SYLLABUS

DATE OF LAST REVIEW: 02/2013

CIPCODE: 24.0101

SEMESTER: Departmental Syllabus

COURSE TITLE: Black History

COURSE NUMBER: HIST-0106

CREDIT HOURS: 3

INSTRUCTOR: Departmental Syllabus

OFFICE LOCATION: Departmental Syllabus

OFFICE HOURS: Departmental Syllabus

TELEPHONE: Departmental Syllabus

EMAIL: KCKCC- “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITES: None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

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.

METHOD 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

EXPECTED LEARNER OUTCOMES:

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 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 36lst 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 LEARNER OUTCOMES:**

Assessment methods include but are not limited to the following: classroom participation, out-of-class written assignments, Internet assignments, 4 in-class written essays, music and literary assignments, and final exam. Grading will be 90% = A, 80% = B; 70% = C; 60% = D.

**SPECIAL NOTES:**

This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

*Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.*
Learning Outcomes

Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes

Communication Learning Outcomes

The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes

The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes

The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes

The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes

The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become
actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

**Personal and interpersonal Skills Learning Outcomes**
The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.

**SOCIAL AND BEHAVIORAL SCIENCES**

**STUDENT SUCCESS STRATEGIES**

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.
Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.