

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

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.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Explain and assess the different methods of inquiry and theoretical models used by historians in interpreting American history and the African American experience.
 - Essay exams
2. Discuss the political, economic and social climate of American society in the aftermath of Reconstruction and evaluate the status of African Americans.
 - Written homework
3. Describe the economic changes that occurred in the late nineteenth and early twentieth centuries, and analyze the political, economic and social impact of industrialization.
 - Essay exams
4. Assess the political developments of the Gilded Age including the Spoils System and policies towards racial minorities.
 - Reading reports
5. Identify and evaluate the demographic changes that took place in the late nineteenth and early twentieth centuries including the impact of immigration and migration.
 - Essay exams
6. Compare and contrast changes in rural and urban life at the end of the nineteenth and early twentieth centuries.
 - Essay exams
7. Identify and assess the political and social basis for reform movements at the end of the nineteenth century including the pre-Civil Rights movement.
 - Completion
8. Assess the significance of the Spanish American War to the development of American foreign policy.
 - Essay exams
9. Examine the reasons for the United States' entry into World War I and analyze the role played by Americans in the war including the contributions of racial minorities and women and men in the war effort.
 - Term or other papers

10. Assess the strengths and weaknesses of the Treaty of Versailles and evaluate the United States' policy of isolationism after the war.
 - Essay exams
11. Identify major social and cultural developments of the 1920s, and discuss the lives of urban and rural racial and ethnic minorities.
 - Completion
12. Explain why the stock market crashed in 1929, and compare and contrast the role of government during the Roaring Twenties and the Great Depression eras in addressing economic and social issues.
 - Essay exams
13. Analyze the origins of World War II and the reasons the United States entered the conflict, and discuss the American war effort including the roles of African Americans in the military and women and men in the work force.
 - Essay exams
14. Compare and contrast the domestic changes produced by World War I and World War II in race relations, the work force, the status of women and men, family values and material culture.
 - Written homework
15. Identify the origins of the Cold War and analyze its impact on American foreign policy and domestic politics.
 - Multiple Choice
16. Explain the origins and evaluate the accomplishments of the Civil Rights Movements of the 1960s and 1970s.
 - Essay exams
17. Discuss the origins and course of the Viet Nam War and assess the role played by African Americans in the war and Social Revolt of the 1960s and 1970s.
 - Term or other papers
18. 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.
 - Essay exams

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	Introduction to United States History A. The Historical Method B. Interpreting American History from an African American Perspective
Lecture	6	II	The Emergence of a Modern Industrial Order A. Aftermath of Reconstruction B. The Birth of Jim Crow and Second Class Citizenship C. Economic Changes: Growth of Railroads, Steel and Oil Industries D. Social Darwinism, the Gospel of Wealth and Laissez Faire Capitalism E. Social Consequences of Industrialization
Lecture	6	III	Politics During the Gilded Age A. Spoils System B. Western Politics and Racial Minorities C. Plessey Versus Ferguson: Separate but Equal
Lecture	6	IV	Impact of Demographic Change 1877-1910 A. Urban Versus Rural America B. Immigration and Migration C. Big Business and White Collar Workers D. African Americans in the Urban Labor Force E. Union Movements F. Cultural Developments
Lecture	3	V	The Politics of Populism to Progressivism, 1880-1920 A. Agrarian Unrest: Populist Movement B. Labor Unrest in Rural and Urban America C. Progressive Movement: Reform Efforts in Urban America D. The Pre-Civil Rights Movement: Social Reform 1. Booker T. Washington and Economic Nationalism 2. W.E.B. Dubois: The Souls of Black Folk 3. National Association for the Advancement of Colored People
Lecture	6	VI	American Foreign Policy, 1898-1918 A. Spanish American War and the Emergence of an American World Empire B. World War I: from Neutrality to Military Involvement 1. Role of Racial Minorities in the War Effort 2. Role of Women in the War Effort C. Treaty of Versailles and the League of Nations
Lecture	3	VII	Modern America: Life in the 1920s A. Isolationist Policy, Business and Government B. Mass Cultural Developments C. Racial and Ethnic Minorities in Rural and Urban American Life

Lecture	6	VIII	The Great Depression and the New Deal, 1929-1941 A. The Crash B. Franklin Delano Roosevelt and The New Deal C. Political and Economic Reform D. Life in the 1930s: Minorities, Women and the Family
Lecture	3	IX	World War II, 1941-1945 A. Military Conflict in Europe and the Pacific B. The Home Front: Minorities and Women 1. African Americans and the Military 2. Rosie the Riveter and the Workforce 3. Popular Culture C. Defeat of the Axis Powers and the Birth of Atomic Warfare
Lecture	6	X	Post World War II America, 1945-1960 A. Desegregation of American Armed Forces B. Cold War Politics: Soviet-United States Relations, United Nations, Conservative Ideals and the Space Frontier C. The Korean War D. Domestic Life: Baby Boom Generation E. Brown versus the Board of Education
Lecture	3	XI	Social Unrest, 1960s-1970s A. The Kennedy, Johnson and Nixon Years B. The Civil Rights Movements: Origins, Goals, Leadership, Federal Legislation C. Viet Nam War and Social Revolt and the Role of African Americans
Lecture	3	XII	The New Conservatism, 1968 to the Present A. The End of the Cold War and the Rise of the Middle East Conflict B. Globalization, Economic Prosperity and Collective Security C. New Immigration Trends D. The Status of African Americans, Women and Ethnic Groups in American Life.
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. 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, and religious factors that contributed to the emergence of this movement among African Americans.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

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.
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.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Reading reports
Written homework
Term or other papers
Multiple Choice
Completion
Matching Items

V. INSTRUCTIONAL METHODS

Discussion
Lecture
Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Required reading
Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

John Hope Franklin, Evelyn Higginbotham. From Slavery to Freedom: A History of African Americans. 9th ed. McGraw-Hill, 2011.
Textbook Qualifier: Discipline Standard

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation Eligibility for English 1A	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.

D. Recommended Skills

Recommended Skills
Students needs to have effective reading skills to understand and interpret information provided in their textbooks. Also, writing is required for essay questions and papers assigned. ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. ENGL 84 - Utilize comprehension and vocabulary strategies to improve reading rate. ENGL 84 - 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. ENGL A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques. ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Maria A. Brown on 10/05/1995.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 11/19/2018

Last Reviewed and/or Revised by Daniel Walker
20421

Date: 10/01/2018