

COURSE SYLLABUS

LAST REVIEW	Spring 2021
COURSE TITLE	Black History
COURSE NUMBER	HIST 0106
DIVISION	Arts, Communication, and Humanities
DEPARTMENT	HIST
CIP CODE	24.0101
CREDIT HOURS	3
CONTACT HOURS/WEEK	Class: X Lab: X Clinical: X
PREREQUISITES	None

COURSE PLACEMENT Students must meet the correct placement measure for this course. Information may be found at:
<https://www.kckcc.edu/admissions/information/mandatory-evaluation-placement.html>

COURSE DESCRIPTION

Black History surveys the historical, political, economic, and cultural role of African-Americans in the development of the world. African heritage, Latin-American slavery, origins and nature of North American slavery, black institutions and culture, race conflict and adjustment, black revolutionary movements, the concepts of racism, integration, separation, and black nationalism, and contemporary problems are examined

KANSAS SYSTEMWIDE TRANSFER: HIST0106

The learning outcomes and competencies detailed in this course outline or syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups project for this course as approved by the Kansas Board of Regents.

PROGRAM ALIGNMENT

This course is part of a program aligned through the Kansas Board of Regents and Technical Education Authority. For more information, please visit:

https://kansasregents.org/workforce_development/program-alignment

Program Learning Outcome

General Education Learning Outcome

- Basic Skills for Communication
- Mathematics
- Humanities
- Natural and Physical Sciences

Social and Behavioral Sciences

Institutional Learning Outcomes

- Communication
- Computation and Financial Literacy
- Critical Reasoning
- Technology and Information Literacy
- Community and Civic Responsibility
- Personal and Interpersonal Skills

TEXTBOOKS

<http://kckccbookstore.com/>

METHODS OF INSTRUCTION

A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE

- A. Ancient Africans-African Culture
- B. The African Diaspora-African American Societies in Western Hemisphere
- C. Territorial Expansion-Civil War & Reconstruction
- D. Blacks & Western Imperialism
- E. A New Society-Harlem Renaissance & Garveyism
- F. Blacks in Depression & War (WWII)
- G. Post War Years: 1945-1980
- H. 1990's & Beyond-Toward Afrocentricity Worldwide

COURSE LEARNING OUTCOMES AND COMPETENCIES

Upon successful completion of this course, the student will:

1. The student will be able to summarize Ancient African contributions to world history.
2. The student will be able to compare/contrast Colonial African American societies with Antebellum African American societies in the Western Hemisphere.
3. The student will be able to debate that the deterioration of antebellum race relations in North America was a major issue of the Mexican War, Civil War and Reconstruction.
4. The student will be able to summarize the role of African American soldiers in the settlement/pacification of the West and subsequent American expansionist engagements.

5. The student will be able to compare/contrast the Harlem Renaissance and Garveyism.
6. The student will be able to demonstrate how public policies during the Depression of the 1930s and World War II discriminated against African Americans.
7. The student will be able to appraise strategies and techniques that African Americans used in their struggle to obtain 1st class citizenship.
8. The student will be able to explain 20th century Afrocentric historical analyses and the major individuals and works of the interpretation.

COURSE COMPETENCIES:

The student will be able to summarize Ancient African contributions to world history.

1. The student will be able to justify that "Civilization" is an accurate label for Ancient African society and should not be referred to as the "DARK CONTINENT."
2. The student will be able to list twenty-five specific technological, social, political, economic and religious achievements of Ancient Africans that were documented by ancient scholars.

The student will be able to compare/contrast Colonial African American societies with Antebellum African American societies in the Western Hemisphere.

3. The student will be able to identify ten components of African American society in Colonial North America.
4. The student will be able to distinguish historical, social, political, and economic differences between Caribbean, Central and South American colonial slave and free black societies.
5. The student will be able to explain how national independence movements affected African American communities in North and South America.
6. The student will be able to diagram the mechanics of the global slave trade and identify its legacy in the Western Hemisphere.

The student will be able debate that the deterioration of antebellum race relations in North America was a major issue of the Mexican War, Civil War and Reconstruction.

7. The student will be able to test the hypothesis that African American slavery was a major cause of the Mexican War and Civil War.
8. The student will be able to identify 5 major military leaders and their philosophies on the territorial expansion of slavery and war.
9. The student will be able to reconstruct 10 major events that dealt with slavery between 1820-1960.
10. The student will be able to identify 10 successes and 10 failures of Reconstruction public policy.

The student will be able to summarize the role of African American soldiers in the settlement/pacification of the West and subsequent American expansionist engagements.

11. The student will be able to discuss activities of Black Cowboys, Buffalo Soldiers and other African American pioneers who helped settle the West.
12. The student will be able to describe the use of Buffalo Soldiers in the Cuban-Spanish-American-Filipino war and World War I.

13. The student will be able to describe the imperialist Vs anti-imperialist argument.

The student will be able to compare/contrast the Harlem Renaissance and Garveyism.

14. The student will be able to identify 10 major artists of the Harlem Renaissance.

15. The student will be able to describe the activities of the Garvey movement in the United States, Caribbean and South Africa.

The student will be able to demonstrate how public policies during the Depression of the 1930s and World War II discriminated against African Americans.

16. The student will be able to describe how the AAA, CCC, WPA, Social Security failed to provide relief for African Americans.

17. The student will be able to explain how the Black Press and the "Double V" Campaign impacted the African American society.

18. The student will be able to describe the achievements of the 361st Tank Battalion in Europe.

The student will be able to appraise strategies and techniques that African Americans used in their struggle to obtain 1st class citizenship.

19. The student will be able to list 25 personalities who led the struggle for civil rights for African Americans between 1940-1980.

The student will be able to explain 20th century Afrocentric historical analyses and the major individuals and works of the interpretation.

20. The student will be able to document the historical antecedents of the Afrocentric approach to the interpretation of 20th century American history.

21. The student will be able to interpret 3 articles published in the 1990s that promote the Afrocentric interpretation.

22. The student will be able to criticize 5 arguments against Afrocentricity.

23. The student will be able to appraise strategies and techniques that African Americans used in their struggle to obtain 1st class citizenship.

24. The student will be able to describe the struggle for rights of people of color worldwide in the 1990s.

25. The student will be able to contrast the lyrics of jazz artists with events from that decade.

26. The student will be able to illustrate a direct correlation between West African folktales and African American folktales.

27. The student will be able to identify 5 African American artists in Nineteenth-Century America.

28. The student will be able to compare/contrast the music of the 1960s to the music of the 1990s.

29. The student will be able to appraise the relationship between African Americans and immigrant Blacks in 1990s.

30. The student will be able to illustrate the "unequal" nature of separate but equal in society.

31. The student will be able to design a strategy to combat racism in cyberspace.

ASSESSMENT OF COURSE LEARNING OUTCOMES AND COMPETENCIES

Student progress is evaluated through both formative and summative assessment methods. Specific details may be found in the instructor's course information document.

COLLEGE POLICIES AND PROCEDURES

Student Handbook

<https://www.kckcc.edu/files/docs/student-resources/student-handbook-and-code-of-conduct.pdf>

College Catalog

<https://www.kckcc.edu/academics/catalog/index.html>

College Policies and Statements

<https://www.kckcc.edu/about/policies-statements/index.html>

Accessibility and Accommodations

<https://www.kckcc.edu/academics/resources/student-accessibility-support-services/index.html>.