

## FLORIDA STATE COLLEGE AT JACKSONVILLE

## COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	AMH 2092
COURSE TITLE:	African American History and Culture (From African Origins Through Reconstruction)
PREREQUISITE(S):	Satisfactory score on reading and writing placement tests. (placement into ENC 1101)
COREQUISITE(S):	None
CREDIT HOURS:	3
CONTACT HOURS/WEEK:	3
CONTACT HOUR BREAKDOWN:	
Lecture/Discussion:	3
Laboratory:	(Community Services Highly Recommended, Jacksonville's Kuumba Festival, Theaters, Ritz, Guest Speakers, Concerts, Jacksonville's World of Nations, Campus Events, and Class Presentations to Demonstrate Knowledge and Skills.)
Other _____:	
FACULTY WORKLOAD POINTS:	3
STANDARDIZED CLASS SIZE ALLOCATION:	35

## CATALOG COURSE DESCRIPTION:

This course is a general survey on the most significant aspects of African American history from its African origins through Reconstruction. Intellectual traditions, values, customs, cultural concepts, languages, art, music, and dress forms are presented. Special focus will be directed toward the importance of African American contributions, both nationally and internationally. Different research perspectives of the enslavement processes that evolved are analyzed from per-colonial periods to 1883 Major war events that include the active participation of African American experiences will also be discussed. Scientific statutes will be presented and evaluated in a contemporary cultural context. This course is concerned with bridging the gap of multi-perspective and attitudes in regard to multicultural and racial concerns.

SUGGESTED TEXT(S):

Bennett, Lerone, Before the Mayflower: A History of Black America, Latest Edition Johnson Publishing Company IL, 2003.

Bennett, Jr. Lerone; White, Charles. The Shaping of Black America: The Struggles and Triumphs of African-Americans, 1619-1990s. Penguin, 1993.

Buckley, Gail. American Patriots: The Story of Blacks in the Military from the Revolution to Desert Storm. Random House, 2002.

Franklin, John Hope; Moss, Alfred. From Slavery to Freedom, Vol. 1, Latest ed. McGraw Hill, 2000.

Hine, Darlene; Harrold, Stanley; Hine, William. African Americans: A Concise History. Vol. 1, Latest ed. Prentice Hall, 2006.

Karenga, Maulana, Introduction to Black Studies, Latest ed., Los Angeles: The University of Sankore Press, 2002.

Trotter, Joe William. The African American Experience. Vol. 1. Houghton Mifflin, 2001.

OTHER RECOMMENDED RESOURCES:

James, George G. M., Stolen Legacy, Africa World Press, AWP

Quarles, Benjamin, The Negro in the Making of America, Latest Edition, Touchton, 1964

IMPLEMENTATION DATE:

November 14, 1987

REVIEW OR MODIFICATION DATE:

Fall Term, 2002 (20031)

Fall Term, 2006 (20071)

Fall Term, 2007 (20081) - prerequisite change

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
<p>I. Frame of Reference for the Study of African-American History and Culture</p> <p>A. Origins, Relevance, Standards, Chronology, Historiography, Physical and Human Geography, Nations, Ethnic Groups, Languages, and Scope of the Discipline. Academic and Social Concerns. Research Perspectives, Professional Organizations of the Discipline: African Heritage Studies Association and National Council for Black Studies</p> <p>B. Overview of the Discoveries of Early, Middle, and Late African Periods</p> <ol style="list-style-type: none"> <li>1. Traditional Data and Current Research</li> <li>2. African Scholars Correcting the Inaccuracies and Omissions in the Historical Scientific Evolution with Concrete Data</li> <li>3. Detailed Analysis of Ancient Artifacts for Insight Toward Current Knowledge and Better Understanding for Future References</li> <li>4. Analysis of Current and Traditional Research and Evidence to Guide and Strengthen the Students' Understanding of the Material Presented</li> <li>5. Traditional Value Systems and How They Apply to Current Values of the African American</li> <li>6. Treatment of Important Cultural Components Throughout History: Art, Music, Science, Dance, Math, Medicine, Nutrition and Health Issues, Economics, Politics, Customs, Family Systems, Religions, Male and Female Roles, Class, The Question of "Race," Business Markets and Cooperative Strategies and Issues, Literature in the Written Word, Oral Traditions, Ethos, Intellectual Traditions and Education Challenges, Major Institutions, Historical Schools, Curriculum Development, and Academic Freedoms.</li> </ol>	<p>4</p>
<p>II. The African American Experience in Global Perspective Before the Transatlantic Crossing as Sited in Traditional Literature, Current Research, and Translations from Other Cultures, Including Native American and the European Age of Exploration and Colonization</p> <p>A. The Process and Transition of African Labor from Africa to America, Other Lands, and Islands</p> <p>B. Forms of Bondages</p> <ol style="list-style-type: none"> <li>1. Origins and Servitude</li> <li>2. Different People, Different Times</li> </ol>	<p>8</p>

## COURSE TOPICS (CONTINUED)

CONTACT HOURS  
PER TOPIC

3. The Rise and Fall of Different Systems to the Plantations	
C. Enslavement: Basis and Systems in American Colonies	
1. Misconceptions and Impact of the Enslavement	
2. Resistance to Enslavement	
3. The Life and Perspectives from Narrations	
4. Differences in Treatment Among the Colonies	
5. The Constitution, Politics, and Laws that Made a Major Impact of Treatments	
6. Incompatible Slave Laws, Revolutionary Philosophy and the Ideal of Justice and Freedom for All	
7. The Creation of the Slave Culture	
8. The Struggle of Family Formation: Narratives	
9. Forced Labor in Agriculture: Tobacco, Rice, Sugar, Cotton and Crops, House Servants and Skilled. Urban and Industrial Slavery	
10. The Socialization of the Enslaved and Character Perspectives	
11. Demographics of the Freedom and Slavery and the Underground Railroad	
III. The Role of the Black Populations in the American Revolution	8
A. The Responses to Bondage and The Story of Crispus Attucks	
B. Racism, Republicanism, and the Limits of Democracy	
C. Ideas and Practices of Manumission and Self- Purchase	
D. The Black Soldiers	
E. The Free Black Populations, Their Contributions and Life Styles	
F. Westward Expansion of the Slave Systems, population Samples	
G. Black and Indian Relations	

COURSE TOPICS (CONTINUED)	CONTACT HOURS <u>PER TOPIC</u>
IV. The Critical Period of Antebellum Era, Expansion of The Cotton Culture, and the Civil War	8
A. Major Personalities, Leaders, Presidents, Political Parties, and their Roles	
B. The Active Role of the Black Soldier	
C. Civil War Research from Different Perspectives	
D. White Attitudes Towards Blacks: Racism, Individuals, Organizations, and Institutions in Formin Laws and Policies	
E. The Battlefield and the Human Fight Within the War	
F. Political Forces for Freedom	
1. The Revolution Promise and Impact	
2. Antislavery Societies in the North and Upper South	
3. The Declaration of the Constitution	
4. The Black Churches and other Religious Groups	
5. The Emergence of Free Black Communities	
6. Black Schools	
7. Black Leaders	
8. The Enlightenment and Revolutionary Debates	
V. Emancipation, Contributions, the Role of the Black Soldier, President Lincoln	4
A. Political Reactions	
B. Limits of the Proclamation for Emancipation and the President's Strategy	
C. Effects after the War and Emancipation	
D. The Meaning of Freedom	
E. Soldiers: The First Sough Carolina Volunteers, the Second South Carolina Volunteers, the 54 <sup>th</sup> Massachusetts Regiment	
F. Discrimination While in Combat	
G. Olustee, Fort Pillow Massacre, The Assault on Battery Wagner, The Crater	
H. Black People and the Confederacy	
VI. The Promise of Reconstruction (1865-1868)	3
A. The End of Slavery	
B. Land and Reuniting Families	
C. The Freedmen's Bureau	
D. Southern Homestead Act	
E. Sharecropping	
F. Education and Black	
G. White Violence Towards Black	
H. The Crusade for Political and Civil	
I. Black Inventors	

## COURSE TOPICS (CONTINUED)

CONTACT HOURS  
PER TOPIC

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|-------|---|---|
| VII.  | The Failure of Reconstruction: Perspectives   | 3 |
|       | A. Elections, Black Political Leaders, Social Welfare, Business and Industry  |   |
|       | B. Oppositions, White Supremacy, Historical Politics, Disfranchisements, Segregation Policies and Practices, and Laws (Plessy Vs. Ferguson)   |   |
|       | C. Amendments, The Enforcement Acts, The Civil Rights Acts, 1875 and Others   |   |
|       | D. The End of Reconstruction and Programs   |   |
| VIII. | Debriefing with Lessons Learned and Assimilation of Research Data Applications of Course Materials may be Required to Enhance cultural Value Systems and Traditions in a Collective Group Effort (Project, Research, Program) for the Campus of Community | 7 |



Course Prefix and Number: AMH 2092 Semester Credit Hours: 3

Course Title: African American History and Culture (From African Origins Through Reconstruction)

Discipline Area for the Course:  
 **Communication**                       **Mathematics**                       **Social & Behavioral Sciences**  
 **Humanities & Visual/Performing Arts**                       **Natural Sciences**                       **Other-Designated Option**

INTELLECTUAL COMPETENCIES:  
 **Reading**    **Speaking**    **Critical Analysis**                       **Quantitative Skills**                       **Scientific Method of Inquiry**  
 **Writing**    **Listening**    **Information Literacy**    **Ethical Judgment**                       **Working Collaboratively**

KNOWLEDGE	Primary	Secondary	N/A	VALUE	Primary	Secondary	N/A
A. Global and Historical Knowledge & Understanding				Intellectual honesty	<b>X</b>		
• Comprehends a general knowledge of the nature, origins and contributions of major civilizations	<b>X</b>			Curiosity and openness to new ideas	<b>X</b>		
• Comprehends the workings and interrelations of personal, business and government economies	<b>X</b>			Recognition of one's own creative potential	<b>X</b>		
• Comprehends political, social and economic systems and their effects upon society	<b>X</b>			Acceptance of and respect for differences among people and cultures	<b>X</b>		
B. Cultural and Aesthetic Knowledge and Understanding							
• Comprehends the contributions of the arts and humanities to the human experience on a personal, national or global level	<b>X</b>			Civic Engagement	<b>X</b>		
• Comprehends the historical development of the arts and sciences	<b>X</b>			Lifelong Learning	<b>X</b>		
• Comprehends religious and cultural systems and their effects upon society	<b>X</b>			Ethical Judgment	<b>X</b>		
C. Human Awareness and Understanding							
• Comprehends the dynamics of human behavior and the process of increasing self-awareness, growth and development		<b>X</b>					
• Comprehends the stages of human development and the dynamics of human relationships in diverse cultures		<b>X</b>					
• Comprehends the factors that promote physical, mental and social well-being	<b>X</b>						
D. Mathematics, Science and Technology							
• Comprehends the basic concepts and investigative processes of the natural sciences			<b>X</b>				
• Comprehends the breadth, significance and development of the mathematical sciences			<b>X</b>				
• Comprehends the ways science and technology have shaped and continue to reshape human cultures and the environment	<b>X</b>						

Name of Person Completing This Form: Rachelle Wadsworth

Signature: \_\_\_\_\_ Date: 02/28/06  
 GERCKSht.ks Rev 02/28/06



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Course Title: <b>African American History and Culture (From African Origins Through Reconstruction)</b>
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Discipline Area for the Course:		
<input type="checkbox"/> <b>Communication</b>	<input type="checkbox"/> <b>Mathematics</b>	<input checked="" type="checkbox"/> <b>Social &amp; Behavioral Sciences</b>
<input type="checkbox"/> <b>Humanities &amp; Visual/Performing Arts</b>	<input type="checkbox"/> <b>Natural Sciences</b>	<input type="checkbox"/> <b>Other-Designated Option</b>

INTELLECTUAL COMPETENCIES:					
<input checked="" type="checkbox"/> <b>Reading</b>	<input checked="" type="checkbox"/> <b>Speaking</b>	<input checked="" type="checkbox"/> <b>Critical Analysis</b>	<input type="checkbox"/> <b>Quantitative Skills</b>	<input type="checkbox"/> <b>Scientific Method of Inquiry</b>	
<input checked="" type="checkbox"/> <b>Writing</b>	<input checked="" type="checkbox"/> <b>Listening</b>	<input checked="" type="checkbox"/> <b>Information Literacy</b>	<input checked="" type="checkbox"/> <b>Ethical Judgment</b>	<input type="checkbox"/> <b>Working Collaboratively</b>	

	<b>Learning Outcomes</b>	<b>Method Of Assessment</b>
1	To provide students with a general understanding of the history of African Americans within the context of American History	Students will demonstrate their understanding by testing, debating, dramatizing, and writing assignments
2	To become aware of detail analysis and data of omissions of African Americans	Students learn to analyze data and determine data that are data of omission by doing research and presenting it in class discussions
3	To motivate students to become interested and active in African American history by comparing current events with historical information	
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