



ETHS 112 - African American Studies Course Outline

Approval Date: 12/09/2021

Effective Date: 08/12/2022

SECTION A

Unique ID Number CCC000525327

Discipline(s) Ethnic Studies

Division Arts and Humanities

Subject Area Ethnic Studies

Subject Code ETHS

Course Number 112

Course Title African American Studies

TOP Code/SAM Code 2203.00 - Ethnic, Cultural Minority, and Gender Studies,
Other / E - Non-Occupational

Rationale for adding this course to the curriculum Revision to Huma 112 to meet the AB 1460 CSU Ethnic Studies graduation requirement.

Units 3

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment

Grading Option Letter Grade or P/NP

Distance Education Mode of Instruction On-Campus
Hybrid
Entirely Online

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description This course provides an interdisciplinary survey of African American culture from the 1600s to the present. Drawing upon artistic, philosophical, religious, social, historical, and political perspectives, this course: analyzes core concepts of African American Studies; explores the intersection of race, ethnicity, gender, sexuality, religion, class, and ability; emphasizes resistance and liberation; and examines the impact of the African American community on the development of the United States.

Schedule Description

SECTION D

Condition on Enrollment

1a. Prerequisite(s): *None*

1b. Corequisite(s): *None*

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- A. Analyze contemporary issues using African American Studies theoretical frameworks and methodology.
- B. Analyze core concepts of African American Studies including but not limited to: race, ethnicity, racialization, oppression, equity, white supremacy, and eurocentrism, liberation, self-determination, and agency.
- C. Interpret how resistance, social justice, civil rights as experienced by African Americans are connected to current issues and experiences.
- D. Critically assess the significant impact of African and African American cultures on the development of the United States.
- E. Examine and demonstrate critical understanding of the intersection of (social categories including but not limited to) race, ethnicity, gender, sexuality, religion, class, and ability within the African American community.

2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism by using an African American studies theoretical framework.
- B. Apply theory and knowledge produced by African Americans to describe the critical events, histories, cultures, intellectual traditions, contributions (i.e. artistic, philosophical,

- religious, literary, social, and scientific contributions), lived-experiences, and social struggles of those groups with a particular emphasis on agency and group-affirmation.
- C. Critically analyze the intersection of African American racialization with (other forms of difference affecting hierarchy and oppression such as) class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age.
 - D. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by African Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies.
 - E. Identify and demonstrate methods of engagement with anti-racist issues, anti-colonial issues, and the practices and movements in the African American community; and engage in transformative opportunities for growth of community, collectivity, and connection to build an equitable society within and beyond the classroom.
 - F. Examine and critically analyze the factors influencing colonization, enslavement, and other forms of institutionalized oppression and their impact on Africans and African Americans.
 - G. Examine and demonstrate an understanding of the significance of African American racial and ethnic identity in the creation of artistic expressions (i.e. visual, performing, and literary) having an emphasis on liberation and social justice movements and evaluating their impact in the United States.
 - H. Examine and demonstrate an understanding of the interethnic and racial relations between African Americans and other historically marginalized ethnic groups in the United States.
 - I. Demonstrate an understanding of precolonial belief systems, values, practices, languages, philosophies, and epistemologies of various African civilizations and how they inform and influence African American experience(s) and cultural production.
 - J.

3. Course Content

Lecture Content:

The following outlined topics will be used to:

- Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism by using an African American studies theoretical framework.
- Apply theory and knowledge produced by African Americans to describe the critical events, histories, cultures, intellectual traditions, contributions (i.e. artistic, philosophical, religious, literary, social, and scientific contributions), lived-experiences, and social struggles of those groups with a particular emphasis on agency and group-affirmation.
- Critically analyze the intersection of African American racialization with other forms of difference affecting hierarchy and oppression such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age.
- Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by African Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as,

for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies.

- Identify and demonstrate methods of engagement with anti-racist issues, anti-colonial issues, and the practices and movements in the African American community to build an equitable society beyond the classroom.

Course topics:

- A. Introduction to the concept of African American Studies
 - a. Critical Race Theory
 - b. Afrocentricity
 - c. Africana critical theory
 - d. Affirmative framing of African American contributions, African diaspora, social upliftment, group empowerment, decolonization, cultural assets, community cultural wealth, and black identity formation.
 - e. Key concepts including: race, ethnicity, equity, white supremacy, eurocentrism, privilege, hegemony, racism, anti-black racism, internalized racism, colorblind racism, intersectionality, microaggressions, anti-racism, power, agency, self-determination, decolonization, and liberation.
- B. Precolonial African Civilizations
 - a. Belief systems
 - b. Values
 - c. Practices
 - d. Social structures
 - e. Languages
 - f. Philosophies
 - g. Epistemologies
 - h. Folklore
 - i. Religion
- C. Sociopolitical Influences and/or Movements
 - a. Arab colonialism
 - b. European colonialism
 - c. Transatlantic slave trade
 - d. Resistance to enslavement
 - e. Abolitionist Movement
 - f. Emancipation Proclamation
 - g. Reconstruction Era
 - h. Great Migration
 - i. Civil Rights Movement
 - j. Pan-Africanism
 - k. Black Nationalism
 - l. Labor Movement
 - m. Black Power Movement
 - n. Black Liberation Movement
 - o. Feminist Movement
 - p. Womanism
 - q. #BlackLivesMatter Movement
- D. Social and/or Scientific Contributions in the U.S.
 - a. Inventions
 - b. Townships

- E. Role/function of the arts and language in African American culture in relation to struggle, resistance, racial and social justice, solidarity, and liberation.
 - a. Liberatory, decolonizing strategies
 - b. Language: Colloquialism, Neologism, & “Signifyin”, Code-switching
 - c. Folk culture - antebellum period
 - a. Folklore
 - b. Music
 - c. Dance
 - d. Visual art
 - e. Religion
 - d. Blackface minstrel shows and caricatures
 - e. Harlem Renaissance
 - f. Black Arts Movement
 - g. Popular Culture: Post-1960s to present
 - a. Visual Arts
 - b. Theater/Cinema/Television
 - c. Comedy
 - d. Music
 - e. Literature
 - f. Fashion
 - g. Dance
- F. Role/function of Religion and Philosophy in African American culture in relation to struggle, resistance, racial and social justice, solidarity, and liberation.
 - a. African religions
 - b. Folk religion
 - c. Christianity
 - d. Islam
- G. Gender and Sexuality
 - a. Gender roles and constructions of Black femininity and masculinity
 - b. Caricatures of Black women and men: 1820s-1960s
 - c. Ball culture
 - d. Non-binary identity
- H. Contemporary Issues: family and kinship; access to education, housing, and healthcare; anti-Black racism and police brutality; generational wealth, self-determination, decolonization, and wellness.
- I.

4. Methods of Instruction:

Activity: Group Projects/Presentations, Small/large group activities, Collaborative group work

Discussion: Small and Large group discussion

Lecture: Lecture w/ slide presentation, Audio/Visual Media

Other: Film/Documentaries, Audio-visual presentations

Online Adaptation: Activity, Discussion, Group Work, Lecture

Explain how the online adaptation of the methods of instruction aligns with the course

outcomes: The coordination of lectures, group activities, and small/large group discussion will help students meet the SLO's for this course.

4. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests -- Midterm Examination: Midterm (format may include combination of true/false, matching, multiple choice, and essay questions).

Quizzes -- Daily reading response quiz and/or quiz on weekly material.

Papers -- Reflection and Research Papers.

Oral Presentation -- Individual or Group Presentation.

Projects -- Final Project

Class Participation --

Final Exam -- Counterhegemonic Product (see below in ?Other Assignments?).

Mid Term -- Midterm Examination: Midterm (format may include combination of true/false, matching, multiple choice, and essay questions).

Letter Grade or P/NP

5. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

are based on textbook reading, open educational resources, online sources, or instructor-generated handouts.

For example:

1. Please read pp. 262-285 in Introduction to Black Studies by Maulana Karenga which describes the role of Christianity and Islam in the African American community

2. Please read pp. 115-137 in Black Feminist Thought by Patricia Hill Collins which explores the concept of motherhood in the African American community.

B. Writing Assignments

1. Based on the documentary ?Timbuktu,? please write a 1-2 page reflection paper in response to the following prompt: Please describe the impact this film may have had on your conception of Timbuktu, Mali, and/or your conception of the continent of Africa.

2. For 2 minutes, please do a free-write based on the term ?cultural wealth.? Reflect upon your free-write responses and then write a 1-2 page paper expanding on the concept of cultural wealth as it relates to the African American community. Propose strategies for improving the representation, focus, and/or visibility of the various forms of cultural wealth within the African American community.

C. Other Assignments

1. Final Project: Counterhegemonic Product - Drawing upon topics discussed in class, student creates a workshop, visual/literary/performing arts piece, film, or community program/service that challenges dominant discourse and/or representation of African Americans, raises consciousness about the complex reality of African American life, and positively impacts/serves the African American community.

6. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Peniel, J.

Title: Dark Days, Bright Nights: From Black Power to Barack Obama

Publisher: Basic Civitas Books (member of Perseus Books Group)

Date of Publication: 2013

Edition: 1st edition

Book #2:

Author: Collins, P.H.

Title: Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment

Publisher: Routledge

Date of Publication: 2009

Edition: 3rd edition

Book #3:

Author: White, D., M. Bay, W. Martin Jr.

Title: Freedom on My Mind: A History of African Americans with Documents

Publisher: Bedford/St. Martin's, MacMillan Learning

Date of Publication: 2021

Edition: 3rd edition

Book #4:

Author: James Stewart and Talmadge Anderson

Title: Introduction to African American Studies

Publisher: Black Classic Press

Date of Publication: 2015

Edition: 2nd

Book #5:

Author: Michel DeGraff

Title: Black Matters: Introduction to Black Studies

Publisher: MIT OpenCourseWare Books

Date of Publication: 2017

Edition:

Book #6:

Author: Aston Gonzalez

Title: Visualizing Equality: African American Rights and Visual Culture in the 19th Century

Publisher: University of North Carolina Press

Date of Publication: 2020

Edition:

Book #7:

Author: Carter G. Woodson

Title: The Mis-Education of the Negro

Publisher: Tribeca Books

Date of Publication: 2017

Edition:

B. Other required materials/supplies.