

West Los Angeles College

African American Studies 4 #0220 & History 41 #1232 - TTH– 9:35 - 11:00 am.
The History of the African American in the United States

Professor P.G. Siever, Room - GC350

(310) 287-4295 - Office Hours: TTH-12:45-1:45 pm – GC380L

COURSE OUTLINE

COURSE DESCRIPTION (3 Units)

African American Studies 4 & History 41 is a combined survey course, and as such it will cover the interrelated history of the African-American, from Africa's past to the eve of America's Reconstruction Period. Emphasis is placed upon the history of African-Americans and its impact upon U.S. History from pre-colonial times to the post Civil War period. This course provides a background in 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. It also includes a survey of the U.S. Constitution.

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 & STUDENT LEARNING OUTCOMES:

A. GENERAL COURSE OBJECTIVES:

1. To apply critical thinking and analysis to the significant events of African—American History.
2. To ascertain the origin and basic structure of the U.S. Constitutional system, with special emphasis on the relationships between Federal, State, and local governments, and the legacy which was imparted to the African-American culture as part of the system.
3. 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:

SLO # 1:

Students will identify and elaborate upon the significant figures who were actively involved in the Underground Railroad during antebellum times in the United States.

SLO #2:

Students will be able to identify and clarify the major components in the Bill of Rights and their relation to the Constitution of the United States...

METHODS OF EVALUATION

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 and topics.
- d. Selected videos/films may be shown which will deal with the subject matter of the class. The students will be expected to take notes on these videos and films, because they may be quizzed on them.

2. GRADING:

- a. 30% = **Midterm** - An in-class book review
- b. 30% = **Exams: (15 Points each) Subjective and Objective** (based on lecture and/or text)
- c. 35% = **Comprehensive Partial Take Home Final Examination**
- d. 05% = **Homework**

3. FINAL CLASS GRADE DETERMINATION: A= 100-90; B=90-80; C=80-70; D=70-60; F= 60 AND UNDER.

4. REQUIREMENTS, PROCEDURES and STUDENT RESPONSIBILITIES

- a. Any form of student mobile or electronic communication is prohibited within this classroom, 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 classroom immediately. If the incident happens a second time, the Professor will contact the Vice President of Student Services.
- b. Late assignments **will not be accepted.**
- c. All written materials to be handed in to the instructor must be legible, type written, word processed (MLA format), or written in ink. All tests and assignments must have the

student's last name first, class time, title and section number. Pencil is prohibited.

- d. Assignments of more than two pages **must be stapled**, if not the grade will be lowered on that assignment.
- e. Bluebooks / Green books **are required** for the **Midterm and Final Exams**.
- f. College/classroom **protocol** is observed at **all times** in this class.
- g. The talent of each individual student is valued; therefore, **plagiarism and cheating are prohibited**.
- h. **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, quiz or exam.**
- i. If the student stops attending class, he/she must officially drop the class; otherwise Instructor has no choice but to give that student an "F" for the final grade.
- j. 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 authorized documentation.
- k. **NOTE: If any of the above items: A, F, H, J, or K are violated by any student more than once, the Professor will contact the appropriate academic personnel and/or Campus security officers.**

5. REQUIRED TEXT(S):

(A) **FROM SLAVERY TO FREEDOM**, 9th Edition, Franklin & Higginbotham
ISBN#: 978-0-07- 296378-6.

(B) **American Legacy: The United States Constitution**

6. RECOMMENDED READING:

World's Great Men of Color, Volumes 1 & 2 – RJA. Rogers

**LISTED BELOW IS THE TOPICAL OUTLINE FOR THIS CLASS WHICH IS BASED UPON
THE FIFTEEN (15) WEEK SEMESTER + FINALS WEEK.**

WEEK:

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|---|--------------------|---|
| 1 | September 1 | Introduction, Historical Overview, Review class regulations and syllabus. |
| 2 | September 8 | AFRICA: Cradle of Civilization |

- 3 **September 15** Ancient African Kingdoms
- 4 **September 22** The African Way of Life
- 5 **September 29** The Coastal Forest Kingdoms & and their response to Portuguese Exploration on the West and Central African Coast.

MIDTERM BOOK TITLES DUE (Author and Year of publication, only) DUE BACK NO LATER THAN THURSDAY, SEPTEMBER 18, 2014

- 6 **October 6** The legacy of the European Reformation Period and its
- 7 **October 13** English Colonization and the roots of the “Peculiar Institution”
- 8 **October 20** Road to U.S. Independence & The role of the African American
- 9 **October 27** The Evolution and Development of the U.S. Constitution

MIDTERM: IN CLASS BOOK REVIEW - THURSDAY, OCTOBER 30, 2014

- 10 **November 3** The Birth of the Cotton Kingdom and the Institutionalization of Slavery
- 11 **November 10** The Atlantic and Triangular Slave Trade : The African Diaspora
- 12 **November 17** Quasi—Free African Americans and Slave Rebellions: Rationalistic, Opportunistic and Vandalistic.
- 13 **November 24** The impact of the Mexican American War upon America and the African American
- 14 **December 1** Sectionalism and Slavery
- 15 **December 8** The Road to the Civil War and its Ramifications
- 16 **December 15** **Final Exams Week Begins**

QUIZZES AND FINAL EXAM SCHEDULE -FALL, 2014

(1) TUESDAY, SEPTEMBER 9TH -SHORT QUIZ (15 minutes- on class syllabus)

(2) THURSDAY, SEPTEMBER 25TH – 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 20TH – 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 SCHEDULE – 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 16, 2014 = 10:15 AM – 12:15 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**

FRIDAY, SEPTEMBER 12th 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”)**

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MONDAY, NOVEMBER 1stHOLIDAY – “VETERANS DAY”
FRIDAY, NOVEMBER 21stLAST DAY TO DROP CLASSES
WITH A “D”.
THURSDAY, NOVEMBER 27th – 28th THANKSGIVING VACATION
SATURDAY, NOVEMBER 29th-30th THANKSGIVING HOLIDAY
(NON- INSTRUCTIONAL)
DECEMBER, 15th- 21stFINAL 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 12TH 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 (DSPPS) 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.

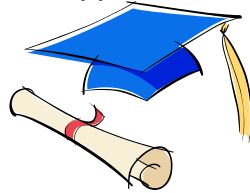
3= Average: The student has knowledge of historical facts and does comprehend the global context, but does not adequately know how to apply the socio-political and economic factors within that context. The student has some organizational coherency, but it is not consistent. The student can communicate 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.



“Welcome to the Class!”