

**I. CATALOG INFORMATION**

- A. Discipline: HISTORY
- B. Subject Code and Number: HIST M141
- C. Course Title: African American History Since 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 the era of Reconstruction to the present. 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 M03B. 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:

|   |  | <b>Methods of evaluation will be consistent with, but not limited by, the following types or examples.</b> |
|---|--|--|
| 1 | describe the value of the study of history.  | Exams<br>Quizzes<br>Primary source document studies<br>Research papers<br>Book reviews                     |
| 2 | describe the impact of major political, social, and economic events and themes in U.S. history from the era of Reconstruction to the present.                    | Exams<br>Quizzes<br>Primary source document studies<br>Research papers<br>Book reviews                     |
| 3 | identify men and women who have made meaningful contributions to American history since 1877.  | Exams<br>Quizzes<br>Primary source document studies<br>Research papers<br>Book reviews                     |
| 4 | identify the role the U.S. Constitution has played in the quest for civil rights and civil liberties in the lives of the people of the United States of America. | Exams<br>Quizzes<br>Primary source document studies<br>Research papers<br>Book reviews                     |
| 5 | trace the interdependence of African American history and United States history from the era of Reconstruction to the present.                                   | Exams<br>Quizzes<br>Primary source document studies<br>Research papers<br>Book reviews                     |
| 6 | describe African American influences on U.S. culture and U.S. cultural influences on African Americans.  | Exams<br>Quizzes<br>Primary source document studies  |

|    |  |  |
|----|--|--|
|    |  | Research papers<br>Book reviews  |
| 7  | evaluate the impact of the U.S. Supreme Court and other important judicial decisions on the social, political and economic development of African Americans. | Exams<br>Quizzes<br>Primary source document studies<br>Research papers<br>Book reviews |
| 8  | compare African American approaches for achieving political, social and economic equality in the northern, southern, and western regions of the U.S.         | Exams<br>Quizzes<br>Primary source document studies<br>Research papers<br>Book reviews |
| 9  | describe the impact of local history on state and national affairs.  | Exams<br>Quizzes<br>Primary source document studies<br>Research papers<br>Book reviews |
| 10 | identify men and women who have made significant contributions to the American ideals of life, liberty and justice for all since 1877.                       | Exams<br>Quizzes<br>Primary source document studies<br>Research papers<br>Book reviews |
| 11 | identify the significance of historiography in comprehending scholarly interpretations of the writing of history.  | Exams<br>Quizzes<br>Primary source document studies<br>Research papers<br>Book reviews |

### III. COURSE CONTENT

| Estimated %                      | Topic  | Learning Outcomes           |
|----------------------------------|--|-----------------------------|
| <b>Lecture</b> (must total 100%) |  |                             |
| 20.00%                           | I. ERA OF RECONSTRUCTION: THE RISE OF JIM CROW AMERICA, 1865-1914<br>A. Reconstruction and its Consequences<br>B. The Rise of Jim Crow in the South<br>C. The Impact of the Populist Movement<br>D. Race and the Difference It Makes, c.1900 | 1, 2, 3, 4, 5, 7, 9, 10, 11 |

|        |  |                                   |
|--------|--|-----------------------------------|
| 30.00% | <p>II. PROGRESSIVE ERA TO THE GREAT DEPRESSION:<br/>EVOLUTION OF AFRICAN AMERICAN COMMUNITY AND CULTURE</p> <p>A. Understanding American Historiography: The African American Example</p> <p>B. The Progressive Influence On Twentieth Century U.S. Political and Social Reform</p> <p>C. Growth of African American Inner City</p> <p>D. The Harlem Renaissance and Its Impact on African American and American Culture</p> <p>E. African American Protest, the Interwar Years</p> <p>F. African Americans in the Era of the Great Depression</p> | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 |
| 30.00% | <p>III. FROM WORLD WAR II TO THE FIFTIES: THE ERA OF THE CIVIL RIGHTS MOVEMENT</p> <p>A. African Americans and World War II</p> <p>B. Post War Times and Its Impact on American Society</p> <p>C. The Origins of the Civil Rights Movement</p> <p>D. The Civil Rights Movement, 1955 to 1964</p> <p>E. The Civil Rights Movement, 1964 to 1968</p>   | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10     |
| 20.00% | <p>IV. THE VIETNAM ERA AND BEYOND</p> <p>A. The Vietnam War in America: Social and Political History</p> <p>B. 1968: America at the Crossroads</p> <p>C. The Civil Rights Movement: By Other Means</p> <p>D. Battle for the Souls of Black Folk</p> <p>E. America's Right Turn and the Civil Rights Movement</p> <p>F. The Reagan Revolution: Conservatives in White and Black</p>   | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10     |

**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 what steps did African Americans and non-African Americans take to bring civil rights to African Americans in the face of Jim Crow America in 1920? |
| 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 since 1877.                                      |
| 3   | write a critical review of a primary or secondary source document such as a monograph or a legal document in African American history since 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 such as the contributions of African American women to the movement for civil rights 1945-1965. |
| 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 viewpoint on the Harlem Renaissance, or radical vs. moderate efforts to win equal opportunity for African Americans in post-World War II America. |
| 2   | compare and contrast the treatment of African Americans in the North versus the South at certain periods in American history such as 1900, 1950 and 1980.   |
| 3   | participate in a non-lecture-based group oral presentation to the class that analyzes the contributions of African Americans 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)

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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.2. 6th ed. Pearson, 2014.

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

Theoharis, Jeanne, and Athan Theoharis. These Yet To Be United States: Civil Rights and Civil Liberties in America Since 1945. Wadsworth, 2003.

Hine, Darlene, et al. The African-American Odyssey, v.2. ebook format. 7th ed. Pearson, 2017.

Hine, Darlene, et al. Revel for The African-American Odyssey. v. 2. 7th ed. Pearson, 2017.

Rothstein, Richard. The Color of Law: A Forgotten History of How Our Government Segregated America. Liveright, 2017.

**VIII. STUDENT MATERIALS FEES**

No  Yes

**IX. PARALLEL COURSES**

| College                | Course Number | Course Title                                | Units |
|------------------------|---------------|---|-------|
| Ventura College        | HIST V03B     | U.S. History: Focus on African Americans II | 3     |
| CSU Long Beach         | AFRS 121      | African American History Since 1865-Present | 3     |
| CSU Northridge         | AFRS 272      | African-American History Since 1865         | 3     |
| San Diego State Univ., | AFRAS 170B    | Afro-American History                       | 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, subject specific monographs and the Internet to research and write a paper on an assigned topic in African American history such as the contributions of African American women to the movement for civil rights, 1945-1965. Internet availability through the library's online computer 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 M141: Not Applicable

**XIV. WORKPLACE PREPARATION**

HIST M141: 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 M141: Not Applicable

**XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041**

HIST M141: Not Applicable

**XIX. CURRICULUM APPROVAL**

Course Information:

Discipline: HISTORY

Discipline Code and Number: HIST M141

Course Revision Category: Technical Course Revision

Course Proposed By:

Originating Faculty: Hugo Hernandez 09/08/2018

Faculty Peer: Hugo Hernandez 09/08/2018

Curriculum Rep: Hugo Hernandez 09/08/2018

Department Chair: Lee Ballesterro 09/09/2018

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