

ETHS M10: INTRODUCTION TO AFRICAN AMERICAN STUDIES

Originator

pcolman

College

Moorpark College

Discipline (CB01A)

ETHS - Ethnic Studies

Course Number (CB01B)

M10

Course Title (CB02)

Introduction to African American Studies

Banner/Short Title

African American Studies

Credit Type

Credit

Honors

No

Start Term

Fall 2021

Catalog Course Description

Provides an interdisciplinary survey of African American culture and heritage from the 1600s to the present. Analyzes the economic, political, social, artistic and intellectual elements of the African American community. Explores concepts such as racialization, the intersection of class and gender, white supremacy and liberation while paying particular attention to the significant impact that African Americans have had on American culture as a whole.

Taxonomy of Programs (TOP) Code (CB03)

2203.00 - Ethnic Studies

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Grading method

(L) Letter Graded

Alternate grading methods

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | analyze contemporary issues using African American Studies theories and methodology. |
| 2 | analyze core concepts of African American Studies such as race, racialization, discrimination and white supremacy. |
| 3 | interpret how resistance, social justice, and civil rights as experienced by the African American community are connected to current societal issues. |
| 4 | describe events critical in African American history, culture and intellectual traditions, with an emphasis on liberation, self-determination and agency. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, discrimination, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism using an African American studies theoretical framework. |
| 2 | apply theory and knowledge produced by African Americans to describe the critical events, cultures, intellectual traditions, contributions, lived-experiences and social struggles of the African American community with a particular emphasis on agency and group-affirmation. |
| 3 | critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in the African American community. |
| 4 | explain and assess 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, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies. |
| 5 | identify methods of active engagement with anti-racist issues and the practices and movements within the African American community to build an equitable society. |

- | | |
|---|--|
| 6 | examine African American artistic expression such as art, music, film and literature and evaluate its impact in the United States. |
|---|--|

Course Content

Lecture/Course Content

- 1. (5%) Introduction to the concept of African American Studies**
 - a. Racial formations
 - b. The Social Construction of Race
 - c. Africana Critical Theory
- 2. (20%) The Making of an African American Identity**
 - a. African cultures
 - b. Slave trade
 - c. Diaspora
 - d. Enslaved communities: Central and South America, Caribbean, and United States
 - e. Free Black communities
 - f. Abolition, Civil War and Jim Crow
- 3. (20%) African American and Black Political Movements**
 - a. Pan Africanism and Black Nationalists
 - b. Civil Rights Movement 1900-1950
 - c. Civil Rights Movement 1950-1980
 - d. Black Women's Movements
 - e. Black Power
 - f. Black Lives Matter
- 4. (20%) African American Cultural Production**
 - a. Music: enslaved working songs to jazz and rap
 - b. Literature: James Baldwin, Ralph Ellison, Toni Morrison, Zora Neale Hurston
 - c. Religion: Muslim, Yoruba, Baptist, Methodist
 - d. Film and TV: Hattie McDaniel, Sydney Poitier, Spike Lee, Oprah Winfrey
 - e. Sports: Jackie Robinson, Arthur Ashe, Magic Johnson, Simone Biles, Serena Williams, Collin Kaepernick
 - f. Politicians: Robert Smalls, Shirley Chisholm, Barack Obama
- 5. (15%) Migrations, Communities, and Family Structure**
 - a. Family and kinship
 - b. Language and communication
 - c. Gender, sexuality
 - d. Code switching
- 6. (20%) African American and Black Struggles**
 - a. Ghettos and culture of poverty: redlining, food deserts
 - b. Education access
 - c. Labor and labor movements
 - d. Criminal justice and police brutality
 - e. Stereotypes: race, class, gender
 - f. Healthcare disparities

Laboratory or Activity Content

see Lecture Content

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Problem solving exercises
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Film/video productions
Graphic/architectural designs
Group projects
Individual projects
Journals
Monologues
Oral analysis/critiques

Objective exams
 Oral presentations
 Performances
 Problem-solving exams
 Portfolios
 Quizzes
 Recitations
 Reports/papers
 Research papers
 Written analyses
 Written creation (poem, screenplay, song)

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Collaborative group work
 Class activities
 Class discussions
 Case studies
 Distance Education
 Demonstrations
 Field experience/internship
 Field experience/non-internship
 Field trips
 Group discussions
 Guest speakers
 Internet research
 Lecture
 Small group activities
 Web-based presentations

Describe specific examples of the methods the instructor will use:

- Instructor will lecture and use PowerPoint and videos to enhance the visual learning process. Students will be put into groups and asked to read sources and answer questions collectively. Students will conduct research projects, gathering information from the library pertaining to African American Studies and present their research projects to the class.
- Guest speakers: Local African American civil rights leaders will speak to the class about their personal and professional experiences in Ventura County.

Representative Course Assignments

Writing Assignments

- Write a research paper that focuses on a current issue within the local African American community in Ventura County.
- Evaluate audio, visual, or print sources and write a review of how African American actors are portrayed in the media.
- Write a take-home essay that analyzes a current event using an African American studies theoretical framework.

Critical Thinking Assignments

- Compare and contrast media images of African Americans during different time periods, such as the 1920s and today.
- Participate in small group debates on a topic such as opposing viewpoints on integration and the Black Power Movement in the United States.
- Utilize African American Studies methodology and models to interpret African American culture and lived experiences.

Reading Assignments

- Reading course texts, supplemental readings, and handouts.
- Reading and annotating articles from works such as the *1619 Project*, published by the *New York Times*.

Outside Assignments

Representative Outside Assignments

- Conduct an oral history, attend a lecture or performance.
- Visit a site or museum relevant to African American culture or history and write a critical analysis.
- Utilize the Library resources to research and write a paper on an assigned topic in African American Studies.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
UCSB	BLST 1	Introduction to African-American Studies	4
CSUF	AFAM 107	Introduction to African American Studies	3
UCSD	AAS 10	Introduction to African American Studies	4

Comparable Courses within the VCCCD

ETHS R114 - African American Culture and Experience

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
SBCC	BLST 103	African-American Culture	3
Fresno City College	AFRAM 1	Introduction to African American Studies	3
Berkley City College	AFRAM 1	Introduction to African-American Studies	3
San Diego Mesa College	BLAS 100	Introduction to Black Studies	3

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

B2. Social and Behavioral Sciences

Proposed

Date Proposed:

2/2021

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

F. Ethnic Studies/Gender Studies

Proposed

Date Proposed:

2/2021

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

FALL 2022

CSU GE-Breadth**Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****D Social Sciences**

Proposed

Date Proposed:

12/15/2021

Area E: Lifelong Learning and Self-Development**Area F: Ethnic Studies****F Ethnic Studies**

Proposed

Date Proposed:

12/15/2021

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**UC TCA****UC TCA**

Proposed

Date Proposed:

6/15/2021

IGETC**Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 4: Social and Behavioral Sciences**

Proposed

Date Proposed:

12/15/2021

Area 5: Physical and Biological Sciences**Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

Classic Textbook

Yes

Description

Anderson, Talmadge and Stewart, James. *Introduction to African American Studies*. Inprint Editions, 2015.

Resource Type

Textbook

Classic Textbook

Yes

Description

Manning, Marable and Mullings, Leith, editors. *Let Nobody Turn Us Around: An African American Anthology*. 2nd ed., Rowman and Littlefield, 2009.

Resource Type

Other Instructional Materials

Description

Du Bois, W.E.B. *The Souls of Black Folk*. Original Classic ed., G&D Media, 2019.

Resource Type

Textbook

Classic Textbook

Yes

Description

Jones, Martha S. *Vanguard: How Black Women Broke Barriers, Won the Vote, and Insisted on Equality for All*. Basic Books, 2020.

Library Resources**Assignments requiring library resources**

Research using the Library's print and online resources.

Example of Assignments Requiring Library Resources

Write a research paper that focuses on a current issue within the local African American community in Ventura County.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material and participating in discussion forums that promote critical thinking skills. Instructors will provide feedback on the content and quality of assignments and discussion posts and provide an online schedule using tools such as the calendar in the Canvas.
E-mail	Instructors may engage students using the following communication tools available in the online classroom: email within Canvas, campus email, the announcement tool, and messaging function within the gradebook.
Other DE (e.g., recorded lectures)	Instructors may provide recorded lectures, narrated slide presentations, textbook publisher tools, links to online resources such as scholarly journals or Films on Demand through the Moorpark College Library.
Synchronous Dialog (e.g., online chat)	Instructors may be available on certain days/times to interact with students using tools such as Zoom or Canvas chatroom. Instructors may require students to be online during certain days/times for live sessions.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material and participating in discussion forums that promote critical thinking skills. Instructors will provide feedback on the content and quality of assignments and discussion posts and provide an online schedule using tools such as the calendar in the Canvas.
E-mail	Instructors may engage students using the following communication tools available in the online classroom: email within Canvas, campus email, the announcement tool, and messaging function within the gradebook.
Other DE (e.g., recorded lectures)	Instructors may provide recorded lectures, narrated slide presentations, textbook publisher tools, links to online resources such as scholarly journals or Films on Demand through the Moorpark College Library.
Synchronous Dialog (e.g., online chat)	Instructors may be available on certain days/times to interact with students using tools such as Zoom or Canvas chatroom. Instructors may require students to be online during certain days/times for live sessions.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material and participating in discussion forums that promote critical thinking skills. Instructors will provide feedback on the content and quality of assignments and discussion posts and provide an online schedule using tools such as the calendar in the Canvas.
E-mail	Instructors may engage students using the following communication tools available in the online classroom: email within Canvas, campus email, the announcement tool, and messaging function within the gradebook.
Other DE (e.g., recorded lectures)	Instructors may provide recorded lectures, narrated slide presentations, textbook publisher tools, links to online resources such as scholarly journals or Films on Demand through the Moorpark College Library.

Synchronous Dialog (e.g., online chat)

Instructors may be available on certain days/times to interact with students using tools such as Zoom or Canvas chatroom. Instructors may require students to be online during certain days/times for live sessions.

Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

ETHNIC STUDIES

Review and Approval Dates

Department Chair

02/02/2021

Dean

02/02/2021

Technical Review

02/04/2021

Curriculum Committee

2/16/2021

DTRW-I

03/11/2021

Curriculum Committee

MM/DD/YYYY

Board

04/13/2021

CCCCO

MM/DD/YYYY

DOE/accreditation approval date

MM/DD/YYYY