

West Los Angeles College

African American Studies 5 # 0223 & History 42 #1233– 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: TTH – 12:45 – 1:45 pm - GC 380L

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. This class can be taken in place of History 12 & 44.

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.

PROGRAM AND COURSE SPECIFIC STUDENT OUTCOMES:

A. PROGRAM SPECIFIC STUDENT LEARNING OUTCOMES:

PSLO #2: The students will use historical evidence from the past and the present to formulate and support constructive arguments in both the written and verbal form. Additionally, this learning outcome will facilitate the students' understanding of the necessity of critical thinking for the solutions of problems and for the discrimination among values.

PSLO #5: The students will become informed citizens who will play active roles in the improvement of society at the local, state and national levels. Additionally, this learning outcome will enhance the student's competence in exercising the privileges and responsibilities of democratic citizenship.

B. COURSE SPECIFIC STUDENT LEARNING OUTCOME:

CSLO#1: Distinguish the difference and similarities between the role of the Federal government and that of the State and Local governments vis a vis the Constitution of the United States

CSLO#2: The students will be able to critically analyze, and use factual evidence, combined with historical knowledge about specific events and actions that occurred in African American History; wherein, correcting the misinterpretations prevalent within 21st century American society regarding African American history and society. The students will be able to demonstrate the dynamic impact and ramifications of the African American experience and culture upon America.

CSLO #3:

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 21st century America

1. CLASS INVOLVEMENT

- A. Each student will be evaluated as to his/her participation in class discussions and activities.
- B. Attendance and sufficient preparation (i.e., reading the assigned text books, supplemental readings, completion of class assignments, etc.. and class involvement.
- C. During the semester, students will be expected to write an interpretation, critique and/or summary on the assigned reading and topics dealing with various historical subjects.
- D. Selected videos/films may be shown that deal with the subject matter of the class reconstruction, biographies, African American leaders, movements, culture, struggles, African American & the Plains Indians relationships, and the status of the African of the .in the 21st century.

2. REQUIREMENTS, PROCEDURES and STUDENT RESPONSIBILITIES

- A. All mobile or electronic communication is 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 immediately. 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 be legible, type written, word processed (MLA format) or in ink – no pencil. Also, all tests and assignments must have the student's last name first, class time, title and 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 TO TAKE AN EXAM AT ANY TIME.
- 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 authorization documentation.
- L. **NOTE: If any of the above items: A, H, 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.**

3. 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

4. RECOMMENDED READING: World's Great Men of Color, Volumes 2&3 R.A. Rogers

LISTED BELOW IS THE TOPICAL OUTLINE FOR THIS CLASS WHICH IS BASED UPON THE 15 WEEK SEMESTER: + FINALS WEEK

WEEKS:

- 1 Class requirements, introduction and historical overview
- 2 Ramifications of the Civil War
- 3 Reconstruction: Presidential or Congressional
- 4-5 Post-Reconstruction: Political Disenfranchisement and Economic Survival- "Freedom for All"?

NOTE: MIDTERM BOOK TITLES ARE DUE BACK NO LATER THAN THURSDAY, FEBRUARY, 26TH

TITLE OF BOOK, AUTHOR AND YEAR OF PUBLICATION

- 6 The Black West & the Buffalo Soldiers
- 7 Booker T. Washington and W.E.B DuBois
- 8- 9 Spanish- American War: America's Black Empire
- 10-11 African Americans & WW1; African American Political/Social Movements
- 12 Unionism, Economic survival, and The Harlem Renaissance.
- 13 The Depression and the New Deal
- 14 World War II and its Aftermath: Fighting for Freedom overseas and at home (America)
- 15 The Fight for Equality and Humanity: Civil Rights, Political Movements and the 21st Century.
- 16 **THE FINALS WEEK: June 1 to June 7.**

5. QUIZZES AND EXAMINATION SCHEDULE:

- a. THURSDAY, FEBRUARY 19TH SHORT 15 MINUTE QUIZ ON SYLLABUS
- b. THURSDAY, MARCH 5TH - : 1ST MAJOR QUIZ ESSAY (FOUR QUESTIONS BASED ON PRECEDING CLASS LECTURES)
- c.. THURSDAY, APRIL 16TH - MIDTERM – IN CLASS BOOK REVIEW (Blue book required)
- d. THURSDAY, MAY 14TH , - 2ND MAJOR QUIZ – OBJECTIVE 60 MULTIPLE CHOICE (60 Minutes) QUESTION BASED ON TEXTBOOK.
- e. COMPREHENSIVE FINAL EXAM: - JUNE 4TH - 11:30 AM – 1:30 PM.

NOTE: THE FINAL EXAM IS COMPRISED OF FIVE (5) QUESTIONS AND IS PARTIAL TAKE HOME AND IN- CLASS (See Below):

THURSDAY, May 27th, 2015 = Last Regular Class Meeting: Three (3) Questions will be handed out to answer at home.

- **Thursday, June 4th, 2015 = 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 to the Instructor at the end of class. No Late Finals will be accepted.**

6. GRADING (Total Points = 100)

- a. 25% = **Midterm** – An In-Class Book Review (Small Blue book required- can be purchased in Book Store)
- b. 30% = **Two Quizzes (15 Points/quiz): Subjective and/ or Objective** (based on lecture and text) -
- c. 35% = **Comprehensive Take Home Final Examination** (Five questions - see pages: 2 &3)
- d. 10% = **Homework/ Extra Assignments**

(Note: See Page 4 on how grading is calculated on Objective quizzes, Essay quizzes and exams).

“ Welcome to the class!”

**CALENDAR OF IMPORTANT COLLEGE DATES TO REMEMBER
SPRING, 2015 - TRADITIONAL SEMESTER
FEBRUARY 9 – JUNE 7, 2015**

MONDAY, FEBRUARY 9THCLASSES BEGIN

LAST DAY TO:

- (1) ADD/AUDIT CLASSES IN PERSON.....FRIDAY, FEB 20TH
- (2) DROP CLASSES WITH A REFUND/NO FEE OWED..... FRIDAY, FEB 20TH
- (3) DROP CLASSES WITHOUT A “W”)..... FRIDAY, FEB 20TH
- (4) DROP CLASSES WITH A “W”FRIDAY, MAY 8TH
- (5) FILE FOR PASS/NO PASS.....FRIDAY, FEB 20TH
(formerly “Credit/No Credit”)
FRIDAY, FEBRUARY 13 – MONDAY, FEBRUARY 16th..... PRESIDENTS DAY WEEKEND

- TUESDAY, MARCH 31ST CESAR CHAVEZ DAY

- SAT. APRIL 4 – FRIDAY, APRIL 10THSPRING BREAK

- MONDAY, MAY 25THMEMORIAL DAY

- MONDAY, JUNE 1ST – SUNDAY, JUNE 7THFINAL EXAMS

ADDENDUM:

- *If you think that you will not be able to complete this course with a C or better, you should drop by Friday, February 20, 2015, 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:**

5 = 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.

4 = 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).

2 = 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.

1= 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.

On the average students score what you see below, although generally, the figures are higher in most classes. What you see below is from a class size between 40-50:

A=10% B=15%; C=60%; D=10% and F=5%.

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

