

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

ETHNIC STUDIES 181 – U.S. HISTORY: BLACK PERSPECTIVES II

3 hours lecture, 3 units

Catalog Description

Examination of significant aspects of United States history from the aftermath of the Civil War to the present, including explorations of the U.S. and California constitutions and interactions between federal, state, and local governments. Emphasis is on the socio-economic, political, and cultural experiences of African Americans in the United States from Reconstruction to the present, with a focus on agency, resistance, self-determination, and liberation. *Also listed as HIST 181. Not open to students with credit in HIST 181.*

Prerequisite

None

Course Content

- 1) Analyze and articulate concepts related to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, and anti-racism.
- 2) The Aftermath of Reconstruction
 - a. Constitution overview and Reconstruction era amendments (13th, 14th, and 15th amendments)
 - b. The South is “redeemed”
 - c. Economic developments
- 3) The Trans-Mississippi West and Southwest, 1860-1900
 - a. The conquest of Native America (including the Buffalo Soldiers)
 - b. Ranching and the cattle industry (the role of black cowboys)
 - c. (review) California and the California Gold Rush (African American experiences in comparison to Asian and Mexican American experiences)
 - d. (review) California and the California Constitution of 1849
 - e. The Nativist movement in the East and the West; Chinese Exclusion and California’s impact on national politics
 - f. Growth of California cities and their impact on Native Americans, State law, and the economy
 - g. Impact of Anglo and international settlement on California law and politics in the later 19th century
 - h. California state constitution of 1879; social and economic reforms
 - i. Function of California state and local governments
 - j. Relationship between the United States government and California state and local governments
- 4) The South and African Americans to 1900
 - a. Movements towards disfranchisement and the re-legalization of racist and anti-black policies
 - b. The rise of Jim Crow (including key court cases, e.g., *Plessy vs. Ferguson* [1896])
 - c. Resistance and accommodation in African American thought (Protest Movements, Migration, Self-Help and Accommodation)
- 5) Industrial America and American Imperialism, 1870-1900
 - a. Urban business and labor
 - b. Farm labor
 - c. The ideology of American imperialism and the Spanish-American War
- 6) The Progressive Era, 1900-1918
 - a. Origins of an active federal government and its interaction with state governments

- b. The Progressives and their ideology
- c. The Progressive Movement and its impact on African Americans
- d. California Progressive activism and government
 - 1. Citizen access, initiative, referendum, Workmen's Compensation
 - 2. Interaction with federal progressive reforms
 - 3. State and local politics - San Diego's Panama-California Exposition (1915-17)
- e. Evolution of Constitutional thought in issues of race, labor, and corporations
 - 1. Plessy v. Ferguson
- 7) The Great War and its Aftermath, 1917-1920
 - a. The Home Front
 - b. Major campaigns (involving the United States) and the role of Black Troops
 - c. Northern migration, racial conflict, and the rise of the ghetto
- 8) The 1920s
 - a. The Red Scare
 - b. The new mass media and depictions of historically under-represented groups
 - c. Political change in the African American community
 - d. The Harlem Renaissance
- 9) The Great Depression and the New Deal, 1929-1940
 - a. The New Deal and its impact on African Americans
 - b. Federal-state relations during the Depression with emphasis on African Americans in California
 - c. The "Black Cabinet"
 - d. Government agencies and relief
 - e. Legal decisions and their socio-economic implications
 - f. African Americans and the labor movement
 - g. Cultural trends and their socio-cultural implications
 - h. Impact of the New Deal on the West, especially in relation to California
 - 1. Alvarez v. the Board of Trustees of the Lemon Grove School District (1931) as a federal precedent
- 10) The Second World War
 - a. Major campaigns in Europe and the Pacific
 - b. African Americans in the Armed Services
 - c. African Americans and the Home Front (including labor and racial strife)
 - d. African Americans and the labor migration to California
 - e. Mobilizing on the home front; wartime industries in California (aircraft, ship building, etc.)
- 11) The Cold War and the Civil Rights Era to 1960
 - a. Postwar prosperity and African Americans
 - b. The Korean War and integration of the armed forces
 - c. Milestones in the Civil Rights Movement (including major court decisions, e.g., Brown vs. Board of Education of Topeka, Kansas)
- 12) The Civil Rights Revolution and the Vietnam War
 - a. Lyndon Johnson, the Voting Rights Act, and the Civil Rights Act
 - b. "Mainstream" and radical Civil Rights activists: Martin Luther King, Jr., Malcolm X, and the Black Panthers
 - c. The Vietnam War and its impact on African Americans and civil rights
 - d. The 1970s: end of the civil rights revolution?
- 13) African Americans and the conservative ascendancy
 - a. Legal battles over affirmative action
 - b. The Reagan-Bush years and African Americans
 - c. African Americans and the economic boom of the 1990s
 - d. The role of African Americans in mass culture
- 14) African Americans in the 2000s: The more things change, the more they stay the same?
 - a. The new Black middle class and the "permanent" Black underclass
 - b. Contemporary civil rights issues (including weakening of the Voting Rights Act and voter suppression laws, relations between law enforcement and Blacks)

- c. New African Americans: migration from the Caribbean and Africa
- d. African Americans in contemporary California
- e. The Obama Years: From “post-racial” America to racist backlash
- f. Black Lives Matter Movement and protest

Course Objectives

Students will be able to:

- 1) Analyze and articulate concepts related to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.
- 2) Apply theory to describe critical events in the histories, cultures, and intellectual traditions of Black and African Americans with a particular emphasis on agency and self-affirmation.
- 3) Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, and spirituality.
- 4) Describe how resistance, social justice, and liberation as experienced by Black and African Americans are relevant to local, national, and international current events.
- 5) Evaluate the significant political, social, and economic events, themes, interpretations, and figures of American history from Reconstruction to the present from an African American perspective.
- 6) Compare and analyze significant interpretations of modern African American history.
- 7) Explain the contributions of African Americans to American development from Reconstruction to the present.
- 8) Assess the impact of racism on African Americans in U.S. history since Reconstruction.
- 9) Analyze political reform movements, especially as they relate to African American history.
- 10) Describe state and local politics, legislation and policies as they relate to African American history from Reconstruction to present.
- 11) Analyze significant Constitutional issues and Supreme Court decisions especially as they relate to the African Americans.
- 12) Recognize and evaluate the evolution of American politics and the U.S. Constitution since 1877 and their effect on African Americans.
- 13) Recognize and evaluate the role of citizens in creating changes under the U.S. Constitution and state governments, especially California, including the efforts of African Americans for political equality.
- 14) Analyze selected issues in California history, especially relationships between the state and the nation with attention paid to the role of African Americans in the state’s development.
- 15) Explain the Constitution of the State of California within the framework of federal-state relationships.
- 16) Analyze the evolution of Constitutional thought in modern issues, noting the political and legal policies affecting the constitutions of the U.S. and California.
- 17) Examine modern political institutions and processes under the U.S. Constitution and political trends and attitudes, such as legislative debates, power of the presidency, and citizens’ demands for rights.
- 18) Discriminate between primary and secondary sources.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in 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 that measure students’ ability to do the following as it relates to Black and African American history:
 - a. Analyze and articulate concepts related to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.
 - b. Apply theory to describe critical events in the histories, cultures, and intellectual traditions of Black and African Americans with a particular emphasis on agency and self-affirmation.

- c. Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, and spirituality.
 - d. Describe how resistance, social justice, and liberation as experienced by Black and African Americans are relevant to local, national, and international current events.
- 2) Quizzes and exams that measure students' ability to identify and analyze the key Constitutional issues and the evolution of the United States Constitution and California Constitution, especially as they relate to African American history.
 - 3) Research projects where students demonstrate the ability to collect, analyze, and interpret historical sources on significant themes of modern African American history.
 - 4) Written assessments that require students to analyze the impact of race and racism in the political, cultural, social, and economic history of the United States; discriminate between primary and secondary sources.

Special Materials Required of Student

None

Minimum Instructional Facilities

Smart classroom with writing boards, overhead projector

Method of Instruction

- 1) Lecture and discussion
- 2) Small and large group discussion
- 3) Multimedia presentations
- 4) Guest speakers
- 5) Individual and group projects, structured in-class exercises
- 6) Auxiliary use of study groups, peer tutoring and/or instructional office hours

Out-of-Class Assignments

- 1) Reading assignments, reading response questions, reading journals
- 2) Map exercises
- 3) Field exercises including museum and library research and visits to historic sites

Texts and References

- 1) Required (representative examples):
 - a. Franklin, John and Evelyn Brooks Higginbotham. *From Slavery to Freedom: A History of African Americans*. 10th edition. McGraw Hill, 2021.
 - b. Hine, Darlene, et al. *The African American Odyssey. Volume II*. 7th edition. Prentice Hall, 2017.
- 2) Supplemental (examples):
 - a. Finkenbine, Roy. *Sources of the African American Past: Primary Sources in American History*. 2nd edition. Longman, 2003.
 - b. Taylor, Quintard. *In Search of the Racial Frontier: African Americans in the West, 1528-1990*. W.W. Norton, 1999.
 - c. De Graaf, Lawrence, et al. *Seeking El Dorado: African Americans in California*. University of Washington, 2001.
 - d. Berlin, Ira. *Generations of Captivity*. Harvard University Press, 2003.
 - e. Holt, Thomas, ed. *Major Problems in African American History, Volume II*. Cengage, 2000.
 - f. Arsenault, Raymond. *Freedom Riders: 1961 and the Struggle for Racial Justice*. 2nd edition. Oxford, 2011.
 - g. Wilson Moore, Shirley Ann. *To Place Our Deeds: The African American Community in Richmond, California, 1910-1963*. University of California Press, 2001.

Student Learning Outcomes

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

- 1) Analyze, evaluate, and interpret primary and secondary sources.

- 2) Analyze and apply historical patterns and current events to students' own lives and experiences.
- 3) Analyze how power operates in society, through the categories of race, class, gender, ethnicity, and sexuality.
- 4) Develop and support an argument or thesis statement with historical evidence.