

I. CATALOG INFORMATION

- A. Discipline: HISTORY
- B. Subject Code and Number: HIST M131
- C. Course Title: African American History to 1877

D. Credit Course units:

Units: 3

Lecture Hours per week: 3

Lab Hours per week : 0

Variable Units : No

E. Student Learning Hours:

Lecture Hours:

Classroom hours: 52.5 - 52.5

Laboratory/Activity Hours:

Laboratory/Activity Hours 0 - 0**Total Combined Hours** in a 17.5 week term: 52.5 - 52.5

F. Non-Credit Course hours per week _____

G. May be taken a total of: 1 2 3 4 time(s) for creditH. Is the course co-designated (same as) another course: No Yes
If YES, designate course Subject Code & Number: _____

I. Course Description:

Surveys United States history with an emphasis on the African American experience from 15th century Africa to the era of Reconstruction. Focuses on the political, social, economic, cultural and intellectual trials of African Americans and their contributions to the growth and development of the United States.

J. Entrance Skills

*Prerequisite: No Yes Course(s)
_____*Corequisite: No Yes Course(s)
_____Limitation on Enrollment: No Yes
_____Recommended Preparation: No Yes Course(s)
_____Other: No Yes

K. Other Catalog Information:

Formerly HIST M03A. Satisfies US-1 (historical development of American institutions and ideals) requirement of CSU Title V.

II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

		Methods of evaluation will be consistent with, but not limited by, the following types or examples.
1	describe the value of the study of history.	Quizzes Tests Essays Debates
2	explain the importance of primary source materials in the study of history.	Quizzes Tests Essays Debates Term Paper
3	describe characteristics of traditional West African society and the role of significant men and women in its history.	Quizzes Tests Essays Debates
4	describe African influences on U.S. culture and Western and U.S. cultural influences on Africans.	Quizzes Tests Essays Debates
5	identify the role the U.S. Constitution has played in the quest for civil rights and civil liberties in the lives of the American people.	Quizzes Tests Essays Debates
6	analyze the interdependence of African American history and United States history from the American Revolution to 1877.	Quizzes Tests Essays Debates
7	identify major themes and events in U.S. history from the American Revolution to 1877.	Quizzes Tests Essays Debates

8	identify significant men and women who have influenced African American history and United States history.	Quizzes Tests Essays Debates Term Paper
---	--	---

III. COURSE CONTENT

Estimated %	Topic	Learning Outcomes
Lecture (must total 100%)		
30.00%	I. AMERICA'S AFRICAN HERITAGE (15TH CENTURY TO 1790) A. Introduction to Traditional West African Society B. European Exploration, Colonialism, Slavery and the New World C. Beginnings of the Trade in African Peoples D. African Americans Life and Times in Colonial America E. The American Revolution and the Role of African Americans	1, 2, 3, 4, 5, 6, 7, 8
20.00%	II. THE NEW NATION AND AFRICAN AMERICANS (1790-1840) A. The U.S. Constitution and the Contest of Liberty Versus Security B. The New Nation and Quasi-Free African Americans C. The Establishment of African American Institutions D. African Americans in the Jeffersonian and Jacksonian Eras	1, 2, 4, 5, 6, 7, 8
20.00%	III. THE REFORM IMPULSE IN 19TH CENTURY U.S. HISTORY (1830-1850) A. The Peculiar Institution and the Southern Economy B. Slavery: A Case Study C. The Proslavery Perspective D. The Reform Impulse in American History E. The Slave and the Quasi-Free Responses to Slavery F. The Abolitionist Movement in Black and White	1, 2, 4, 5, 6, 7, 8
30.00%	IV. TOWARDS A DIVIDED NATION (1840-1877) A. Origins of the Civil War B. A Divided Nation; a Geographic Approach C. Why the Civil War: A Debate D. The American Civil War and Its Impact E. African Americans and the Civil War F. Towards Radical Reconstruction G. African Americans and Reconstruction H. Evaluating Reconstruction	1, 2, 4, 5, 6, 7, 8

IV. TYPICAL ASSIGNMENTS

A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	write a take-home essay utilizing primary and secondary sources on a topic such as whether or not African Americans made significant contributions to American political, social and economic history between 1776 and 1820.
2	write a research paper based on primary and secondary sources and utilizing Chicago Style on a social, political, economic, cultural or biographical topic in African American history to 1877.
	write a review of a primary or secondary source document such as a monograph, or a

3	document such as the Emancipation Proclamation in African American history to 1877.
---	---

B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	utilize the Library and the Internet to research and write a paper on an assigned topic in African American history to 1877 such as the contributions of African American women to the history of U.S. or to the uplift of African American people.
2	visit a site or museum relevant to African American history such as the California Museum of African American History and Culture and prepare a critical summary based on guidelines established by the instructor.
3	conduct an oral history, attend a historical reenactment, lecture, or exhibit and write a critical summary related to African American history.

C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
1	participate in small or group debates on historical topics such as opposing viewpoints on American slavery or radical versus moderate efforts to effect change in history.
2	compare and contrast the treatment of African Americans in the North versus the South at certain periods in American history such as 1790, 1840 or 1860.
3	participate in a non-lecture-based group oral presentation to the class that analyzes the contributions of African American to American history.

V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)

Lecture/Discussion

Laboratory/Activity

Other (Specify)
 Group projects
 Oral reports
 Audio/Visual presentations
 Relevant on-campus guest lecture(s)

Optional Field Trips

Required Field Trips

VI. METHODS OF EVALUATION

Methods of evaluation may include, but are not limited to:

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Essay Exam | <input checked="" type="checkbox"/> Classroom Discussion | <input checked="" type="checkbox"/> Skill Demonstration |
| <input checked="" type="checkbox"/> Problem Solving Exam | <input checked="" type="checkbox"/> Reports/Papers/Journals | <input checked="" type="checkbox"/> Participation |
| <input checked="" type="checkbox"/> Objective Exams | <input checked="" type="checkbox"/> Projects | <input checked="" type="checkbox"/> Other (specify) |

Primary source analysis

Oral presentations

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

Hine, Darlene, et al. The African-American Odyssey, v. 1. 6th ed. Prentice Hall, 2014.

Franklin, John Hope, and Evelyn Higginbotham. From Slavery to Freedom: A History of African Americans. 9th ed. McGraw-Hill, 2010.

Douglass, Frederick. Narrative of the Life of Frederick Douglass: An American Slave, Written by Himself. Edited by David Blight. 3rd ed. Bedford, 2016.

Hine, Darlene, et al. The African-American Odyssey, v.1. ebook format. 7th ed. Pearson, 2017.

Hine, Darlene, et al. Revel for The African-American Odyssey, v.1. 7th ed. Pearson, 2017.

Dunbar, Erica Armstrong. Never Caught: The Washingtons' Relentless Pursuit of Their Runaway Slave, Ona Judge. 37 INK, 2018.

VIII. STUDENT MATERIALS FEES

No Yes

IX. PARALLEL COURSES

College	Course Number	Course Title	Units
CSU Long Beach	AFRS 120	African American History to 1865	3
CSU Northridge	AFRS 271	African-American History to 1865	3
San Diego State Univ.,	AFRAS 170A	Afro-American History	3
San Jose State Univ.	AFAM 2A	African-American and the Development of America's History and Government	3

X. MINIMUM QUALIFICATIONS

Courses Requiring a Masters Degree:
 Master's degree in history OR bachelor's degree in history AND master's degree in political science, humanities, geography, area studies, women's studies, social science, or ethnic studies OR the equivalent.

XI. ARTICULATION INFORMATION

A. Title V Course Classification:

1. This course is designed to be taken either:

- Pass/No Pass only (no letter grade possible); or
- Letter grade (P/NP possible at student option)

2. Degree status:

Either Associate Degree Applicable; or Non-associate Degree Applicable

B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?

Yes: No: If YES, what section(s)?

- A1 - Natural Sciences - Biological Science
- A2 - Natural Sciences - Physical Science
- B1 - Social and Behavioral Sciences - American History/Institutions
- B2 - Social and Behavioral Sciences - Other Social Behavioral Science
- C1 - Humanities - Fine or Performing Arts
- C2 - Humanities - Other Humanities
- D1 - Language and Rationality - English Composition
- D2 - Language and Rationality - Communication and Analytical Thinking
- E1 - Health/Physical Education
- E2 - PE or Dance
- F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU? Yes: No:

2. If YES do you recommend this course for inclusion on the CSU General Education list?

Yes: No: If YES, which area(s)?

- | | | | | | | |
|--|-----------------------------|-----------------------------|-----------------------------|--|-----------------------------|-----------------------------|
| A1 <input type="checkbox"/> | A2 <input type="checkbox"/> | A3 <input type="checkbox"/> | B1 <input type="checkbox"/> | B2 <input type="checkbox"/> | B3 <input type="checkbox"/> | B4 <input type="checkbox"/> |
| C1 <input type="checkbox"/> | C2 <input type="checkbox"/> | D1 <input type="checkbox"/> | D2 <input type="checkbox"/> | D3 <input checked="" type="checkbox"/> | D4 <input type="checkbox"/> | D5 <input type="checkbox"/> |
| D6 <input checked="" type="checkbox"/> | D7 <input type="checkbox"/> | D8 <input type="checkbox"/> | D9 <input type="checkbox"/> | D10 <input type="checkbox"/> | E <input type="checkbox"/> | |

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC? Yes: No:

2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes: No:

IGETC Area 1: English Communication

-
- English Composition
 - Critical Thinking-English Composition
 - Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

- Mathematical Concepts

IGETC Area 3: Arts and Humanities

- Arts
- Humanities

IGETC Area 4: Social and Behavioral Sciences

- Anthropology and Archaeology
- Economics
- Ethnic Studies
- Gender Studies
- Geography
- History
- Interdisciplinary, Social & Behavioral Sciences
- Political Science, Government & Legal Institutions
- Psychology
- Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

- Physical Science Lab or Physical Science Lab only (non-sequence)
- Physical Science Lecture only (non-sequence)
- Biological Science
- Physical Science Courses
- Physical Science Lab or Biological Science Lab Only (non-sequence)
- Biological Science Courses
- Biological Science Lab course
- First Science course in a Special sequence
- Second Science course in a Special Sequence
- Laboratory Activity
- Physical Sciences

IGETC Area 6: Language other than English

- Languages other than English (UC Requirement Only)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
- U.S. History, Constitution, and American Ideals (CSU

Requirement ONLY)

XII. REVIEW OF LIBRARY RESOURCES

- A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:

Utilize the Library's print and online resources to research and write a paper, conforming to Chicago Style, on an assigned topic concerning a social, political, economic, cultural or biographical subject in African American history to 1877. Topics might include the causes and effects of the Nat Turner Rebellion or the impact of the Dred Scott decision on the issue of slavery. Materials should include primary and secondary sources. Also research using Library monographs on various topics covered in the course. Internet availability in the Library's open access lab.

- B. Are the currently held library resources sufficient to support the course assignment?

YES: NO:

If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION

HIST M131: Not Applicable

XIV. WORKPLACE PREPARATION

HIST M131: Not Applicable

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM

1. Mode of Delivery

Online (course will be delivered 100% online)

Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)

Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)

Lab activities will be conducted onsite

Televideo (Examinations and an orientation will be held onsite)

Teleconference

Other

2. Need/Justification

Improve general student access.

3. Describe how instructors teaching this course will ensure regular, effective contact with and among students.

The instructor will communicate with students through the course management system, using both synchronous tools (such as chat) and asynchronous tools (such as email and discussions). Email is a tool primarily used for course-wide updates and individual student contact. Students and the instructor can privately

contact each other with questions, concerns, etc. Discussion Forums will be used to disseminate course-wide information and facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class. The Calendar and Announcement tools will be used to keep students informed of important events, deadlines, etc. Additional collaborative learning involves using software that allows students and the instructor to collaborate in real-time. These sessions may also be recorded and archived so that students who were not able to participate can also benefit from them. The instructor may talk with individual students or with student groups. Students may also collaborate with each other without the instructor.

4. Describe how instructors teaching this course will involve students in active learning.

All course materials will be available online. Students will be able to download files and view them offline. Instructor may also provide course content within the course management system as well as provide links to supplemental publications, articles, and websites. Quizzes may be issued (using a course-specific timeline) in which students will be tested on their knowledge of the material. Assignments may include exercises through which students explore course concepts using a textbook and/or additional research. Students can submit their assignments online and get feedback from the instructor and/or other students as determined per assignment. This can be an iterative process in that students can receive feedback and then be able to improve their submittal if necessary. Email is a tool primarily used for course-wide updates and individual student contact. Students and the instructor can privately contact each other with questions, concerns, etc. Discussion Forums will be used to disseminate course-wide information and facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class. Additional collaborative learning involves using software that allows students and the instructor to collaborate in real-time. These sessions may also be recorded and archived so that students who were not able to participate can also benefit from them. The instructor may talk with individual students or with student groups. Students may also collaborate with each other without the instructor.

5. Explain how instructors teaching this course will provide multiple methods of content representation.

The instructor can provide text, presentation slides, audio/visual material, assignment examples, tutorials (which may be live or recorded), and links to supplemental publications, articles, and websites

6. Describe how instructors teaching this course will evaluate student performance.

Student evaluation will occur via standard techniques such as exercises, projects, quizzes, and a program rubric. The online environment will allow the exercises and projects to be iterative so that students may submit their work online and receive feedback from the instructor. The instructor can then communicate critique and/or solutions to students by posting them online. Additionally, graded discussions can be used to provide additional means of assessment.

XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM

General Education Division of Learning [check all applicable boxes]:

- Natural Sciences
 - Biological Science
 - Physical Science
- Social and Behavioral Sciences
 - American History/Institutions
 - Other Social Science
- Humanities
 - Fine or Performing Arts
 - Other Humanities
- Language and Rationality
 - English Composition
 - Communication and Analytical Thinking
- Health/Physical Education
- Ethnic/Women's Studies

Check either Option 1 or Option 2

- OPTION #1:** Moorpark College has already received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. Note: This option applies only to technical revisions and updated courses.
- OPTION #2:** Moorpark College has not received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. This option applies to all new and substantively revised courses.

XVII. STUDENT MATERIALS FEE ADDENDUM

HIST M131: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041

HIST M131: Not Applicable

XIX. CURRICULUM APPROVAL

Course Information:

Discipline: HISTORY

Discipline Code and Number: HIST M131

Course Revision Category: Technical Course Revision

Course Proposed By:

Originating Faculty Hugo Hernandez 09/13/2018

Faculty Peer: Hugo Hernandez 09/13/2018

Curriculum Rep: Hugo Hernandez 09/13/2018

Department Chair: Lee Ballesterro 09/13/2018

Division Dean: Karen Rothstein 09/14/2018

Approved By:

Curriculum Chair: Jerry Mansfield 02/08/2019

Executive Vice President: _____

Articulation Officer: Letrisha Mai 01/15/2019

Librarian: Mary LaBarge 01/17/2019

Implementation Term and Year: Fall 2019

Approval Dates:

Approved by Moorpark College Curriculum Committee: 02/05/2019

Approved by Board of Trustees (if applicable): _____

Approved by State (if applicable): 02/20/2019