

# All Fields Report

Basic Course Information	
College	Cañada College
Discipline	ETHN-Ethnic Studies
Course Number	105
Full Course Title	African American History and Culture
Catalog Course Description	This is a survey of the history of African Americans from their origins in Africa to the present, with special emphasis on their contributions to California's social, political and economic institutions. It examines the political, economic, social, and cultural factors as well as interactions between African Americans and the larger society while analyzing the intersection of race and racism.
Class Schedule Course Description	This is a survey of the history of African Americans from their origins in Africa to the present, with special emphasis on their contributions to California's social, political and economic institutions. Overall, it examines the political, economic, social, and cultural factors as well as interactions between African Americans and the larger society.
Proposal Information	
Proposed Start	Year: 2021 Semester: Fall
Proposed Curriculum Committee Meeting Date:	01/22/2021
Deadline for submission to Dean's Queue:	12/17/2020
Deadline for submission of curriculum proposal to the Technical Review Committee:	12/29/2020
Proposal Origination Date:	12/04/2020
Justification For Board Report OR Curriculum Inventory update:	<p>1. <b>For NEW Courses:</b> Provide a brief justification statement describing the need for the course, its place in the curriculum, and pertinent information such as the role of advisory committees. New courses require approval of the SMCCCD Board of Trustees. The justification statement will be included on the annual Curricular Board report. Use complete sentences and present tense.</p> <p>2. <b>For all types of Course MODIFICATIONS (modifications, banking, deletions and reactivations):</b> Provide a brief justification statement describing the need for the change. The justification statement will be used for course updates in the State Curriculum Inventory as necessary. Use complete sentences and present tense.</p> <p>This course is being added to the curriculum in response to California Assembly Bill 1460 (AB 1460). It is being articulated for Ethnic Studies, Area F, and it is a selective requirement of the newly created AA Degree in Ethnic Studies.</p>
Honors Course	No
Open Entry/Open Exit	No 0

Equivalent Courses	
Will this course replace an existing course in the catalog, or an experimental course?	No
If yes, identify and explain.	-

### Similar Courses

<b>Is there a similar or equivalent course in SMCCCD?</b>	Yes
<b>Added Similar Courses</b>	ETHN 105 (College of San Mateo)

### Units/Hours

<b>Unit Types</b>	Fixed			
<b>Units</b>	Min: 3.00			
<b>Variable Range</b>	Range (or)			
<b>Hours</b>				
Please enter hours as per term values				
<b>Method</b>	<b>Min Hours</b>	<b>Max Hours</b>	<b>Min Faculty Load</b>	<b>Min Units</b>
Lecture	48.00	54.00	3.00	3.00
Lab	0.00	0.00	0.00	0.00
TBA	0.00	0.00	0.00	0.00
Work Experience	0.00	0.00	0.00	0.00
Field Experience	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00
Homework	96.00	108.00	0.00	0.00
<b>Other Hours</b>				
<b>Course Details</b>				
<b>Repeatable for Credit</b>	No			
<b>Grading Methods</b>	Grade Option (Letter Grade or Pass/No Pass)			
<b>Audit</b>	Yes			

### Materials Fee

<b>Fee Required?</b>	No
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### Student Learning Outcomes

Upon successful completion of this course, a student will meet the following outcomes:
1. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age, particularly in African American communities.
2. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by African Americans, are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies.
3. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in African American communities for a just and equitable society.

### Course Objectives

Upon successful completion of this course, a student will be able to:
1. Summarize the history and culture of West Africa, the African Diaspora and the Atlantic slave trade.
2. Describe the political, economic, social and cultural factors shaping the African American experience in the United

States.

3. Outline the political, economic, social and cultural contributions of African Americans to the history and culture of the United States.

4. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as understood within African American studies and ethnic studies.

5. Apply theory and knowledge produced by African American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

### Course Lecture Content

1. The African Past: Before the African Diaspora (Africa)
2. Before the Mayflower: A History of Racial Intermingling
3. The Founding of Black America and the Social Construction of Whiteness
4. Behind the Cotton Curtain/The Development of Northern and Southern Economies
5. Blood on the Leaves: Revolts and Conspiracies
  1. Toussaint L'Ouverture (Haitian Revolutionary)
  2. Nat Turner
  3. Gabriel Prosser Rebellion
  4. Denmark Vesey
  5. Mary Stewart
  6. Phyllis Wheatley
6. The Generation of Crisis
  1. Expansion of Slavery
  2. Founding of Abolition Movement
7. The Jubilee War: Witnesses and Warriors
  1. Civil War
  2. African Support and Participation
8. Black Power in the Old South
  1. Reconstruction
  2. Radical Reconstruction
  3. The Golden Decade 1867-1877
9. The Life and Times of Jim Crow
  1. Overthrow of Radical Reconstruction
  2. Segregation/Slavery by Another Name
  3. Terrorism, Black Codes, and Jim Crow
10. Black Progress: From Booker T. Washington to Martin Luther King Jr. (1890s to 1960s)
  1. Booker T. Washington
  2. Madam C.J. Walker
  3. Bessie Coleman
  4. Martin Luther King Jr.
  5. Stokely Carmichael
  6. Rosa Parks
  7. Shirley Chisholm
11. The Civil Rights Struggle in the Late 1960s
  1. Black Power
  2. Birth of Hip Hop (Post-Soul Generation)
12. "I'm Gonna Get You Sucka." Carter, the 1970s, and Blaxploitation Cinema
  1. "Sweet Sweetback's Baadasssss Song"
  2. "Superfly"
  3. "Shaft"
13. "Young Bucks" and "Welfare Queens:" Reagan and Bush Senior, 1980s
  1. The War on the Poor/The War on Drugs
  2. Shredding the Social Safety Net

3. Anti-Apartheid Movement on Campus
14. "The End of Welfare as We Know It." Clinton, 1990s
  1. "The First Black President"
  2. Passage of "Personal Responsibility and Work Opportunity Reconciliation Act of 1996" (PRWORA)
15. "9/11," "The War on Terrorism," and "Hurricane Katrina." Bush Junior, 2000s
  1. The War in Iraq
  2. The War in Afghanistan
  3. Hurricane Katrina and "No Rescue"
16. Hope and the Obama Presidency
17. Black Firsts—A Celebration of Black Accomplishments Lost to History

### Course Lab Content

### TBA Hours Content

### Frequently Recommended Preparation

#### Frequently Recommended

Eligibility for ENGL 100.

#### Writing

1. Use complex sentences as well as correct punctuation and mechanical conventions.
2. Demonstrate basic knowledge of essay requirements.

#### Reading

1. Read material at the 11th grade level applying literal and inferential comprehension skills.
2. Determine word meanings of vocabulary used in material at this level.

### Justification for Frequently Recommended Preparation

**Why is the knowledge of the recommended course(s), skill(s) or information necessary for students to succeed in the "target" course? Specify the relationship between the recommended knowledge and skills required of students and those taught in the "target course? (Please list the specific proficiencies students must possess in order to succeed in the "target" course.)**

Students must be able to read and write at a university transfer level in order to productively engage with the required texts and complete the analytical essay assignments for this course.

### Other Recommended Preparation

*You have no defined requisites.*

### Prerequisites/Corequisites

*You have no defined requisites.*

### Content Review

*You have not defined content review.*

### Mode of Delivery

#### Modes of Delivery

Online  
Hybrid  
Lecture

### Representative Instructional Methods

#### Methods

Lecture  
Activity  
Discussion  
Field Experience  
Field Trips  
Guest Speakers  
Individualized Instruction  
Service Learning

#### Other Methods

### Representative Assignments

#### Writing Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

1. Reflection papers (3 to 5/semester and 1-3 pages).
2. Research paper (1/semester and 5-10 pages).

#### Reading Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- Weekly readings from the assigned textbooks (20-100 pages/week).
- Scholarly journal articles (10-50 pages/semester).
- Current Event articles (1-2 pages/week).

#### Other Outside Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- None

#### To be Arranged Assignments

(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)

- Not applicable.

### Representative Methods of Evaluation

This section defines the ways students will demonstrate that they have met the student learning outcomes.

Student grades will be based on multiple measures of student performance. Instructors will develop appropriate classroom assessment methods and procedures for calculating student grades, including the final semester grade. The following list displays typical assessment methods appropriate for this course. The actual assessment methods used in a particular classroom and section will be listed in the instructor's syllabus.

Methods must effectively evaluate critical thinking. Credit courses must include written communication, problem solving, and/or skills demonstrations.

Multiple measures may include, but are not limited to, the following:

#### Methods

- Class Participation
- Class Work
- Exams/Tests
- Field Trips
- Group Projects
- Homework
- Oral Presentation
- Papers
- Projects
- Quizzes
- Research Projects
- Written examination

### Representative Texts

Textbooks such as the following are appropriate:

#### Formatting Style

APA

#### Textbooks

1. Asante, Molefi K. *African American History*, 3rd ed. The Peoples Publishing Company, 2002
2. Faulkner, Carol and Parker, Alison. *Interconnections (Gender and Race in American History)*, ed. University of Rochester Press, 2012
3. Bennett, Lerone. *Before the Mayflower: A History of Black America*, 6th ed. Penguin Books, 1993
4. Alexander, Michelle and West, Cornell. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, 10th anniversary ed. The New Press, 2020
5. Karenga, Maulana. *Introduction to Black Studies*, 4th ed. Sankore, 2010

#### Manuals

*You have no manuals defined.*

#### Periodicals

*You have no periodicals defined.*

#### Software

*You have no software defined.*

#### Other

*You have no other defined.*

### Degree/Certificate Applicability

<b>Designation</b>	Degree Credit
<b>Proposed For</b>	AA/AS Degree
<b>Course Designation Text</b>	Are there degrees/certificates to which this course applies? Ethnic Studies AA Degree

### General Education/Degree/Transfer Course

Page Last Saved on Friday, Dec 11, 2020 at 2:11 PM  
By Jose Pena

#### CSU GE Area C: ARTS AND HUMANITIES

	C2 - Humanities (Literature, Philosophy, Languages Other than English) Pending
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#### CSU GE Area D: SOCIAL SCIENCES

	DSI - Social Institutions Pending
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	US-1 Pending
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#### CSU GE Area F: ETHNIC STUDIES

	Ethnic Studies Pending
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#### CSU Transfer Course

	Transfers to CSU Approved
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#### Cañada GE Area C: ARTS AND HUMANITIES

	C2: Humanities Pending
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#### Cañada GE Area D: SOCIAL SCIENCES

	US 1: Pending
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	Social Institutions: Pending
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#### Cañada GE Area F: ETHNIC STUDIES

	Ethnic Studies Pending
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#### IGETC Area 3: ARTS AND HUMANITIES

	B: Humanities Pending
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#### IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES

	Social and Behavioral Sciences Pending
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#### UC Transfer Course

	Transfers to UC Pending
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### Course Distance Education

<b>Distance Ed Supplement</b>	New distance education supplement
<b>Distance Education</b>	Distance education component was developed by an instructor with training in online pedagogy. Training: Faculty have received training through STOT I , STOT II , @One and Cañada's QOLT (Quality Online Training) or equivalent.
<b>Method of Distance Education</b>	Online, Hybrid, Web Assisted Course; (If there are limitations on how this course would be offered please explain below)
<b>Online Method Limitations</b>	
<b>Other Methods</b>	

<b>Course Content and Methodology</b>	The objectives and content of the course are adequately covered by the methods of instruction, assignments, evaluation of student outcomes, and instructional materials. If this course is currently taught in a lecture mode, the department faculty have determined that the same objectives can be achieved in a distance learning mode. The instructional equipment and materials are sufficient. The preparation and training of faculty are sufficient. Regular personal contact between students and instructor is sufficient. Methods of student evaluation are designed to maintain examination security. Evaluation of student outcomes is sufficient to permit review and assessment of the effectiveness of distance education for this course and to provide information for the annual distance education report.
<b>Instructional Methodologies (How will you deliver the course content?):</b>	Announcements/Bulletin Boards Chat Rooms E-mail Electronic Forum One-Way Video Conferencing (One-way interactive video and two-way interactive audio) Online Presentations Resource Links
<b>Representative Courseware/Textbooks Materials:</b>	No additional textbooks or materials apply
<b>Methods of Evaluation of Student Performance:</b>	a) Research Paper or Project b) Exam - essay and/or short answer questions c) Online quizzes and exams d) Weekly homework submitted electronically e) Regularly scheduled discussions of class material and current events f) Live Sessions/Conferences for exam review and reading review.
<b>How are you ensuring that students with disabilities can access your course in accordance with Section 508?</b>	1. Videos are captioned 2. Lecture screen-casts are captioned 3. Transcripts are provided for all multi-media files (audio and visual) 4. Alt-text is used for embedded images 5. Standardized formatting is used to support screen readers 6. All files are assessed with Accessibility Check options in Microsoft Office 7. Course is evaluated using the OEI Rubric (Online Education Initiative) 8. Faculty will work with DRC to ensure that proper accommodations are provided for students (e.g., extended time, Kurzweil, other UDI supports)

**Plan for Regular Effective Communication Contact Between Faculty and Student (Title 5, 55204). "Local policies should establish and monitor minimum standards of regular effective contact."**

**Announcements/Bulletin Boards** - Weekly

**Chat Rooms** - Periodically

**Discussion Boards** - Weekly

**Email Communication** - Daily (with a frequency of 24-48 hours)

**Office hours** - Weekly

**Scheduled Face-to-Face Meetings** - As needed

**Telephone** - Regularly

**Study and/or Review Sessions** - Regularly

**Resources Needed**

**Adequate Library Resources**

Consultation with the Coordinator of Library Services regarding the adequacy of campus and online information resources to fulfill course objectives is required prior to course approval. Inadequate to support the course  
Please Specify:

**Affected**

Which of the following resources do you expect to be affected by the offering of this class? Check as many

<b>Resources</b>	as appropriate.
	None of the above
<b>Explain what effect the areas you have checked will have upon this college:</b>	

Comparable Transfer Course Information	
<b>Are there comparable courses?</b>	Yes
<b>Edit/Del</b>	<b>College Info</b>

Minimum Qualification	
No Minimum Qualifications For this Course	

CB Codes	
<b>CB03 TOP Code</b>	2203.00 - Ethnic Studies
<b>CB04 Course Credit Status</b>	D - Credit - Degree Applicable
<b>CB05 Course Transfer Status</b>	A = Transferable to both UC and CSU
<b>CB08 Course Basic Skill Status (PBS Status)</b>	2N = Course is not a basic skills course.
<b>CB09 SAM Code</b>	E - Non-Occupational
<b>CB11 California Classification Codes</b>	Y - Credit Course
<b>CB21 Levels Below Transfer</b>	Y = Not Applicable
<b>CB23 Funding Agency Category</b>	Y = Not Applicable
<b>CB25 Course General Education Status</b>	Y - Not Applicable
<b>CB26 Course Support Course Status</b>	N - Course is not a support course

Codes/Dates	
Entry of Special Dates	
<b>Instruction Office Review</b>	01/22/2021
<b>Last Outline Revision</b>	
<b>Content Review</b>	
<b>CC Approval</b>	01/22/2021

<b>DE Approval</b>	01/22/2021
<b>Effective Term</b>	Term: Fall Year: 2021
<b>Web Catalog</b>	
<b>Course Family</b>	
<b>Web Catalog</b>	<input type="checkbox"/> Exclude from Web Catalog
<b>Instructional Services</b>	
<b>Implementation Date</b>	
<b>Originator</b>	Lezlee Ware
<b>Origination Date</b>	12/04/2020
<b>Proposal Type</b>	Cañada New Course
<b>C-ID Numbers</b>	
<b>CB00 State ID</b>	
<b>CB03 TOP Code</b>	2203.00 - Ethnic Studies
<b>CB04 Course Credit Status</b>	D - Credit - Degree Applicable
<b>CB05 Course Transfer Status</b>	A = Transferable to both UC and CSU
<b>CB08 Course Basic Skill Status (PBS Status)</b>	2N = Course is not a basic skills course.
<b>CB09 SAM Code</b>	E - Non-Occupational
<b>CB10 Course COOP Work Exp-ED</b>	N = Not part of Coop Work Exp
<b>CB11 California Classification Codes</b>	Y - Credit Course
<b>CB13-Special Class Status</b>	N - Not Special
<b>CB21 Levels Below Transfer</b>	Y = Not Applicable
<b>CB22 Non Credit Course Category</b>	Y - Not Applicable
<b>CB23 Funding Agency Category</b>	Y = Not Applicable
<b>CB24-Program Course Status</b>	1 = Program Applicable
<b>CB25 Course General Education Status</b>	Y - Not Applicable
<b>CB26 Course Support Course Status</b>	N - Course is not a support course

### Web Catalog Metadata

**Key**

custom\_transfer

**Value**

CSU (CSU GE Area C2 or D and US-1), UC (IGETC Area 3B or 4)