

# West Los Angeles College

**History 42 #1234 & African American Studies 5 # 0222 &– TTH: 11:10 am – 12:35 pm**

**The African-American in the History of the United States**

**Professor P.G. Siever**

**(310) 287-4295 – Office Hours: GC 380L -TTH – 12:45 – 1:45 pm**

## CLASS OUTLINE

### CLASS DESCRIPTION (3 Units)

African American Studies 5 & History 42 is a combined survey course which covers the history of the United States from the end of the Civil War (1865) to the Present time. The special emphasis of this course is placed upon the role and contributions of the African-American to the American culture. This course provides a background to the political and social development of the United States for students majoring in the Social Sciences, and in addition, for those who wish to gain a better understanding of the African-American in American civilization.

### CURRICULAR PLACEMENT: CSU: UC

### PURPOSE OF TAKING THIS COURSE: STUDENT SUCCESS

This course will help prepare students toward achieving their academic goals in college of graduating and transferring to any university of their choice. The education and knowledge of History opens up the future to those students who want to acquire and determine their own future, wherein they will make a positive and significance difference in their own society, and, globally as diplomats, lawyers, community leaders, and positive role models for others. In this course you will learn how to: think critically, understand how to take good lecture notes and apply what you have learned outside of the classroom to: your home, friends, and family. In addition, students will understand, by taking this course, how Africa and African Americans, in spite of past enslavement, have had such a great influence and impact upon present day America.

### COURSE OBJECTIVES AND COURSE STUDENT LEARNING OUTCOMES

#### A. GENERAL COURSE OBJECTIVES WILL ENABLE THE STUDENT TO:

1. Apply critical thinking and analysis to the significant events of African American History
2. Examine how the history of the past influences the political and social institutions of the subsequent, present and future history .
3. Ascertain the origin and basic structure of the U.S. Constitutional system, with special emphasis on the relationships between Federal, State, and local governments which will strengthen the student's competence in exercising the privileges and responsibilities of democratic citizenship.
4. Stimulate the student to read more widely and deeply into the field of African-American History in order to understand and delineate between myth, fact and interpretation. ..

5. Facilitate the student's understanding of the necessity of critical thinking for the solutions of problems and for the discrimination among values.

## **B. COURSE SPECIFIC STUDENT LEARNING OUTCOMES:**

CSLO#1: Students will be able to identify the major components in the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments.

CSLO#2: Students will identify significant battles and locations in the Civil War which lasted from April, 1861 to April, 1865.

The student will attain cultural/historic literacy and be able to discuss critically the historical key patterns, themes, events, and figures of the past, across the African American socio-cultural spectrum, with the acquired knowledge of how the past relates to the present. Additionally, the student will be able to interpret and debate the impact and influence of African American culture and traditions upon the economic, social and political systems of present day 21<sup>st</sup> century America.

### **1. CLASS INVOLVEMENT**

- a. Each student will be evaluated as to his/her participation in class discussion.
- b. Attendance and sufficient preparation (i.e., reading the assigned textbook(s) and supplemental readings, completion of class assignments, etc.) are the prime prerequisites for meaningful class involvement.
- c. During the semester, students will be expected to write an opinion, summary or interpretation on the assigned readings, relevant films and/or topics dealing with various historical events, places or personages.
- d. Selected videos/films will be shown that deal with the subject matter of the class reconstruction, biographies, African American leaders, movements, culture, struggles, African American & Plains Indian relationships, and the status of the African American the 21<sup>st</sup> century.

### **2. GRADING:**

- A. 30% = MIDTERM - An in-class book review (Bluebook Required)
- B. 30% = TWO QUIZZES, 15 POINTS EACH (Objective and/or Essay)
- C. 35% = FINAL EXAMINATION (Blue/Green books are required –buy in bookstore)
- D. 5% = HOMEWORK

### **3. REQUIREMENTS, PROCEDURES and STUDENT RESPONSIBILITIES**

- A. All mobile or electronic communication are prohibited in this class, which includes, but is not limited to: cell phones, computers and text messaging. If any of the foregoing occurs, the student will be asked to leave the class for that day. If the incident happens a second time, the Professor will contact the Vice President of Student Services.
- B. Late assignments are not accepted.
- C. All materials written by the student must conform to the MLA format and must be legible, type written, word processed or in ink – no pencil.. Also, all tests and assignments must have the student's last name first, class time, title and class section number.
- D. Assignments of more than two pages must be stapled.

- E. **Exams may be either objective and/or subjective (essay). There are no make-up exams.**
- F. Prior to each class meeting, the student should review and study the textbook and lecture notes, because he/she should be prepared, at all times for class discussion and participation.
- G. Blue/Green books are required for the Midterm and Final Exams.
- H. College/classroom protocol is observed at all times in this class. It is the student's responsibility to abide by the Standards of Conduct printed in the College Schedule of Classes.
- I. The talent of each individual student is valued; therefore, plagiarism and cheating are prohibited.
- J. It is the student's responsibility to practice ethical behavior; therefore, if, in a rare case any form of cheating occurs, the student will receive an "F", on that assignment or exam.
- K. No eating or drinking in the class (... this includes water) – these are District regulations. If a student had a medical condition that necessitates water, please show the Professor the documented authorization.
- L. **NOTE: If any of the above items: A, B, I, J, or K are violated by any student more than once, the Professor will contact the appropriate academic personnel and/or campus security officers.**

4. **REQUIRED TEXT(S):**

- A. **From Slavery to Freedom, Franklin & Higginbotham, ISBN#: 978-0-07-296378-6.**
- B. **American Legacy: The United States Constitution and other essential Documents.**

5. **RECOMMENDED READING:**

**World's Great Men of Color, Volumes 2&3 - J.A. Rogers**

LISTED BELOW IS THE TOPICAL OUTLINE FOR THIS CLASS WHICH IS BASED UPON THE SIXTEENTH WEEK SEMESTER

WEEK:

- 1 **SEPTEMBER 1** Class requirements, introduction and historical overview
- 2 **SEPTEMBER 8** Ramifications of the Civil War
- 3 **SEPTEMBER 15** Reconstruction: Presidential or Congressional

BOOK TITLES (with author and year of publication, only) DUE NO LATER THAN:  
THURSDAY, SEPTEMBER 18, 2014

- 4 **SEPTEMBER 22** Post Reconstruction: "Freedom for All"?
- 5 **SEPTEMBER 29** Economic & Political Survival for the Freedmen?
- 6 **OCTOBER 6** The Black West & the Buffalo Soldiers
- 7 **OCTOBER 13** Booker T. Washington and W.E.B DuBois

WEEK:

<b>8</b>	<b>OCTOBER</b>	<b>20</b>	Spanish- American War: America's Black Empire
<b>9</b>	<b>OCTOBER</b>	<b>27</b>	African Americans & WWI
<b>10</b>	<b>NOVEMBER</b>	<b>3</b>	African American Political and Social Movements
<b>11</b>	<b>NOVEMBER</b>	<b>10</b>	African American Political/Social Movements.
<b>12</b>	<b>NOVEMBER</b>	<b>17</b>	Harlem Renaissance, The Depression & the New Deal
<b>13</b>	<b>NOVEMBER</b>	<b>24</b>	world War II and its Aftermath.
<b>14</b>	<b>DECEMBER</b>	<b>1</b>	The Fight for Equality: Civil Rights
<b>15</b>	<b>DECEMBER</b>	<b>8</b>	The 21 <sup>st</sup> Century: A New Era of Hope and Uncertainty
<b>16</b>	<b>DECEMBER</b>	<b>15</b>	<b>Final Exams Week Begins</b>

QUIZZES AND FINAL EXAM SCHEDULE -FALL, 2014

**(1) TUESDAY, SEPTEMBER 9<sup>TH</sup> -SHORT QUIZ (15 minutes- on class syllabus)**

**(2) THURSDAY, SEPTEMBER 25<sup>TH</sup> – ESSAY QUIZ ( one hour – four 4 questions ) based on previous lectures.**

**(3) THURSDAY, OCTOBER 30, 2014 – MIDTERM EXAM (in class book review (green book required)**

**(4) THURSDAY, NOVEMBER 20<sup>TH</sup> – OBJECTIVE/ MULTIPLE CHOICE QUIZ**  
**Based on textbook readings! 60 questions – Scantron needed a #2 pencil and a Green/ Blue Book ( can be purchased in book store).**

**FINAL EXAM – SEE BELOW:**

**THE PARTIAL TAKE HOME FINAL EXAM CONSISTS OF FIVE QUESTIONS – SEE THE SCHEDULE BELOW:**

**PART ONE: THURSDAY, DECEMBER 11, 2014 - at the last regular class meeting. Three (3) questions will be handed out to answer at home.**

**PART TWO: THURSDAY, DECEMBER 18, 2014 = 11:30 AM – 1:30 PM**  
**Scheduled final exam day. At this class meeting: two (2) questions will be distributed and answered in class and all five (5) questions will be handed in at this last meeting. Late finals will not be accepted!**

**CALENDAR OF IMPORTANT COLLEGE DATES TO REMEMBER:  
FALL 2014 - TRADITIONAL SEMESTER  
SEPTEMBER 2 – DECEMBER 15**

**MONDAY, SEPTEMBER 1 .....HOLIDAY – LABOR DAY**

**TUESDAY, SEPTEMBER 2 .....CLASSES BEGIN**

FRIDAY, SEPTEMBER 12<sup>th</sup> LAST DAY TO:

- (1) ADD/AUDIT CLASSES IN PERSON**
- (2) DROP CLASSES WITH A REFUND/NO FEE OWED**
- (3) DROP CLASSES WITHOUT A “W”**
- (4) FILE FOR PASS/NO PASS (formerly “Credit/No Credit”)**

**MONDAY, NOVEMBER 1<sup>st</sup> .....HOLIDAY – “VETERANS DAY”**

**FRIDAY, NOVEMBER 21<sup>st</sup> .....LAST DAY TO DROP CLASSES  
WITH A “D”**

**THURSDAY, NOVEMBER 27<sup>th</sup> – 28<sup>th</sup> ..... THANKSGIVING VACATION**

**SATURDAY, NOVEMBER 29<sup>th</sup>-30<sup>th</sup> ..... THANKSGIVING HOLIDAY  
(NON- INSTRUCTIONAL)**

**DECEMBER, 15<sup>th</sup>- 21<sup>st</sup> .....FINAL EXAMS**

ADDENDUM

**PLEASE READ THE FOLLOWING IMPORTANT INFORMATION THAT WILL AID YOU IN BEING  
SUCCESSFUL IN PROGRESSING TOWARD TRANSFER & GRADUATION;**

- *If you think that you will not be able to complete this course with a C or better, you should drop by Friday, September 12<sup>th</sup> so that you will not receive a “W” in the class. If you have any questions don’t hesitate to talk to me.*
- *If you need help paying for books and other college expenses, call the Financial Aids Office at 310-287-4532 X4275...*
- *Students who have a verified disability or suspect that they have a learning disability should call the Office of Special Services (DSPS) at 310-287-4450 X4423 before or as soon after the beginning of the semester as possible.*
- *Please feel free to make appointments with me during my office hours (which are listed on the first page of this syllabus...) if you think that you need help, with note taking or if you do not understand or comprehend a lecture or any part of a lecture.*
- *Also understand, that according to District Regulations: “A student absent from class must inform his or her instructor of the reason(s) for the absence. Whenever absences in hours exceed (the number of units (3) of that class or the number of hours the class meets per week, the student may be excluded from the class by the instructor.”*

## GUIDELINES FOR GRADING THE QUIZZES AND EXAMS

**I. Objective Quizzes: A = 100 -90; B = 89 – 80; C = 79 – 70; D = 69 – 60; F = 59 and under**

**II. Essays: Quizzes, Midterms and Final Exams:**

**1 = Excellent:** In both written and verbal form, the student displays an exemplary knowledge of historical facts as they apply within the local and global socio-political and economic context. In the evaluation of historical data, the student demonstrates organizational coherency as to the data's relevance to past, present and future populations and societies. The content and language of the students work indicates that he/she understands not only the purpose of the assignment/exam, but can ably communicate that understanding on the college level. The students work reflects not only insight, but a distinct ability to deductively, and correctly employ (95%+) chronological accuracy in the assessment of historical events and situations. Students in the class can, in the written or verbal form, successfully (at least 80% of the time) discuss/debate the pros and/or cons and - give the meaning and implications of a given historical subject.

**2= Good:** The student has well above average knowledge of the historical facts and does know how to apply his/her work within the global socio-political and economic context. While the student does demonstrate a clarity and coherency in the evaluation of data, sometimes there are some errors in relating the data to the past and present. The student does comprehend the purpose and intent of the work and does communicate that well in any given assignments. Student does deductively and correctly employ chronological accuracy most (85%+) of the times, but the assessment of the events/situation is still valid. In class, this student can employ and discuss (70%) pro or con and give the meaning and implications of most of the given historical subject.

**3= Average:** The student has knowledge of historical facts and does comprehend the global context, but does not adequately know how to apply the socio-political and economic factors within that context. The student has some organizational coherency, but it is not consistent. The student can communicate on the college level, but has a problem in understanding and organizing the facts, which leads to problems in working with the purpose/content of the assignment. The student comprehends the importance of chronological accuracy, but does not employ it correctly or consistently (50%+), thus resulting in problems with the assessment of any given historical event or situation. In class this student seldom wants to be gets involved in speaking re: a pro or con situation. But the student still does the assignment(s).

**4 = Below Average:** Student seems to have some knowledge about historical facts, but has no idea about how to apply that knowledge within the given context. This student has problems with organizing his/her thoughts, especially in a coherent way. The student can communicate, but seems not to have studied or have the ability to assess what is expected (even after it has been reviewed several times during class). Students work displays a multitude of problems including: lack of comprehension about the importance of accurate chronology in historical interpretation(s), poor language skills for a college student, incomplete and/or missing assignments and very poor grades on written work.

**5.= Failure:** Incomplete or not submitted. An abundance of plagiarism. It appears that the student does not comprehend or is ambivalent about the actual subject matter of the assignment.

The student rating scale (above) was based on written works: comprehensive Final essay exam, Quizzes and Midterm. The purpose of this assignment was to get the students to think critically, historically examine and evaluate, while teaching themselves organization and how to appraise the information.

