including, but not limited to: Dr. Martin Luther King, Jr., the Southern Christian Leadership Council, the National Association for the Advancement of Colored People, Medgar Evers, The Student Nonviolent Coordinating Committee, Malcom X, The Nation of Islam, Stokely Carmichael, The Black Panthers, and others.
  - 4 c. Students will, with a critical eye, be able to draw connections between all of the people and movements and the advancement of civil rights for African Americans and to modern movements such as Black Lives Matter.
- 5. Discuss the current issues that are of importance to the African American Community.
  - 5 a. Students will study the rise of hip hop culture, and its contributions to music, art and fashion.
  - 5 b. Students will study Affirmative Action and the backlash from the white community.
  - 5 c. Students will study African American communities and their struggles to overcome poverty and racism.
  - 5 d. Students will study leading African American social and political figures.
  - 5 e. Students will study racial violence and the rise of Black Lives Matter.

**MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS**

*[For each of the goals selected above, indicate which outcomes align with the goal.]*

<b>Goals</b>	<b>Outcomes</b>
First Goal	
To construct a critical awareness of and appreciate diversity.	<ul style="list-style-type: none"> <li>1. Discuss the causes of slavery and their impact on African Americans.</li> <li>2. Discuss the impact of reconstruction and segregation on African Americans both historically and today.</li> <li>3. Describe the unique contributions that African Americans have made to American culture.</li> <li>4. Describe the contributions of a variety of black movements in America that contributed to the Civil Rights Movement.</li> <li>5. Discuss the current issues that are of importance to the African American Community.</li> </ul>

## **COURSE TOPICS AND CONTENT REQUIREMENTS:**

This course will begin in Africa and end with current events. Topics include: Slavery, Reconstruction, Segregation, African American Musicians, Athletes, Artists, Academics, Politicians, Inventors and Scientists, The Civil Rights Movement and the Black Power Movement, Institutional Racism, and Current Events.

## **INSTRUCTIONAL METHODS:**

- Reading, Class Lecture, Discussion, Essays and Exams

## **INSTRUCTIONAL MATERIALS:**

Primary Text: *From Slavery to Freedom: A History of African Americans* 9<sup>th</sup> Edition, ISBN 9780072963786

Videos

Music

## **STUDENT REQUIREMENTS AND METHODS OF EVALUATION:**

**Attendance and Class Participation – 10%** Class attendance is required and students should come to class prepared to discuss the materials assigned for that week and to discuss any news items on Africa they come across that should be raised for discussion. I hope that students will come to class with insightful questions and/or comments about the assigned readings and news stories, and I will also be calling on students at random to answer some questions of my own. Answers to my questions should show that the student has read and understands the class materials and have the ability to apply critical thinking skills to those materials. The quality of your contributions is more important than the quantity, but both are expected.

**Research Essays – 30%: (4 essays, 3 pages minimum per essay)** For each exam, students will be randomly assigned to write essays pertaining to the unit topics. You can access essay questions each week by logging into Blackboard and clicking on discussion board. You must write your responses in your own words in essay format after having completed the necessary readings and other research that pertains to the topics. After completing your own post, you should read the posts of all of your classmates. I will provide comments on each person's post, and these comments, along with the student essays will be a source for questions on the exams.

**Chapter Quizzes – 20%** At regular times throughout the semester, there will be quizzes given to assess student comprehension of the reading materials and class discussions. The quizzes will be multiple choice and will be given at the beginning of class.

**Exams - 40%** There will be four exams throughout the semester. The dates and topic materials are listed in the syllabus. You must bring a blue book with you to class on exam day. Blue books can be purchased in the bookstore for a nominal fee. Exams will consist of short answer questions, multiple choice and essay questions

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

## **OTHER REFERENCES N/A**

# Course Competency/Assessment Methods Matrix

(Dept/# Course Name)	Assessment Options																																				
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment					
	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D											
Discuss the causes of slavery and their impact on African Americans.		X	X	X				X	X			X		X	X																						X
Discuss the causes of segregation in America and the impact that had on African Americans.		X	X	X				X	X			X		X	X																						X
Describe the unique contributions that African Americans have made to American culture.		X	X	X				X	X			X		X	X																						X
Describe the contributions of a variety of black movements in America that contributed to the Civil Rights Movement.		X	X	X				X	X			X		X	X																						x
Discuss the current issues that are of importance to the African American Community.		X	X	X				X	X			X		X	X																						X