

HIST-2160: AFRICAN AMERICAN HISTORY 1877-PRESENT

Cuyahoga Community College

Viewing: HIST-2160 : African American History 1877-present

Board of Trustees:

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Academic Term:

Fall 2023

Subject Code

HIST - History

Course Number:

2160

Title:

African American History 1877-present

Catalog Description:

Analysis and study of African American experience from the end of Reconstruction to the present era, including the development of institutionalized racial discrimination, migration to cities, the emergence and expression of various forms of racial consciousness and cultural expression, the expansion of racial advancement organizations, and the evolving struggle for civil rights and political power.

Credit Hour(s):

3

Lecture Hour(s):

3

Requisites

Prerequisite and Corequisite

ENG-1010 College Composition I or ENG-101H Honors College Composition I; or departmental approval.

Outcomes

Course Outcome(s):

Critically examine and evaluate African American history since 1877, identifying major trends, developments, and themes - and the cultural, economic, social, political, and other factors behind them.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Compare and contrast the leadership styles of key figures in each successive generation as well as the comparatively decentralized Black Lives Matter movement.
2. Locate, evaluate, and utilize information from a variety of credible primary and secondary sources in a written or oral report to support a position on an issue affecting the interpretation and/or experiences of African American history since 1877.
3. Discuss the aftermath of Reconstruction, including the rise of white supremacy in the south, migration of African Americans to the North and West, and responses to Jim Crow laws.
4. Examine the factors that influenced the migration and urbanization of African Americans.
5. Discuss the Great Depression's impact on Black communities.
6. Examine how World War II and its aftermath served as catalysts for the Civil Rights movement.

7. Discuss the Black Power movement's influence on the politics, society, and the Civil Rights movement.
8. Analyze and contextualize the Black Lives Matter movement.

Course Outcome(s):

Using primary and secondary sources - including text, maps, media, and quantifiable data--analyze, explain, and contextualize the social conditions for African Americans in each generation since Reconstruction.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

- a. Explain the factors that influenced the migrations of African Americans to urban and other areas.
- b. Examine the emergence of new forms of institutionalized discrimination, including Jim Crow, redlining, and mass incarceration.
- c. Analyze the rise and growth of various forms of cultural expression, racial consciousness, political activity, and civil rights approaches.

Course Outcome(s):

Recognize, analyze, and explain issues of intersectionality within African American history, especially in relation to class and gender, including identity and expression.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):

- a. Identify and explain connections between the Civil Rights and Labor movements, including in the work of A. Philip Randolph.
- b. Identify and contextualize major figures in the intersection of African American and gender history, such as Marsha P. Johnson, Shirley Chisholm, and Kimberlé Crenshaw.
- c. Discuss the intersectionality of the Rainbow Coalition and the work of Jesse Jackson in relation to race, gender, class, sexuality, and academic status.
- d. Explain the emergence and significance in the rise of identity politics as a pillar of new Democratic Party alignments.
- e. Connect and contextualize intersectionality in cultural expression, such as in the music of Nina Simone and Aretha Franklin and in Black Power action films.

Course Outcome(s):

Analyze and explain how the historical experiences of African Americans since 1877 connect to broader United States history and world history as a whole, including social, political, economic, and cultural developments within the United States and Pan-African, anti-colonial, and global rights movements such as the anti-apartheid struggle in South Africa.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

- a. Analyze the growth of American involvement in Pan-Africanism in the early 20th century, including in the work of W. E. B. Du Bois and Marcus Garvey.
- b. Discuss the connections between Black America and Pan-African causes in the interwar era, such as the U.S. occupation of Haiti and the Italian invasion of Ethiopia.
- c. Contextualize and explain the intersection of the Black Power movement and Pan-Africanism.
- d. Discuss connections between African America and the global anti-apartheid (South Africa) movement.
- e. Discuss the role of Pan-African history and influences in cultural expressions of the Black Lives Matter era, such as in *Black Panther* and Afro-Futurism, and the enduring influence of Octavia Butler.

Course Outcome(s):

Discuss how developments, experiences, and debates of the past impact contemporary society and how an African American-centered exploration of history reduces social stereotyping and cultivates empathy, acceptance, and appreciation of African American experiences and culture.

Essential Learning Outcome Mapping:

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

- a. Develop and expand a vocabulary for discussing issues of race, including the various forms of racism, bias, and prejudice as well as other key concepts from the social sciences.
- b. Construct a flow chart that maps out and connects a multitude of components of systemic racism as it developed over time through Jim Crow laws, redlining, education, policing, etc.
- c. Connect current disparities in healthcare, including the impact of COVID-19 on African American communities, to systemic issues from previous eras.
- d. Interview someone who has a personal or family connection to the Great Migration or some other significant aspect of recent African American history.
- e. Analyze and contextualize a form of African American cultural expression, such as a film or a song.

Methods of Evaluation:

- a. Exams
- b. Quizzes
- c. Assignments
- d. Discussions
- e. Research Paper

Course Content Outline:

- a. Introduction to course
 - i. Research methods
 - ii. Historical perspective
 - iii. Historiography of field
- b. Aftermath of Reconstruction
 - i. White Supremacy in the South
 1. *De jure*
 2. *De facto*
 3. Defining Blackness & Black Indian identity
 4. Terror/Lynching
 - ii. The West
 1. Exodusters
 2. Buffalo Soldiers
 - iii. Responses to Jim Crow

1. Booker T. Washington & Tuskegee
 2. Ida B. Wells-Barnett
 3. Black Women's Club Movement
 4. "Uplift" and the shortcomings of White liberalism
 5. Anti-accommodation & the North: W. E. B. Du Bois, William Monroe Trotter
 6. Gender, intersectionality, and Black women's voices: Mary McLeod Bethune
 7. Cultural expression in art and music, including ragtime, jazz, and blues
- c. Migration & urbanization
- i. Push and pull factors
 1. Comparative experiences between cities
 2. Social, political, economic contexts
 3. Personal experiences and family connections
 4. Comparison with other migrations in same era, including European and Asian immigration and Native American displacement
 - ii. Progressivism & Black Nationalism
 1. Party politics and the emergence of Black Democrats
 2. Niagara Movement & NAACP
 3. Marcus Garvey & the UNIA
 4. Religious nationalism
 5. A. Philip Randolph and labor unionism
 6. National Urban League: Eugene K. Jones
 7. Military service & World War I
 - iii. "Renaissance" & Reaction
 1. Politics, arts, and philosophy in Harlem and elsewhere
 2. Black capitalism
 3. Pan-Africanism
 - iv. Pushback & "Place"
 1. Redlining & other forms of institutional racism
 2. The New KKK
 3. White riots, including in St. Louis, Chicago, and Tulsa
- d. Depression and New Deal
- i. Great Depression's impact on Black communities
 1. The race ladder and reverses in economic mobility
 2. Lynching
 3. Communist influences
 4. The NAACP and generational division
 - ii. Great Depression politics
 1. Hoover's policies
 2. New Deal programs, including NRA, AAA, WPA, and CCC
 3. The Brain Trust
 - iii. Expansion of Pan-Africanism, including Haiti, Ethiopia, and colonial Africa
 - iv. The Tuskegee Experiment
- e. World War II
- i. Domestic production
 1. The Arsenal of Democracy & continuing migration
 2. Black labor & economic competition
 3. Detroit
 - ii. Military service
 1. Desegregation
 2. Combat, pride, and empowerment
- f. Postwar America
- i. Economic boom & hope
 1. Suburbs & exclusion
 2. Housing projects
 3. Black veterans and benefits
 - ii. Civil Rights & the Cold War
 1. Federal efforts to "look good" to the world
 2. Federal efforts to silent vocal dissent
- g. The Civil Rights Movement

- i. Organizations & campaigns
 - ii. Methods and goals
 - iii. The Northern Movement
 - iv. Comparing Voices: Martin Luther King, James Baldwin, Ella Baker, Fannie Lou Hamer, Malcolm X
 - v. Desegregation & confrontation at schools
 - vi. Results
- h. Black Power
 - i. Nationalism
 - 1. Rhetoric
 - 2. Black Pride
 - 3. Black is Beautiful
 - 4. Religion
 - 5. Pan-Africanism
 - 6. Militance & empowerment: image & violence
 - 7. Figures & Organizations: Stokely Carmichael, Black Panthers, Fred Hampton, Angela Davis
 - 8. Pop culture: Street reporting (Gil Scott-Heron, The Last Poets), Nina Simone, rock, jazz, blaxploitation
 - ii. Urban riots
 - iii. Gains in legislation
 - 1. Civil Rights Act
 - 2. Voting Rights Act
 - 3. Affirmative Action
 - iv. Changes in Issues
 - 1. Urban development, housing, & infrastructure
 - 2. Vietnam & the draft: Muhammad Ali
 - v. Education
 - 1. Department of Education
 - 2. *Sesame Street* & *Mr. Rogers' Neighborhood*
 - vi. Assassinations of Malcolm X, Medgar Evers, and Martin Luther King
 - vii. Pushback
 - 1. "Law & Order"/ "Silent Majority" Politics: Pres. Nixon, COINTELPRO
 - 2. Attica Uprising & "White Power"
 - 3. Claims of "reverse discrimination"
- i. Changing Politics
 - i. Democrats
 - 1. Shirley Chisholm & intersectionality
 - 2. White Southern Leaders: Jimmy Carter, George Wallace
 - 3. Jesse Jackson, the Rainbow Coalition, and Identity Politics
 - 4. City & State Politics: Mayors & Governors
 - ii. Republicans
 - 1. The Southern Strategy
 - 2. The Reagan Revolution
- j. The New Jim Crow Era
 - i. Reagan, Bush I, Clinton, and Bush II Administrations
 - ii. The War on Drugs
 - 1. Crack cocaine
 - 2. The Rise of policing and incarceration
 - 3. Connections with other aspects of institutional racism
 - 4. L.A. Riots & O.J. Simpson Trial
 - 5. Hip-Hop
 - iii. Pan-Africanism
 - 1. Emergence of African Studies programs
 - 2. The Anti-Apartheid movement
 - iv. Environment, infrastructure, and government policies/inattention
 - 1. Hurricane Katrina
 - 2. Detroit & Flint, Michigan
 - v. Achievement
 - 1. Arts & sciences
 - 2. Pop culture
- k. Black Lives Matter Era

- i. Obama Administration
- ii. New wave of protests
 - 1. Police violence
 - 2. Other issues
 - 3. #BLM & decentralized planning
 - 4. A new vocabulary: allies, intersectionality, anti-racism, etc.
 - 5. Successes
 - 6. Pushback: Violence, the far right, and the militia movement
- iii. Diversity
 - 1. Rural African Americans
 - 2. Black Conservatives
 - 3. Immigrants: Africa, Haiti, etc.
 - 4. LGBTQ
- iv. Black representation in pop culture
- v. The Environment
 - 1. Climate change
 - 2. COVID-19

Resources

Clayborne Carson, Emma J. Lapsansky-Werner, and Gary B. Nash. *The Struggle for Freedom: A History of African Americans Since 1865*. 3rd ed. Vol. 2. Pearson, 2019.

Darlene Hine. *The African American Odyssey*. 7th ed. Vol. 2. Pearson, 2018.

Resources Other

Redemption and the Segregated South

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- Baker, Lee. *From Savage to Negro, 1896 to 1954*. University of California Press, 1998.
- Blackmon, Douglas A., *Slavery by Another Name: The Re-Enslavement of Black Americans from the Civil War to World War II*, Reprint (Anchor, 2009)
- Bay, Mia, *To Tell the Truth Freely: The Life of Ida B. Wells*, Hill and Wang, 2009.
- Brown, Leslie, *Upbuilding Black Durham: Gender, Class and Black Community Development in the Jim Crow South* (UNC Press, 2008)
- Bederman, Gail. "The White Man's Civilization on Trial: Ida B. Wells, Representations of Lynching, and Northern Black Middle Class Manhood," in Bederman's *Manliness and Civilization*. University of Chicago, 1996.
- Chang, Derek, *Citizens of a Christian Nation: Evangelical Missions and the Problem of Race in the Nineteenth Century*, 2010.
- Fairclough, Adam. *A Class of Their Own: Black Teachers in the Segregated South*. Belknap Press, 2007.
- Feimster, Crystal N., *Southern Horrors: Women and the Politics of Rape and Lynching* (Harvard University Press, 2011)
- Gilmore, Glenda, *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896 – 1920*. University of North Carolina, 1996.
- Goodman, James. *The Stories of Scottsboro*. Vintage, 1995.
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- Kelley, Robin. "'We Are Not What We Seem' Rethinking Black Working Class Opposition in the Jim Crow South," *Journal of American History* (June, 1993)
- Kelley, Blair L. M., *Right to Ride: Streetcar Boycotts and African American Citizenship in the Era of Plessy V. Ferguson*, 1st edn (The University of North Carolina Press, 2010)

- King, Desmond and Stephen Tuck, "De-Centering the South: America's Nationwide White Supremacist Order after Reconstruction," *Past and Present* 194 (February 2007), 213-254.
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- McMillen, Neil, *Dark Journey: Black Mississippians in the Age of Jim Crow*. University of Illinois Press, 1989.
- Ortiz, Paul, *Emancipation Betrayed: The Hidden History of Black Organizing and White Violence in Florida from Reconstruction to the Bloody Election of 1920*, 2005
- Painter, Nell Irwin, *Exodusters: Black Migration to Kansas After Reconstruction*. W.W. Norton Press, 1992.
- Perman, Michael. *Struggle for Mastery: Disfranchisement in the South, 1888-1908*. The University of North Carolina Press, 2001.
- Rabinowitz, Howard, *Race Relations in the Urban South, 1865 – 1890*. Oxford University Press, 1978.
- Ritterhouse, Jennifer. *Growing Up Jim Crow: The Racial Socialization of Black and White Southern Children, 1890-1940*. The University of North Carolina Press, 2006.
- Roberts, Samuel, *Infectious Fear: Politics, Disease, and the Health Effects of Segregation*, The University of North Carolina Press, 2009.
- Hannah, Rosen, *Terror in the Heart of Freedom: Citizenship, Sexual Violence, and the Meaning of Race in the Postemancipation South* (The University of North Carolina Press, 2008)
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- , *Amy Ashwood Garvey: Pan-Africanist, Feminist, and Wife No. 1*, 2007.
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African Americans in the Industrial Era

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New Deal through the Cold War

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