

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

HISTORY 180 – U.S. HISTORY: BLACK PERSPECTIVES I

3 hours lecture, 3 units

Catalog Description

United States history with an emphasis on social, economic, political and cultural experiences of Black people. Traces the development of African American history from African origins through the period of Reconstruction, with a focus on agency, resistance, self-determination, and liberation.

Prerequisite

None

Course Content

- 1) Analyze and articulate concepts related to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, and anti-racism.
- 2) African, European, and Native American Backgrounds in Comparison
 - a. West and west-central African coastal kingdoms (Kongo, Angola, etc.)
 - b. Portugal, Spain, England, France, and the Netherlands
 - c. Pre-contact Native American groups (Cherokee, Seminole, etc.)
- 3) The Colonial Period
 - a. The Atlantic Slave Trade and its Impact on America
 - b. The Middle Passage
 - c. The Triangle Trade
 - d. Sugar and British colonies in the Caribbean: Barbados slave code
 - e. Colonial Social Structure and Labor (Slaves, Free Blacks, Planters, White Farmers, indentured servants, etc.)
 - f. Slavery in the 17th century (Bacon’s Rebellion, law codes: “children follow the condition of the mother,” etc.)
 - g. Slavery in the 18th century (Population increase, development of a distinct African American culture, etc.)
- 4) War and Independence
 - a. The Seven Years War (i.e., The French and Indian War)
 - b. Political events up to the Revolution
 - c. Declaration of Independence
 - d. The War for Independence
 - e. Major Campaigns in the War for Independence
 - f. African Americans in the War for Independence
 - g. African American’s petitions and lawsuits for freedom
- 5) The Birth of the United States
 - a. Articles of Confederation
 - b. The Constitution of the United States (Enlightenment origins and the philosophies of the framers of the Constitution)
 - c. The impact of the Constitution on African Americans (3/5 Clause, Fugitive Slave Clause, international slave trade extended until 1808)
- 6) The Early National Period
 - a. Federalists and Jeffersonian Republicans
 - b. Regions of North America in Comparison
 - c. The Louisiana Purchase and Westward Expansion

- d. The Jackson Presidency
- e. Gradual emancipation of African Americans in the north
- 7) Slavery in the 19th Century
 - a. Cotton and the Expansion of Southern Slavery
 - b. Slave Life, Labor, and the Family
 - c. Afro-Amerindian populations in the Southeast
 - d. Slave Resistance
 - e. For and Against Slavery: The Political Debate
- 8) The North and the Early Industrial Revolution
 - a. Labor (Farmers, from Artisan to Worker, and Free Blacks)
 - b. The Market Economy and the Middle Class
 - c. Cities and Immigration
 - d. Social Reform Movements, Abolitionism, and Women's Rights Movements
- 9) Westward Expansion
 - a. Manifest Destiny and Settler Trails
 - b. The Texas War
 - c. The Mexican American War
 - d. California and the Gold Rush
 - e. African Americans and Westward Expansion
 - f. African Americans in early California history (including the California Constitution)
- 10) Crisis of the 1850s
 - a. Slavery and States' Rights
 - b. Compromise of 1850 and the Fugitive Slave Act
 - c. The Kansas-Nebraska Act and "Bleeding Kansas"
 - d. The Dred Scott Decision
 - e. John Brown and John Brown's Raid
 - f. Lincoln and the Republican Party
 - g. Secession
- 11) The Civil War, 1861-1865
 - a. War Mobilization and Major Campaigns of the Civil War
 - b. "Contraband of War": Slave Liberation
 - c. Emancipation and Black Soldiers
 - d. The Home Fronts (including the New York City Draft Riots)
 - e. Union Victory and Changes to the Constitution (especially the 13th, 14th and 15th Amendments)
- 12) Reconstruction
 - a. Lincoln's assassination and the Johnson Presidency
 - b. Congressional Reconstruction and the 13th, 14th, and 15th amendments
 - c. Free African Americans (including Labor, the Family, Churches, and Schools)
 - d. African Americans in Reconstruction Politics
 - e. White resistance
 - f. Reconstruction in the North
 - g. Promises and failures of Reconstruction

Course Objectives

Students will be able to:

- 1) Analyze and articulate concepts related to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.
- 2) Apply theory to describe critical events in the histories, cultures, and intellectual traditions of Black and African Americans with a particular emphasis on agency and self-affirmation.
- 3) Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, and spirituality.
- 4) Describe how resistance, social justice, and liberation as experienced by Black and African Americans are relevant to local, national, and international current events.

- 5) Identify significant events, themes, interpretations and figures of American history from the African American perspective.
- 6) Analyze the impact of slavery and racism and the resistance and self-affirmation within the African American community through the period of Reconstruction.
- 7) Analyze the Federal Constitution, theories of the founding fathers, and implications for African Americans.
- 8) Explain the origins, structure and philosophy behind the U.S. Constitution.
- 9) Explain and identify key state and local political issues, legislation and policies as they relate to African American history, from the colonial beginnings through Reconstruction.
- 10) Analyze significant constitutional issues (including significant Supreme Court cases) especially as they relate to African American history in the period through Reconstruction.
- 11) Identify economic change, social change, intellectual movements and the importance of science and technology in America's development with an emphasis on the contributions of African Americans and implications for African Americans.
- 12) Explain the process, background and ratification of the 13th, 14th and 15th Amendments.
- 13) Discriminate between primary and secondary sources.
- 14) Explain the Constitution of the State of California within the framework of federal-state relations.
- 15) Describe selected California State and local issues as they relate to the African American people.
- 16) Identify, recognize, and interpret the development of the United States and California constitutions, federal, state, and local governments, and the rights and responsibilities of citizens in an historical context.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in the subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Quizzes and exams that measure students' ability to do the following as it relates to Black and African American history:
 - a. Analyze and articulate concepts related to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.
 - b. Apply theory to describe critical events in the histories, cultures, and intellectual traditions of Black and African Americans with a particular emphasis on agency and self-affirmation.
 - c. Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, and spirituality.
 - d. Describe how resistance, social justice, and liberation as experienced by Black and African Americans are relevant to local, national, and international current events.
- 2) Quizzes and exams that measure students' ability to identify and analyze the origins, structure and philosophy of the Constitution of the United States and the California Constitution especially as they relate to African American history.
- 3) Research projects where students are required to demonstrate ability to collect, analyze, and interpret historical sources on significant themes of African Americans in early American history.
- 4) Written assessments that require students to analyze the role of race, slavery and racism in the political, cultural, social, and economic history of the United States.
- 5) Written assessments that require students to discriminate between primary and secondary sources.

Special Materials Required of Student

None

Minimum Instructional Facilities

Smart classroom with writing boards

Method of Instruction

- 1) Lecture and discussion
- 2) Small and large group discussion
- 3) Multimedia presentations
- 4) Guest speakers
- 5) Individual and group projects, structured in-class exercises
- 6) Auxiliary use of study groups, peer tutoring and/or instructional office hours

Out-of-Class Assignments

- 1) Reading assignments, reading response questions, reading journals
- 2) Map exercises
- 3) Field exercises including museum and library research and visits to historic sites

Texts and References

- 1) Required (representative examples):
 - a. Franklin, John and Evelyn Brooks Higginbotham. *From Slavery to Freedom: A History of African Americans*. 10th edition. McGraw Hill, 2021.
 - b. Hine, Darlene Clark, et al. *The African-American Odyssey. Volume 1*. 7th edition. Pearson, 2017.
 - c. Holt, Thomas C. and Elsa Barkley Brown, eds. *Major Problems in African American History. Vol. 1: From Slavery to Freedom, 1619-1877*. 1st Edition. Wadsworth Cengage, 2000.
- 2) Supplemental:
 - a. Primary Sources
 1. Mintz, Stephen, ed. *African American Voices: A Documentary Reader, 1619-1877*. 4th Edition. Wiley-Blackwell, 2009.
 2. Finkenbine, Roy. *Sources of the African-American Past: Primary Sources in American History*. 2nd edition. Longman, 2003.
 3. Douglass, Frederick. *Narrative of the Life of Frederick Douglass, An American Slave: Written by Himself*.
 4. Jacobs, Harriet A. *Incidents in the Life of a Slave Girl*.
 5. Truth, Sojourner. *The Narrative of Sojourner Truth*.
 6. Prince, Mary. *The History of Mary Prince*.
 7. Equiano, Olaudah. *The Life of Olaudah Equiano*.
 8. Parker, John P. *His Promised Land: The Autobiography of John P. Parker, Former Slave and Conductor on the Underground Railroad*. Stuart Seely Sprague, ed.
 - b. Secondary Sources
 1. White, Deborah Gray. *Ar’N’t I A Woman?: Female Slaves in the Plantation South*. W.W. Norton, 1999.
 2. Carney, Judith. *Black Rice: The African Origins of Rice Cultivation in the Americas*. Harvard University Press, 2002.
 3. Sterling, Dorothy, ed. *We Are Your Sisters: Black Women in the Nineteenth Century*. W.W. Norton, 1997
 4. Taylor, Quintard. *In Search of the Racial Frontier: African Americans in the West, 1528-1990*. W.W. Norton, 1999.
 5. Lapp, Rudolph. *Blacks in Gold Rush California*. Yale, 1995.
 6. De Graaf, Lawrence et al. *Seeking El Dorado: African Americans in California*. University of Washington, 2001.
 7. Berlin, Ira. *Generations of Captivity: A History of African-American Slaves*. Harvard University Press, 2003.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Analyze, evaluate, and interpret primary and secondary sources.
- 2) Analyze and apply historical patterns and current events to students' own lives and experiences.
- 3) Analyze how power operates in society, through the categories of race, class, gender, ethnicity, and sexuality.
- 4) Develop and support an argument or thesis statement with historical evidence.