



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	HIST
Course Number:	111
Descriptive Title:	The African American in the United States from 1877 to the Present
Division:	Behavioral and Social Sciences
Department:	History
Course Disciplines:	Ethnic Studies, History
Catalog Description:	This course is a survey of the history of the United States from 1877 to the present with particular emphasis on the role of African Americans in shaping American society. The contributions of African Americans to American society as a whole will also be examined.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	Eligibility for English C1000 or equivalent
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	03/18/1996
Transfer UC:	Yes
Effective Date:	July 1997
General Education: ECC	Area 2A - Social and Behavioral Science
Term:	
Other:	
CSU GE:	Area C2 - Arts and Humanities - Humanities: Literature, Philosophy, Languages other than English, Area D - Social Sciences
Term:	
Other:	
IGETC:	Area 3B - Humanities, Area 4 - Social and Behavioral Sciences
Term:	
Other:	
Cal-GETC:	
Term:	

Other:	
Student Learning Outcomes:	SLO #1 Developing and Arguing a Persuasive Historical Thesis Upon completion of The African American in the United States from 1877 to the Present, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in African Americans in history from 1877 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.
Course Objectives:	1. Explain and assess the different methods of inquiry and theoretical models used by historians in interpreting American history and the African American experience. 2. Discuss the rise of Jim Crow and violence the aftermath of Reconstruction and ways racial inequality was not unique to the U.S. south. 3. Describe industrialization, urbanization, immigration and imperialism before 1920. 4. Assess the status of the poor, nonwhites, and women and the ways social movements tried to address inequality in the nation. 5. Examine the debates surrounding the United States' entry into World War I and analyze the contributions of nonwhites, workers, and women to the war effort. 6. Identify major social, political, economic, and cultural developments of the 1920s, including those divisions based on region, race, gender, and class, and African American politics and culture. 7. Explain the causes and effects of the Great Depression and compare and contrast the role of government during the 1920s and the 1930s in addressing economic and civil rights. 8. Analyze the origins of World War II, why the United States entered the conflict, and the impact on U.S. society, politics, and race relations. 9. Identify the origins of the Cold War and analyze its impact on U.S. foreign policy and domestic politics, including civil rights. 10. Examine post war housing and education, including red lining, intergenerational wealth, and segregation and civil rights. 11. Explain the origins and evaluate the accomplishments of the Civil Rights Movements from the 1940s and 1970s, including the Great Society and the expansion of civil and political rights. 12. Discuss the origins and course of the Vietnam War and assess the role played by African Americans in the war and Social Revolts of the 1960s and 1970s. 13. Discuss the rise of the New Right and its opposition to civil rights and racial and gender equality. 14. Evaluate recent trends that have influenced legislation and attitudes towards women, immigrants and people of color, and assess the major issues confronting the United States in the aftermath of the Cold War. 15. Discuss civil and political rights since 2001 as those rights relate to social and political movements in the nation.
Major Topics:	I. Introduction to United States History (3 hours, lecture) A. The Historical Method B. Interpreting American History by Centering the African American Experience II. Reconstruction: Politics, Work, and Violence (6 hours, lecture) A. Reconstruction B. The Birth of Jim Crow, Violence, and Second Class Citizenship C. Sharecropping and Tenant Farming

	III. Major Developments Prior to 1920 (3 hours, lecture) A. Immigration, Industrialization, Urbanization, and Imperialism IV. Inequality, Violence, and Social Movements (6 hours, lecture) A. Inequality and Violence in the United States B. African American Work and Politics: Urban and Rural C. Social Movements V. WWI (3 hours, lecture) A. Debates Surrounding WW I B. Contributions of workers in the war effort VI. The 1920s (3 hours, lecture) A. The Economy, Politics, and culture B. American American Art and Politics 1. Booker T. Washington and W.E.B. Dubois: The Souls of Black Folk 2. National Association for the Advancement of Colored People VII. The Great Depression and New Deal (6 hours, lecture) A. Causes and effects of the Great Depression B. Hoover and Roosevelt Administrations C. New Deal: Regional Differences and Inequality VIII. World War II, 1941-1945 (3 hours, lecture) A. Military Conflict in Europe and the Pacific B. The Home Front: Nonwhites, Workers, and Women C. African Americans at Home and Abroad IX. Cold War (3 hours, lecture) A. Cold War Politics: The Atomic Age, Soviet-United States Relations, United Nations, Conservative Ideals and civil rights X. Post World War II Housing and Education, 1945-1968 (3 hours, lecture) A. Housing: Surburbia, Redlining and Intergenerational Wealth B. Education and Civil Rights XI. Social Movements in the 1950s through the 1970s (3 hours, lecture) A. The Civil Rights Movements B. Federal Legislation XII. The Vietnam War (3 hours, lecture) A. The Role of African Americans in politics and society and the anti-war movement XIII. The New Conservatism, 1968 to 2001 (3 hours, lecture) A. Discuss the gains made by the poor, women, and nonwhites as a result of the social movements of the 1950s and 1960s B. Discuss the rise of the New Right and its opposition to civil rights and racial and gender equality C. Evaluate the status of African Americans in society and politics in this era XIV. Competing Visions in the 21st Century (6 hours, lecture) A. Rise of White Christian Nationalism B. Rise of Social and Civil Rights Movements: From labor unions to BLM C. Evaluate the status of African Americans in society and politics in this era
Total Lecture Hours:	54

Total Laboratory Hours:	0
Total Hours:	54
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	
A.2. Primary Method of Evaluation (Part 2 - all courses; choose one):	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Read the assigned chapters on the Harlem Renaissance in your textbook. In a four-page essay, identify and evaluate historical, cultural, economic, and political and religious factors that contributed to the emergence of this movement among African Americans.
Critical Thinking Assignment 1:	In a seven-page essay, compare and contrast the responses of Ida B. Wells, Booker T. Washington and W.E.B. Dubois to the political, economic and social changes of the post-Reconstruction years 1877-1900. Include in your response an analysis of their understanding of the plight of African Americans and the role of African Americans in American society. In your essay, develop an argument that explains the most important challenge or accomplishment of their work.
Critical Thinking Assignment 2:	In a seven-page essay, trace and critically analyze the African American march of freedom from 1945 to 1975. Include in your essay a discussion of the significance of the Brown vs. Board of Education decision, and compare and contrast the philosophies, programs and strategies of Martin Luther King and Malcolm X. In your essay, develop an argument that explains the most important challenge or accomplishment of their work.
Other Evaluation Methods:	Completion, Essay Exams, Matching Items, Multiple Choice, Reading Reports, Term or Other Papers, Written Homework
Instructional Methods:	Discussion, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	John Hope Franklin, Evelyn Higginbotham, <u>From Slavery to Freedom: A History of African Americans</u> , 10th ed., McGraw-Hill, 2021. Textbook Qualifier: Discipline Standard
Alternative Texts:	
Required Supplementary Readings:	Hunter, Tera W (1997). <u>To 'Joy My Freedom: Southern Black Women's Lives and Labors after the Civil War</u>. Cambridge, MA: Harvard University Press. ISBN 0-674-89309-3. (Discipline Standard)
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the	

corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	Eligibility for English 1A/C1000 or equivalent
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	Students need to be able to read and effectively analyze college level texts, and they need to be able to write a paper that persuasively proves an original thesis. A student needs to have good reading skills to understand and interpret information provided in their textbooks. Also, writing is required for essay questions and papers assigned. Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques. Utilize comprehension and vocabulary strategies to improve reading rate. Select and employ reading strategies to interpret the content of a college level textbook, with special focus on constructing a thesis statement and providing valid support. Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Maria A. Brown
Date:	10/05/1995
Original Board Approval Date:	
Last Reviewed and/or Revised by:	John Baranski
Date:	04/07/2025
Last Board Approval Date:	06/26/2025
Effective Term:	FA 2026

