

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

ETHNIC STUDIES 145 – INTRODUCTION TO BLACK STUDIES

3 hours lecture, 3 units

Catalog Description

This course is an overview of Black Studies including origins of the discipline and general knowledge of Black experiences. Emphasis is placed on providing students with an understanding of the fundamental areas of study within the field and of the interdisciplinary approach to studying the African experience in America and the world.

Prerequisite

None

Course Content

- 1) Examine the origins of and challenges within Black Studies as a discipline.
 - a. The Civil Rights Movement
 - b. The Free Speech Movement
 - c. The Anti-war movement
 - d. The Black Studies Movement
- 2) Recognize the theories of Afrocentricity and other epistemologies as critiques of historic Eurocentric pedagogical approach to learning within the United States Educational System.
 - a. Professional organizations
 - b. Production of African centered/African worldview theory and knowledge
 1. Concept of Afrocentricity
 - c. Black Women's Studies
 - d. Ethnic Studies and the naming of white supremacy, race and racism, colonization and decolonization, settler colonialism, and more
 - e. Classical African Studies
- 3) Understand the social, political, historical cultural practices of inhabitants of Africa as it relates to members of the diaspora living in the United States.
 - a. Definitions and importance of History in general
 - b. Origins - East Africa
 - c. The Nile Valley civilizations
 1. Nubia
 2. Egypt
 - d. Western Sudanic civilizations
 1. Ghana
 2. Mali
 3. Songhai
 - e. The Moorish Civilization
 - f. Other states and empires
 - g. The decline of African Societies

- 4) Analyze the different structural forces that have oppressed Black and/or African Americans throughout their history of the United States including but not limited to slavery, the formation of the United States, capitalism, and other aspects of power and privilege.
- 5) Resistance to enslavement
 - a. Cultural resistance
 - b. Day-to-day resistance
 - c. Abolitionism
 - d. Armed resistance
- 6) Civil War and Reconstruction
- 7) Migration and urbanization
- 8) Black struggles for freedom and humanity
- 9) The Civil Rights Movement
- 10) Understand and analyze the theory of intersectionality including but not limited to Sojourner Truth and Black enslaved women, Combahee River Collective and Audre Lorde and other Black LGBTQ+ women, Kimberlé Crenshaw and coining intersectionality theory based on discrimination of a Black woman, Tarana Burke and the #metoo movement fighting against sexual violence
- 11) Acknowledge and appreciate the social, cultural, and political significance made by Black and/or African American people living in the United States including but not limited to:
 - a. Black art
 1. The Continental African dimension
 2. Professional emergence
 3. The Harlem Renaissance
 4. Post Renaissance
 5. The Sixties to the present
 - b. Black music
 1. African origins
 2. Spirituals
 3. Songs of work and leisure
 4. The Blues
 5. Ragtime
 6. Gospel music
 7. Jazz
 8. Rhythm and Blues
 9. Rap
 10. Music, blackness, gender, and/or sexuality
 - (1) Gendered experiences in music
 - (2) Misogyny in music
 - (3) Race, music, sexuality such as Lil Nas X
 - c. Black literature
 1. African origins through 1800s
 2. The pre-Harlem Renaissance period
 3. The Harlem Renaissance
 4. 1960s - present

Course Objectives

Students will be able to:

- 1) Define and analyze 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;

- 2) Apply theory and draw from knowledge that centers Black American/African American/Africana communities including their histories, critical events, and social struggles and their contributions such as intellectual traditions, lived-experiences, and more, to the development of U.S. society;
- 3) Describe the historical and contemporary experiences of Black Americans in the U.S.;
- 4) Identify and critically analyze the intersection of race and racism with class, gender, sexuality, religion, spirituality, national origin, immigration status, generation, ability, tribal citizenship, language, age, education status, labor/occupation, mental health, and/or geography and how they have affected people who identify as Black/African American;
- 5) analyze structures of colonization and settler colonialism, slavery, imperialism, domination, and marginality and how Black Americans engage in struggle, resistance, racial and social justice, and/or solidarity in their fight for liberation;
- 6) Investigate the significance of African traditions, values, beliefs, and histories as it relates to members of the Diaspora living within the United States;
- 7) Recognize the conceptual framework of Afrocentrism as a critique of the historic Eurocentric pedagogical approach to learning within the United States educational system;
- 8) Describe the origins of African American Studies as an academic discipline.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in the subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Quizzes and exams.
- 2) Written assignments.
- 3) Research reports.
- 4) Unit projects.
- 5) Class discussions and group participation.

Special Materials Required of Student

None

Minimum Instructional Facilities

Smart classroom

Method of Instruction

- 6) Lecture and discussion
- 7) Group activities
- 8) Multimedia presentations
- 9) Possible guest speakers

Out-of-Class Assignments

- 1) Compare children's books about slavery discussed in class and evaluate current policies about teaching slavery in schools. Use this to determine what you think is appropriate for age and content in teaching about slavery and other "controversial" topics such as gender in the classroom.
- 2) Viewing and analysis, including information literacy and media regarding Black Americans such as comparing popular media depictions of Black people compared to media created for and by Black people.
- 3) Attending theater, film, or musical performances, or museums, related to Black Americans and respond in writing how it contributes to understanding Black experiences including experiences surrounding race and class, gender, sexuality, religion, and other intersections of identities.

- 4) Use course concepts to write a 2 page paper that analyzes a contemporary event or figure that depicts blackness.
- 5) Visit the San Diego African American Museum of Art and Casa Del Rey Moro African Museum and write about their experiences. Interview Professor Ambers who founded the museum 20 years ago to talk about the significance of the museum to the community. Have students gather these and other community institutions and create a resource for the Black Student Success Center.
- 6) Journal entries
- 7) Social justice/service learning project
- 8) Group projects
- 9) Reflective essays on personal experiences, interviews, or oral histories

Texts and References

- 1) Required (representative examples):
 - a. Asante, Molefi Kete, and Molefi Kete Asante. *Afrocentricity*. New rev. ed. Trenton, N.J: Africa World Press, 1988.
 - b. Asante, Molefi Kete, and Clyde Ledbetter. *Contemporary Critical Thought in Africology and Africana Studies*. Edited by Molefi Kete Asante and Clyde Ledbetter. Lanham, Maryland: Lexington Books, 2016.
 - c. Davis, Angela. *Women, Race, & Class*. Vintage press. 1983.
- 2) Supplemental:
 - a. Du Bois, W.E.B. *Souls of Black Folk*. 2014. CreateSpace Independent Publishing Platform.
 - b. Kelley, Robin D. and Earl Lewis (Eds.) *To Make Our World Anew: Volume II: A History of African Americans Since 1880*. Oxford University Press.(2005).
 - c. *Introduction to African American Studies* by James Stewart and Talmadge Anderson (2015)
 - d. Painter, Nell. *Creating Black Americans: African American History and Its meanings 1619 to present*. Oxford University Press. (2006).

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Demonstrate critical analysis and understanding of ethnic studies principles as those apply to Black Studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, Eurocentrism, white supremacy, institutional racism, self-determination, liberation, decolonization, and anti-racism.
- 2) Critically analyze with theory understanding of the social, cultural, political, historical, economic, and/or philosophical circumstances influencing Black American experiences.
- 3) Analyze the intersectionality of African American identities along various vectors of identity, including race and ethnicity, gender and sexuality, socioeconomic class and labor, national origin, mixed heritages, religion / spirituality, generation, and ability.
- 4) Define and connect institutional racism with contemporary issues.