

RARITAN VALLEY COMMUNITY COLLEGE
ACADEMIC COURSE OUTLINE

HIST 191: African American History

I. Basic Course Information

A. Course Number and Title: HIST 191: African American History

B. New or Modified Course: Modified

C. Date of Proposal: Semester: Spring Year: 2021

D. Effective Term: Fall 2021

E. Sponsoring Departments: Humanities, Social Science, Social Work, and Education

F. Semester Credit Hours: 3

G. Weekly Contact Hours: 3 Lecture: 3
 Laboratory: 0
 Out of class student work per week: 6

H. Prerequisites/Corequisites: Placement into ENGL111 English Composition I with ENGL070 English Composition I Workshop, or higher

I. Laboratory Fees: none

J. Name and Telephone Number or E-Mail Address of Department Chair and Divisional Dean at time of approval: Isabel Gutiérrez-Bergman Isabel.gutierrez@raritanval.edu; Patrice Marks, Patrice.marks@raritanval.edu

II. Catalog Description

Prerequisites/Corequisites: Placement into ENGL111 English Composition I with ENGL070 English Composition I Workshop, or higher.

This course examines the history of African Americans and people of African ancestry in North America and the United States. It concentrates on major historical themes including the role of slavery in the genesis of African American society, the consequences of emancipation and industrialization, the effects of migration, the development of Black nationalism, the Civil Rights and Black Liberation movements, the effects of racism, and contemporary African American culture and liberation movements. Students in this course will be able to better understand the Black experience and the

ways race, class, and gender have shaped Black Americans' historical journey as well as how the past continues to impact the status and experience of Black Americans today.

III. Statement of Course Need

- A. People of African descent have played an integral role in the development of the U.S. The movements for liberation and equality that Black people have built and sustained have shaped and reshaped the nation. Learning African American history is essential to the cultivation of a well-informed, historically oriented, and culturally competent population. The inclusion of this course in our College offerings will also support and enhance the state mandated Amistad curriculum that is offered within the elementary and high school curricula.
- B. 1. This course generally transfers as a Humanities, Historical Perspective, and Global and Cultural Awareness general education course.
2. This course generally transfers as a liberal arts program elective.

IV. Place of Course in College Curriculum

- A. Free Elective
- B. This course serves as a General Education course in Humanities, Historical Perspective, and Global and Cultural Awareness.
- C. This course meets a program option for liberal arts, A.A.
- D. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, www.njtransfer.org; b) for all other colleges and universities, go to the individual websites.

V. Outline of Course Content

- A. The origins of African America, ca. 1600
- B. Africa and the Americas
- C. Slavery in North America, 1619-1740
- D. African Americas in the Atlantic World Revolutions
- E. Slavery and Freedom in the New Republic
- F. Black Life in the Slave south
- G. The Black Freedom Struggle in Antebellum America
- H. The Civil War
- I. Reconstruction
- J. Black life, culture, and activism in the nadir
- K. The New Negro: Migration, War, and Renaissance
- L. African Americans in the Great Depression
- M. World War II
- N. Civil Rights and Black Liberation Movements
- O. Black Americans in the Post-Civil Rights Era
- P. African Americans in the Twenty-First Century

VI. General Education and Course Learning Outcomes

A. General Education Learning Outcomes:

1. Identify and locate primary and secondary sources to be used in explaining the past. (GE-NJ 1, 7, IL,*)
2. Analyze historical evidence in order to evaluate historical events and their connection to the present. (GE-NJ 1, 7,*)
3. Explain and analyze the major changes in African American history from the seventeenth century through the present. (GE-NJ 1, 7, 8, *)
4. Demonstrate and assess the relevance of modern African American history to other peoples and aspects of U.S. and World history. (GE-NJ 1, 7, 8, *)
5. Evaluate the ethical implications of major themes and dynamics in African American history (GE-NJ ER*)

B. Course Learning Outcomes:

1. Identify the problems African Americans faced in the past and those they face in the present
2. Analyze the collective solutions African Americans crafted to address these problems
3. Evaluate the history of Black liberation movements and social change and explain how this history is relevant to our society and world today.
4. "Weigh arguments from experts in the field (including guest speakers)"

C. Assessment Instruments

- A. research paper or oral report identifying appropriate resources and using information effectively and effectively (IL and ER)
- B. presentations
- C. in-class debates and discussions on the pragmatic and ethical impacts of selected policies (ER)

- D. essays
- E. exams (ER)
- F. journals
- G. response writing

VII. Grade Determinants

- A. research paper or oral report
- B. presentations
- C. in-class debates and discussions
- D. essays
- E. exams (ER)
- F. journals
- G. response writings

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. lecture/discussion
- B. small-group work
- C. guest speakers
- D. student oral presentations
- E. student collaboration
- F. independent study

VIII. Texts and Materials

LIST which of the following types of course materials will be used. Specify title and publication information about textbooks and any other major text sources or other materials.

- A. Textbook:
Deborah Gray White, Mia Bay, Waldo E. Martin, Jr. *Freedom on My Mind: A History of African Americans, with Documents* (combined volume), Edition. Bedford/St. Martins, 2012.
- B. primary sources:
Let Nobody Turn Us Around: An African American Anthology, 2nd Edition, Manning Marable, Leith Mullings, eds. Rowman & Littlefield, 2009.

The following statement should be included in the outline:

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

IX. Resources

Students will use library databases and resources and other online databases to access sources and to conduct research.

X. Honors Options

Prerequisites: Minimum GPA of 3.5 and permission of the instructor.

The honors option for this course requires students to engage in the process of historical scholarship, conducting research to locate primary and secondary sources in databases and other online sources, interpreting and analyzing historical evidence, and evaluating and creating historical arguments.

A. General Education and Course Learning Outcomes:

Upon completing the honors option, students will be able to

- a. Evaluate scholarly arguments in journal articles and other secondary sources
- b. Locate, interpret, and analyze primary source material through historical research
- c. Generate an original and nuanced historical argument based on primary and secondary source research findings

B. Honors Option Content:

- a. Use of primary and secondary sources located through research in library and online databases
- b. Creation of a research proposal including an annotated bibliography
- c. Production of a research paper based on research conducted in primary and secondary sources.

C. Assessment Instruments for Honors Option Work

- a. Written reviews of articles and essays
- b. Research proposal and paper

D. Grade Determinants for Honors Option Work Performance on . . .

- a. Article and essay reviews
- b. Research proposal and paper