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Textbook update:
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C&GE Approved:
Board Approved:
Semester effective:

Ethnic Studies (ETHN) 1530 Black American Studies (3 Units) CSU

Prerequisite: None

Advisory: Eligibility for ENGL 1500 or ENGL 1501 strongly recommended

Hours and Unit Calculations:

48 hours lecture. 96 Outside of Class Hours. (144 Total Student Learning Hours) 3 Units

Catalog Description: This course uses an ethnic studies approach to Black Studies covering periods of social, cultural and historical development. Topics include African civilization, slavery, the Diaspora, abolition, reconstruction, segregation, Harlem Renaissance, and the Civil Rights Movement. Field trips may be a part of this course.

Type of Class/Course: Degree Credit

Recommended Books:

OEI – Slavery to Liberation: The African American Experience

- <https://encompass.eku.edu/ekuopen/1/>

Recommended Additional

Instructional Materials:

2020: Visualizing Equality: African American Rights and visual Culture in the Nineteenth Century, Aston Gonzalez, University of North Carolina Press, Chapel Hill, NC

Course Objectives:

By the end of the course, a successful student will be able to:

1. Understand and explain the history, geography, politics, culture, economics, and customs of African indigenous peoples
2. Develop knowledge and understanding of critical events in the histories, cultures, and intellectual traditions of African and African Americans with an emphasis on agency and group affirmation
3. Analyze and articulate how core Black American Studies concepts such as race, ethnicity, oppression, equity, self-determination, and white supremacy are socially and politically constituted and institutionalized.

4. Critically analyze the intersection of African American racialization with other forms of difference affecting hierarchy and oppression such as class, gender, sexuality, immigration status, national origin, religion, spirituality, ability, and/or age
5. Explain the importance of African American racial and ethnic identity in the creation of cultural and artistic expressions with an emphasis on liberation and social justice movements.
6. Assess the status, growth, demographic diversity, and the socioeconomic and political issues of African American communities in the United States
7. Compare and contrast the inter-ethnic and race relations of African Americans with other historically defined racialized groups in the United States
8. Demonstrate active engagement with African American issues of ethnicity and race to build just and equitable communities beyond the classroom.

Course Student Learning Outcomes:

1. Analyze and/or Articulate how core concepts of Black American Studies, including but not limited to, race and ethnicity, oppression, equity, and intersectionality are socially and politically constituted and institutionalized in the changing African American experience.
2. Apply theory to describe critical events in the histories, cultures, and intellectual traditions of African and African Americans with an emphasis on agency and group-affirmation in their contributions to the development of U.S. society.
3. Describe how resistance, social justice, and liberation as experienced by African Americans are relevant to current issues (communal, national, and international) in the US and Impact on the World.
4. Demonstrate active engagement with African American issues of ethnicity and race to build just and equitable communities beyond the classroom.

General Education Outcomes:

Humanities

- Student develop an awareness of ways in which people through the ages and in different cultures respond to the world around them through artistic and cultural creations.
- Student to demonstrate an understanding of human diversity and tolerance for different perspectives, ideas, and values.
- Students to describe how through the arts, literature, philosophy, foreign languages, or religion reflect the historical, intellectual context and aesthetic tastes of various cultures using value judgements.

Ethnic Studies:

NEED TO ADD

Course Scope and Content:

Unit I – Introduction / History

- a. Diversity of people, cultures, geography, and history of Africa with an emphasis on West Africa, the African Diaspora, and African American history in the United States

Unit II – Terms/Theory

- a. Definitions and concepts of race and racism, ethnicity, privilege, prejudice, discrimination, equity, Afrocentricity, Blackness, asymmetrical power relations, hegemony, white supremacy, resistance, self-determination, Black nationalism, Black Power, decolonization, and anti-racism
- b. Theory and knowledge produced by African and African American communities emphasizing agency and group- affirmation on critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles
- c. African American centered theoretical perspectives on the transatlantic slave trade, colonization, antislavery movement, abolition, civil war, civil right laws, reconstruction, Jim Crow laws, equal opportunity, poverty, and the criminal justice system
- d. Key multidimensional elements of systemic oppression: historical, structural, cultural, ideological, and its study through interpersonal interaction and as forms of internalized dominance and internalized oppression

Unit III – Policies/Laws

- a. Intersectionality of race and racism with other forms of difference affecting hierarchy and oppression of African Americans such as class, gender, sexuality, religions, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age
- b. Human rights, civil rights, labor rights, and other movements for African American liberation, interethnic solidarity, and racial and social justice and the impact these struggles have on current issues, social movements, institutions, and society
- c. Longitudinal demographic profiles, laws, court cases, and U.S. policies focusing on impacting African Americans

Unit IV – Black Voice

- d. Popular culture, sports, art, film, literature, music, dance, religion, folklore reflecting the veracity and resilience of African American cultural production and critical consciousness
- e. Stories, experiences, and contributions of Black feminist, gay, lesbian, bisexual and transsexual communities
- f. Critique of capitalism, free-market ideology, individualism, and meritocracy
- g. Affirmative framing of African American contributions, social upliftment, group empowerment, cultural assets, community cultural wealth, and black identity formation.

Activities Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Studying,
2. Answering questions,
3. Completing required reading,
4. Completing written work,
5. Completing field journals,
6. Conducting Oral Interviews/Histories,
7. Conducting Observational Studies (Within the community),
8. Preparing oral presentations, and
9. Completing term paper

Methods of Instruction:

1. Lectures,
2. Class discussions,
3. Active Learning activities and
4. Audiovisual viewings.

Methods of Evaluation:

1. Substantial writing assignments, include one or more of the following:
 - a. Essay exams and
 - b. Term or other papers.
2. Other examinations, including:
 - a. Multiple choice items,
 - b. Matching items,
 - c. True/false items
 - d. Oral Presentations
 - e. Video Recordings
 - f. Creating Art or Flyers

Supplemental Data:

TOP Code:	2203.00 Ethic Studies
SAM Priority Code:	E: Non-Occupational
Distance Education:	Online; Offline; Hybrid
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable

Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	Y: Credit By Exam
Eligible for Pass/No Pass:	Y: Pass/No Pass
Taft College General Education:	CSD: CSU Area F: Ethnic Studies; GE C2 Humanities; GE D: Social Science IG4J: IGETC Area 4J Ethnic Studies; 3B Humanities; 4 Social and Behavioral Science. LES: Local Ethnic Studies; Humanities, and Social and Behavioral Science LSBS: Local GE Social/Behavioral Sci
Discipline:	Ethnic Studies or African-American/Black/Africana Studies

Other Recommendations for Readings:

- 2017: *Black Matters: Introduction to Black Studies*, Michel DeGraff, MIT OpenCourseWare
- 2017: *Miseducation of the Negro* Carter Woodson, Tribeca Books
- 2010: *From Slavery to Freedom* Franklin, John Hope and Evelyn Brooks Higginbotham McGraw Hill 9th 2010 978-0077407513 Has been revised
- 2010: *The Making of African America: The Four Great Migrations*, Ira Berlin, Viking Penguin
- Asante, Molefi Kete, and Molefi Kete Asante. *Afrocentricity*. New rev. ed. Trenton, N.J.: Africa World Press, 1988.
- Asante, Molefi Kete, and Clyde Ledbetter. *Contemporary Critical Thought in Africology and Africana Studies*. Edited by Molefi Kete
- Asante and Clyde Ledbetter. Lanham, Maryland: Lexington Books, 2016.
- Asante, Molefi Kete. *Maulana Karenga: an Intellectual Portrait*. Cambridge: Polity, 2009.
- Conyers, James L. *Qualitative Methods in Africana Studies: an Interdisciplinary Approach to Examining Africana Phenomena*. Edited
- by James L. Conyers. Lanham, [Maryland: University Press of America, 2016.
- McDougal, Serie. *Research Methods in Africana Studies*. New York: Peter Lang, 2014.

- *Nobles, Wade W. Africanity and the Black Family: The Development of a Theoretical Model. Oakland, Calif: Institute for the*
- *Advanced Study of Black Family Life and Culture, 1985*
- *Woodson, Carter Godwin. The Miseducation of the Negro. 1st ed. Hampton, VA: U.B. & U.S. Communication Systems, 1992*