

PALOMAR COLLEGE
COURSE OUTLINE OF RECORD FOR
DEGREE CREDIT COURSE

Transfer course A.A. degree applicable course

(check all that apply)

COURSE NUMBER AND TITLE: AS 101 - African-American History I

UNIT VALUE: 3

MINIMUM NUMBER OF SEMESTER HOURS: 48

BASIC SKILLS REQUIREMENTS: Appropriate language skills

ENTRANCE REQUIREMENTS

PREREQUISITE: None

COREQUISITE: None

RECOMMENDED PREPARATION: None

SCOPE OF COURSE:

African-Americans in the history of the United States from Africa through Reconstruction with particular emphasis on the trans-Atlantic slave trade; the colonial period; the Revolution; constitutional development; development of the plantation system, slavery on and off the plantation; the free Negro in the North and South; westward expansion and frontier influences; emergence of sectionalism, the anti-slavery movement; impact of, and contributions to, the Civil war; Reconstruction and post-war adjustments; Black leadership; and the antebellum legacy.

SPECIFIC COURSE OBJECTIVES:

Successful students will be able to:

1. compare and contrast historic events of the African past.
2. explain the myths and biases regarding the continent of Africa.
3. construct a time line of European historical events in reference to the African Kingdoms/civilizations.
4. develop conclusions about the roles of Americans of African descent in the history and formulations of American ideals and institutions (political, social, and economic.)
5. locate places and landforms of historic importance on both

- ancient and current maps.
- 6. provide historical evidence that contravenes or supports myths about Africa and African peoples.
- 7. examine the economic forces that resulted in the forced migrations of Africans to the Western Hemisphere.

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

- I. Africa
 - A. Ghana
 - B. Mali
 - C. Songhay
 - D. Other States

- II. The Afrikan Way of Life
 - A. Political Institutions
 - B. Economic Life
 - C. Social Organization
 - D. Religion
 - E. The Arts
 - F. The Transplantation of African Culture

- III. The Slave Trade
 - A. European and Asian Interests
 - B. Negroes in the New World
 - C. The Big Business of Trading in Men
 - D. The Machinery of the Slave Trade
 - E. One-Way Passage

- IV. Seasoning in the Islands
 - A. Colonial Enterprise in the Caribbean
 - B. The Plantation System
 - C. The Caribbean Black Codes
 - D. Decline in the Islands

- V. Colonial Slavery
 - A. Virginia and Maryland
 - B. The Carolinas and Georgia
 - C. The Middle Colonies
 - D. Negroes in Colonial New England

- VI. Latin America's Bondmen
 - A. Spanish Slavery on the Mainland
 - B. Adjustment in the New World
 - C. the Growth of Brazil's Negro Population
 - D. Slave Labor
 - E. Life among the Slaves
 - F. Resistance in Brazil
 - G. The Abolition of Slavery

- II. That All Men May Be Free
 - A. Slavery and the Revolutionary Philosophy
 - B. Negroes Fighting for American Independence
 - C. The Movement to Manumit Negroes
 - D. The Conservative Reaction

- VIII. The Turn of the Century
 - A. The Negro Population in 1790
 - B. Slavery and the Industrial Revolution
 - C. Trouble in the Caribbean
 - D. The Closing of the Slave Trade
 - E. The Search for Independence

- IX. The Westward March
 - A. Frontier Influences
 - B. Negro pioneers in the Westward March
 - C. The War of 1812
 - D. Emergence of the Cotton Kingdom
 - E. The Domestic Slave Trade
 - F. Persistence of the Afrikan Trade

- X. That Peculiar Institution
 - A. Scope and Extent
 - B. The Slave Codes
 - C. Plantation Scene
 - D. Nonagricultural Pursuits
 - E. Social Considerations
 - F. The Slave's Reaction to His Status

- XI. Quasi-Free Negroes
 - A. American Anomaly
 - B. Economic and Social Development
 - C. The Struggle in the North and West
 - D. Colonization

- XII. Slavery and Intersectional Strife
 - A. The North Attacks
 - B. Black Abolitionists
 - C. the Underground Railroad
 - D. The South Strikes Back
 - E. Stress and Strain in the Fifties

- XIII. Civil War
 - A. Uncertain Federal Policy
 - B. Moving Toward Freedom
 - C. Confederate Policy
 - D. Negro Soldiers
 - E. Victory!

- XIV. The Effort to Attain Peace
 - A. Reconstruction and the Nation
 - B. Conflicting Policies

REQUIRED READING:

Franklin, John Hope. From Slavery to Freedom. New York: McGraw-Hill Publishers, 1994.

SUGGESTED READING:

Almstead, L. The Cotton Kingdom. New York: Random House Library,

1984.

rodney W. How Europe Underdeveloped Africa. Washington, D.C.:
Howard University Press, 1974.

Bennett, Lerone. Before The Mayflower. New York: Penguin
Publishers, 1964.

Blassingame, John. The Slave Community. Fair Lawn, NJ: Oxford
University Press, 1973.

Frazier, Thomas R. Afro-American History. Chicago: Dorsey Press,
1988.

Douglas Frederick. Narrative of the Life Of An American Slave.
Mass.: Harvard University Press, 1982.

REQUIRED WRITING:

4 Essay's, a minimum of 3 pages each

1. The contributions of the ancient Afrikan civilization
2. Topics of historic forces that produced the slave phenomena
3. Topics on the real status of Afrikan Americans during antebellum
4. Contributions of Afrikan people during the civil war.

OUTSIDE ASSIGNMENTS:

Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short term classes.

Preparation for examinations, and reading of assigned chapters in text, and completing writing assignments.

INSTRUCTIONAL METHODOLOGY:

Check all that apply:

- lecture
 laboratory
 lecture-laboratory combination
 directed study

This course may be offered as a distance education course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.

Yes No

If yes, check all that apply. (See guidelines for preparation for definitions.)

- telecourse
 mediated instruction
 computer assisted instruction

GRADING POLICY AND STANDARDS (include methods of determining whether the stated objectives have been met by students):

4 essay examinations, 80%.

1 research paper, 20%

IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?

Yes _____ No Number of times course may be taken for credit: 1

If yes, identify specific provision of Title 5 Division 2 section(s) 55761-55763 and 58161 which qualifies course as repeatable:

CONTACT PERSON: John Valdez

SIGNATURES ON FILE