



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: History 110
Descriptive Title: The African American in the United States to 1877
Course Disciplines: History or Ethnic Studies
Division: Behavioral and Social Sciences

Catalog Description:

This course is a survey of the history of the United States to 1877 with particular emphasis on the role of African Americans in shaping American society. The contributions of African Americans to the economic, political, social, and cultural development of the nation will be examined.

Conditions of Enrollment:

Recommended Preparation: Eligibility for English 1A

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	3.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	3.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X Effective Date: 3/18/1996
Transfer UC: X Effective Date: July 1997

General Education:

El Camino College:
2A – Social and Behavioral Sciences – American Society and History
 Term: Fall 2010 Other:

CSU GE:
C2 - Humanities
 Term: Fall 2010 Other:

D3 - Ethnic Studies
 Term: Fall 2010 Other:

D6 - History
 Term: Fall 2010 Other:

IGETC:
3B - Humanities
 Term: Fall 2010 Other:

4C - Ethnic Studies
 Term: Fall 2010 Other:

4F - History
 Term: Fall 2010 Other:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Developing and Arguing a Persuasive Historical Thesis: Upon completion of The African American in the United States to 1877, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in African Americans in history to 1877 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Explain and assess major theoretical models and historical methods used in traditional American history in the study of African Americans.
 - Written homework
2. Describe the diversity of the population of English North America during the 16th and 17th centuries with particular emphasis on class, race and gender.
 - Essay exams
3. Compare and contrast the institutions of the Spanish, French and English colonies with emphasis on the contribution of Africans in each of these settlement patterns.
 - Reading reports
4. Analyze the influence of Puritanism on the English colonists and African immigrants.
 - Multiple Choice
5. Evaluate the causes of the American independence movement and the role of African Americans in the American Revolution.
 - Essay exams
6. Identify and analyze the major constitutional and political debates over the status of American slaves, Indians and women.
 - Completion
7. Identify and discuss the early national period of United States history with emphasis on the rise of political parties, economic developments, westward expansion, sectionalism and slavery.
 - Essay exams
8. Analyze Manifest Destiny and how it shaped United States policies toward Mexico, England, American Indians and African Americans.
 - Term or other papers
9. Discuss and assess the failure of sectional politics, the debate over slavery, and the role of African Americans in the national debates over these issues during 1850s.
 - Reading reports
10. Compare and contrast the arguments for and against dissolving the Union from Southern and Northern perspectives and assess how these positions contributed to the Civil War.
 - Multiple Choice
11. Analyze the era of Reconstruction with emphasis on the status of African Americans in a reunited American Republic.
 - Term or other papers

12. Identify and evaluate the position of African Americans in the major political and social movements of the Civil War and Reconstruction periods.

- Essay exams

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	Introduction to United States History A. The Historical Method B. Interpreting American History from an African American Perspective
Lecture	6	II	European, African and North American Societies at the Point of Contact A. Impact of Societies Coming Together B. Europe on the West Coast of Africa
Lecture	6	III	Colonization and Settlement of North America A. Spanish, French and English Settlements 1. Diversity of Settlement Patterns 2. Trans-Atlantic Slave Trade: Role of Africans in the Development of Colonial Foundations B. Political, Social, Economic, Cultural and Religious Institutions and Their Impact on African Americans
Lecture	6	IV	English Colonial Society, 1607-1776 A. The Puritan Ethic B. Introduction of Slavery with Emphasis on the Slave Experience C. Slavery in the New England, Middle and Southern Colonies
Lecture	3	V	American Independence Movement, 1775-1783 A. Causes of Dissent and the Political Philosophy of Revolt Derived from the Legacy of the Enlightenment B. The Independence Movement from the African American Perspective
Lecture	6	VI	Birth of the Nation, 1781-1800 A. Era of the Articles of Confederation and 1787 Constitutional Convention B. The Three-Fifths Compromise C. The Bill of Rights D. The Rise of Political Parties E. Political and Legal Status of African Americans in the New Republic F. Economic Development with Emphasis on the Role of African Americans

Lecture	3	VII	Early National Period, 1800-1816 A. Legacy of Jeffersonian Democracy B. Early Westward Expansion and the Contribution of African Americans C. Slavery and Foreign Relations: England, France and Spain D. African Americans in the Early National Period E. Rise of Sectionalism: The Expansion of Slavery
Lecture	3	VIII	Jacksonian Democracy, 1828-1837 A. New Political Parties B. Reform Movement in American Life with Emphasis on Political, Social and Humanitarian Reform C. New Immigrants to America D. Impact of Jacksonian Democracy on American Indians and African Americans
Lecture	6	IX	Manifest Destiny, War with Mexico and Expansion to the Pacific, 1837-1850 A. Expansion Across the Continent: From Texas to California and Oregon B. Impact of Westward Expansion on Slavery C. Race, Slavery and Gender Issues in the Conquest of Northern Mexico and the Incorporation of the West into the United States
Lecture	6	X	Sectionalism and the Failure of Compromise Politics in the 1850s A. Sectional Strife B. The Black and White Abolitionist Movement C. The Defense of Slavery
Lecture	3	XI	The Civil War, 1861 -1865 A. Causes, Military Campaigns, and the Emancipation Proclamation B. African American Contributions to the Union and Confederate Efforts C. Notable African American Personalities of this Period
Lecture	3	XII	The Reconstruction Era, 1865-1877 A. Reuniting the Union B. 13-15th Amendments and the Rights of African Americans
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

After reading the assigned biography on Frederick Douglass, write a four- to five-page essay that addresses and analyzes the following: (1) the author's assessment of Douglass's contributions to the abolitionist movement; (2) how Douglass's early life shaped his political formation; and (3) the legacy of Frederick Douglass to United States history in general and to African American history in particular.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. In a typed five- to seven-page paper analyze the reasons why immigrants came to the New World from Spain, England and France in the 16th and 17th centuries and their experiences as colonists in their new environment. Identify and evaluate contributions these immigrants made to the development of the American character from 1660 to 1760.
2. In a typed four- to five-page paper analyze the arguments of the abolitionists of the 1830s and the response of pro-slavery advocates to these arguments. Discuss the role African Americans played in the controversy and how their positions differed from those of their white counterparts.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Reading reports
Written homework
Term or other papers
Multiple Choice
Completion

V. INSTRUCTIONAL METHODS

Discussion
Lecture
Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Required reading
Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

John Hope Franklin, Evelyn Higginbotham. From Slavery to Freedom: A History of African Americans. 9th ed. McGraw-Hill, 2011 (Discipline Standard).

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

Daniel Walker. No More, No More, UCP, 2004. (Discipline Standard).

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation Eligibility for English 1A	Students need to be able to read and effectively analyze college level texts, and they need to be able to write a paper that persuasively proves an original thesis.

D. Recommended Skills

Recommended Skills
Students need to have effective reading skills to understand and interpret information provided in their textbooks. Also, writing is required for essay questions and papers assigned. ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. ENGL 84 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support. ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel. ENGL A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Maria A. Brown on 10/01/1995.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 11/19/2018

Last Reviewed and/or Revised by Daniel Walker

Date: 10/01/18