

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	AMH 2093
COURSE TITLE:	African American History and Culture (From World War I to the Present)
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.)
Others:	
FACULTY WORKLOAD POINTS:	3
STANDARDIZED CLASS SIZE ALLOCATION:	35

CATALOG COURSE DESCRIPTION:

This course is a sequential continuation of AMH 2092, African-American History and Culture from African Origins Through Reconstruction. Special emphasis will be given to how the American government's reversal of sentiment caused the failure of the Reconstruction Act. It also focuses on the government's failure to enforce the 15th amendment rights of African Americans. The course demonstrates how these two events set the stage for subsequent African American political movements from the post reconstruction era until the present including the race riots of 1910, 1919 and the Civil Rights Movement, as well as the rise of Black Nationalism and cultural nationalism in America. Modern Black America reflects progress and poverty, progress and losses throughout the progressions of each president while maintaining hope for the future. African-American cultural and Intellectual movements at the end of the millennium are reflected by the African-Centered perspectives. Events such as the Million Man and Woman Marches, youth musical Hip-Hop changes, reparations movements, and the events of September 11, 2001 gives Americans a new look at themselves. Throughout the historical struggle and backlash, African Americans continue their quest for cultural identity and their place in history.

SUGGESTED TEXT(S):

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. 2, Latest ed. McGraw Hill, 2000.

Hine, Darlene; Harrold, Stanley; Hine, William. African Americans: A Concise History. Vol. 2, Latest ed. Prentice Hall, 2006.

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

SUPPLEMENTAL RESOURCES:

All texts suggested for AMH 2092.

Video, Free Your Mind by Asa G. Hilliard III and Listervelt Middleton, Waset Educational Productions.

IMPLEMENTATION DATE:

November 14, 1987

REVIEW OR MODIFICATION DATE:

Fall Term, 1995 (961)

Fall Term, 2002 (20031)

Fall Term, 2006 (20071)

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. Frame of Reference for the Study of African American History and Culture	3
A. Briefing of Origins, Relevancy, Standards, Chronology, Historiography, Physical and Human Geography, Nations, Ethnic Groups, Languages, and Scope of the Discipline. Academic and Social Concerns. Research Perspectives: European Western Orientation of African American History and Culture, African Centered Orientation (in the eyes of the indigenoussness African Americans), and Global Perspectives. Professional Organizations of the Discipline for further Research: African Heritage Studies Association and National Council For Black Studies.	
B. Detail Analysis of Previous Data of Omissions, Stereotypes, and Distortions verses New Data of Objective Scholars. Directives in how to Determine accuracy in African-American Historical and cultural data through critical Analysis.	2
II. Reconstruction: The Promise of Reconstruction 1865-1868	3
A. Reconstruction Programs	
B. Revival of Black Codes by Southern State Governments and other States	
C. Black Suffrage and the Myth of Black Parliaments	
D. Accomplishments of Reconstruction Regimes	
E. Backlash from White Southern Reactions	
F. Segregation by Custom and Laws	
G. Economic Dependence and Exploitation of Blacks through Sharecropper and Convict Labor Systems	
H. The Failure of Reconstruction	
I. Elections, Black Political Leaders, Business and Industry, Social Programs	
J. Oppositions, White Supremacy Historical Politics, Disfranchisements	
K. Struggle for Voting Rights and Fairness	

COURSE TOPICS (CONTINUED)

CONTACT HOURS
PER TOPIC

L.	Segregation Policies and Practices	
M.	Black Inventors and Their Struggle for Recognition and Credit	
N.	Plessy v. Ferguson	
O.	Amendments, The Enforcement Acts, The Civil Rights Acts, 1875 and Others	
P.	The end of Reconstruction and an Analysis of What Went Wrong	
III.	African Americans in the Late Nineteenth Century	3
A.	White Supremacy Rule, Institutional Racism and Forced Racial Etiquette Backed by Laws	
B.	Lynching, Rape, Violence of Hate Crimes that Don't count: Washington County, Texas, The Phoenix Riot, The Wilmington Riot, The New Orleans Riot	
C.	Migration: The Liberian Exodus, Migration Within the South, Black Farm Families, Sharecroppers, Renters, Crop Liens, Peonage	
D.	Black Landowners, White Resentment of Black Successes	
E.	Segregated Justice and the Convict Lease System	
IV.	The Dawn of the New Century - Philanthropy and Self-Help	3
A.	Segregated Schools	
B.	Washington and the Tuskegee Model	
C.	The Washington-Dubois Differences in Perspective	
D.	Church and Religious Movements	
E.	The Buffalo Soldiers	
F.	Discrimination in the Army and Hostility to Black Soldiers	
G.	African Americans in the Navy	
H.	The Black Cowboys	
I.	The Spanish-American War	
J.	Black Officers	
K.	The Philippine Insurrection	
L.	Black Business people and Entrepreneurs	
M.	African Americans and Labor: Unions, Strikes, Black Professionals, Medicine, The Law, Music, Sports	

COURSE TOPICS (CONTINUED)	CONTACT HOURS <u>PER TOPIC</u>
V. Dealing with Racisms with the Progressive Movement	3
A. Black Leaders and Organizations	
B. The Niagara Movement, NAACP, Du Bois and <i>The Crisis</i> , The Urban League, Black Women and the Club Movement, NACW, Phillis Wheatley Clubs, Anna Julia Cooper and Black Feminism, Women's Suffrage	
C. The Black Elite, The Upper Class, Fraternities and Sororities	
D. World War I, Black Men in the Military, Discrimination and Its Effects	
E. Troops and Officers	
F. White Race Riots: Atlanta 1906, Springfield 1908 East St. Louis 1917, Chicago 1919, Elaine 1919 Tulsa 1921, Rosewood 1923	
VI. The Great Migration Between 1910 and 1940 1,750,000 Black People left the South	2
A. Destinations	
B. Northern Communities: Chicago, Harlem	
C. Focusing on Families	
VII. Strikes and the Red Scare, Varieties of Racism, Scientific Racism	3
A. The Birth of a Nation	
B. Hate Organizations	
C. Protest, Pride, and Pan-Africanism: Black Organizations in the Twenties: NAACP updated	
D. The Negro National Anthem: "Lift Every Voice and Sing", James Weldon Johnson, born in Jacksonville, Florida, 1871	
E. "Up You Mighty Race": Marcus Garvey and the UNIA, The appeal for a new African Nation	
F. Labor: The Brotherhood of Sleeping Car Porters, A. Philip Randolph	

COURSE TOPICS (CONTINUED)	CONTACT HOURS <u>PER TOPIC</u>
VIII. The Harlem Renaissance	2
A. Writers and Artists, the Jazz Age, Song, Dance, and the Stage	
B. Sports	
IX. The Great Depression	3
A. Harder Times 1929-1933	
B. The Collapse and Survival of Black Businesses	
C. Failure of Relief	
D. The New Deal	
E. Abuse in the Administration of Agricultural Relief	
F. Black Social Scientists and the New Deal	
G. Black Protest During the Great Depression	
H. Organized Labor and Black America	
I. Debating Communist Leadership	
J. The National Negro Congress	
K. The Tuskegee Study	
X. Black Culture in the 1930's and 1940's	3
A. Midwestern Cities, Industry, Racism, Music, Media, Literature, Graphic Art	
B. World War II: Beginning of Military Desegregation, Protest, and Discrimination	
C. Black Women in the Struggle to Desegregate The Military	
D. Separate but Equal Training for Black Army Nurses	
E. The Tuskegee Airmen	
F. The Transformation of Black Soldiers	
G. The Detroit Race Riot, 1943	
H. The Cold War and International Politics	
I. Brown v. Board of Education of Topeka, Kansas 1954, a change for the Education Systems	
XI. The Freedom Movement, 1954-1965	3
A. New Forms of Protest: The Montgomery Bus Boycott	
B. Rosa Parks	
C. Walking for Freedom	

COURSE TOPICS (CONTINUED)

CONTACT HOURS
PER TOPIC

D.	Martin Luther King and the SCLC	
E.	Civil Rights Act of 1957	
F.	Black Youth Stand Up by Sitting Down for Equality	
G.	Sit-ins: Greensboro, Nashville, Atlanta Oklahoma	
H.	The Kennedy Administration and the Civil Rights Movement	
I.	Voter Registration Projects	
J.	The March on Washington, The Civil Rights Act of 1964, Mississippi Freedom Summer, The Mississippi Freedom Democratic Party	
K.	Selma and the Voting Rights Act of 1965	
L.	The Struggle Continues: Racial Integration- White Backlash and Black Nationalism	
M.	Leaders in the Movement: Malcolm X, Stokely Carmichael and Black Power Pride, Black Panther Party, Dr. Martin Luther King	
N.	Police Repression and the FBI's COINTELPRO	
O.	Inner-City Rebellions: Watts, Newark, Detroit, The Kerner Commission	
P.	War in Vietnam, Muhammad Ali	
Q.	King's Murder	
XII.	The Black Student Movement: Orangeburg Massacre	3
A.	Black Educational Opportunities	
B.	New Strategy: Arts Movement, Black Consciousness, Poetry, Theater Music, Black Studies	
XIII.	The Nixon Presidency, The "Moynihan Report" & FAP	2
A.	Busing	
B.	The War in Vietnam	
C.	The Rise of Black Elected Officials	
D.	The Black Political Agenda: The Gary Convention	
E.	The Carter Presidency and Black Appointees, Domestic Policies	
XIV.	Modern Black America, 1980 to the Present	2
A.	Progress and Poverty	
B.	The Growth of the Black Middle Class	
C.	Oprah Winfrey: World's Richest Black Woman	

COURSE TOPICS (CONTINUED)

CONTACT HOURS
PER TOPIC

	D. The Reagan Presidency and the Conservative Reaction	
	E. The King Holiday	
	F. Rainbow Coalition	
	G. Policing the Black Community	
	H. Affirmative Action	
	I. The Clinton Presidency and the Welfare Reform Act	
XV.	African-American Cultural and Intellectual Movements at the End of the Millennium	3
	A. African Pride, Black Intellectuals, Black Feminism, Nation of Islam, The Million Man March, The Million Woman March, Black Christianity on the Front Lines, The Hip-Hop Nation	
	B. Different Music, Different Youth, The Technology Divide	
XVI.	The Years 2000, Second Millennium A.D.	2
	A. The 2000 Census	
	B. Reparations for Everyone but Black Americans	
	C. The Black Vote Challenged Again in Florida	
	D. The Bush Presidency, September 11, 2001 a Look Into The Mirror	
XVII.	Debriefing with Lessons Learned and Assimilation of Research Data Applications of Course Materials May be required to Enhance Understanding Of African American Cultural Values and Traditions. This may be done by having Students to create a group project, program Or collective research effort for the campus, Another class, or for the community at large.	



**Florida State College
At Jacksonville**

**General Education Requirements
Categories & Courses Review Checksheet**

Course Prefix and Number: AMH2093	Semester Credit Hours: 3
Course Title: African American History and Culture (From World War I to the Present)	

Discipline Area for the Course:

<input type="checkbox"/> Communication	<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Social & Behavioral Sciences
<input type="checkbox"/> Humanities & Visual/Performing Arts	<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Other-Designated Option

INTELLECTUAL COMPETENCIES:

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

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

Name of Person Completing This Form: _____ Rachelle Wadsworth _____

Signature: _____ Date: 02/28/06 _____



Florida State College
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General Education Review Checksheet
and Learning Outcomes

Course Prefix and Number: AMH 2093	Semester Credit Hours: 3
Course Title: African American History and Culture (From World War I to the Present)	

Discipline Area for the Course:

<input type="checkbox"/> Communication	<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Social & Behavioral Sciences
<input type="checkbox"/> Humanities & Visual/Performing Arts	<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Other-Designated Option

INTELLECTUAL COMPETENCIES:

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

	Learning Outcomes	Method Of Assessment
1	To provide students with a general understanding of African origin to the present	Students will demonstrate their understanding by testing, giving oral presentations and doing writing assignments
2	Students are presented alternative methodologies for studying African American History	Students analyze different reseach prespectives and present them in class through various modes of delivery
3		Students read about and study African American contributions nationally and internationally
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