

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York
Center for Ethnic Studies

Title of Course: AFRICAN-AMERICAN HISTORY, 1865 TO PRESENT

AFN 124 [1400 - 56082] / HIST 124
Spring 2021

Class Hours: Mon/Wed 11AM – 12:15PM
Room: online / zoom
Laboratory hours per Week: 0

Instructor: Prof. Oluremi “Remi” Alapo
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Office Hours: Tues/Thurs 10:30AM – 12NOON VIA ZOOM

SYLLABUS

***Syllabus Tentative and Subject to Change**

<p>1.Identify the men and women who have played leading roles in the history of African American since 1865 to the present.</p>	<p>1. In brief quizzes as well as midterm and final examinations, students will be able to name and describe historical figures’ roles through successive periods of African-American history. Progress will be demonstrated by students as they build on cumulative knowledge starting with the end of the 19th century up to the present.</p>
<p>3.Explain key events as to their causes and consequences after the Civil War, the Reconstruction Period, the Great Migrations to the North, the Jim Crow laws, the Civil Right Movement to the present.</p>	<p>3. Questions on quizzes and exams will require students to describe specific events and offer explanations of the same using information from assigned readings and material explained in class.</p>
<p>4.Compare and contrast the evolution of African-Americans in the cities of the North, and the cities of the South. The creation of Historically Black Colleges. The failure of the Federal and State governments to implement and to enforce the 14th and the 15th Amendments.</p>	<p>4.Students will address specific questions requiring narratives as to the economics,, political, educational, health, and social factors that plague the African-American communities as to the emergence of the Jim Crow Laws, the rise of the Ku Klux Klan in the 19th , 20th centuries to the present.</p>
<p>5. Describe and explain the impact of the period of Industrialization, participation of World War I, World War II on African-Americans’ political and economic lives.</p>	<p>5.Specific questions will ask students to provide narratives that describe the events that impacted African American lives in the U.S. and abroad.</p>
<p>6. Describe and explain the formation of the NAACP, CORE Black Nationalism and Pan Africanism.</p>	<p>6. Students will address specific questions requiring narratives as to the causes for the formation of the NAACP,CORE, Black Nationalism and Pan Africanism</p>
<p>7. Describe and explain the Impact of : Booker T. Washington W.E.B. Dubois, Marcus Garvey, A. Philipp Randolph on the of African-Americans ex: education, African Pride, Black economics etc...</p>	<p>7.Specific questions will ask students to provide narratives as to the causes of the doctrines of: Booker Washington’s “Accomodationism”, W.E.B.Dubois “ Talented Tenth”, Marcus Garvey “ Back to Africa”, A Philipp Randolph ‘s “ Civil Rights, Fair Treatment in labor, Union Labor Movement” etc...</p>
<p>8. Describe and explain The New Negro Movement, the Harlem Renaissance and their cultural impact.</p>	<p>8. Students will address questions requiring narratives as to the formation of the New Negro Movement, The Harlem Renaissance and their cultural impact on the African American communities at large, on the nation and abroad.</p>
<p>9. Describe and explain the causes and effects of the Civil Rights Movement of the 1960’s. The leaders, their goals and accomplishments and their legacies. Organizations such as: CORE, the SNCC, SCLC, Black Power, Black Panthers etc...</p>	<p>9. Specific questions will ask students to provide narratives that describe the development of the Civil Rights Movement of the 1960’s, organizations such as: Sit-in Movement, CORE, the SNCC, SCLC the Black Panthers Leaders such as: Martin Luther King Jr., Coretta Scott King, John Lewis, Julian Bond, Rosa Parks, Fannie Lou Hamer, Malcom X etc... their short and long term impacts, their legacies.</p>
<p>10. Describe and explain if any progress has been made since the Civil Rights Movement in race relations in the United States</p>	<p>10. Using past and actual knowledge of economic, political and social conditions of African Americans, students will be able to form their own opinions.</p>

Course Description: This course is a study of the experience of African Americans in urban areas since the Civil War, the Reconstruction Period, World War I, World War II, and The Civil Right Movement of the 1960's to the present. Special attention will be given to the effect of economic, political, institutional racism, and social factors on the black community. The dynamics of cultural, social and political interactions within the social structure of the nation since 1865 to present are analyzed.

Course Objectives: To provide students with a historical foundation of African American life in the United States, using an interdisciplinary approach, thereby encouraging students to acquire knowledge, have a better understanding of the events that shaped and continue to shape the life of African Americans since 1865 to the present.

- A. To stress the impact of Institutionalized racism on both national and regional policies, the historical features of the 13th, 14th and the 15th Amendments to the U.S. Constitution; the Jim Crow Era, the Great Migrations, and the Civil Rights Movement.
- B- To encourage students to get acquainted with other aspects of social changes in African American lives.
- C- To be informed of and to appreciate their Cultural and Historical contributions to the United States
- D- To learn to compare and contrast; and to analyze the many significant events and issues in the history African-Americans
- E- To be fully apprised of the historical and cultural roles of specific African-Americans and their contributions. Lectures are supplemented with handouts and documentary films.

Basic Skills; Eng 088, ESL 062, ACR 094

Pre-requisites: MECA Students Only / Early College Initiative

Co-requisites: None

Course Student Learning Outcomes and Measurements

Below are the college's general education learning outcomes, the outcomes that are checked in the left-hand column indicate goals that will be covered and assessed in this course. (Check at least one.)

	General Education Learning Outcomes	Measurements (means of assessment for general education goals listed in first column)
<input type="checkbox"/>	Communication Skills- Students will be able to write, read, listen and speak critically and effectively.	XX
<input type="checkbox"/>	Quantitative Reasoning- Students will be able to use quantitative skills and the concepts and methods of mathematics to solve problems.	
<input type="checkbox"/>	Scientific Reasoning- Students will be able to apply the concepts and methods of the natural sciences.	
<input type="checkbox"/>	Social and Behavioral Sciences- Students will be able to apply the concepts and methods of the social sciences.	XX
<input type="checkbox"/>	Arts & Humanities- Students will be able to develop knowledge and understanding of the arts and literature through critiques of works of art, music, theatre or literature.	
<input type="checkbox"/>	Information & Technology Literacy- Students will be able to collect, evaluate and interpret information and effectively use information technologies.	
<input type="checkbox"/>	Values- Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.	XX

CUNY COMMON CORE Location	
Please check below the area of the Common Core for which the course is being submitted. (Select only one.)	
Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	Flexible <input type="checkbox"/> World Cultures and Global Issues <input checked="" type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Scientific World
Learning Outcomes	
In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.	
U.S. Experience in its Diversity	
<hr/> <p>A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>Students will become more knowledgeable about how social structures define African American culture. They will demonstrate their knowledge of this information in their class activities: writing assignments, group activities, quizzes and final examination in total.</p>	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
<p>Students will be able to think critically about how individuals are influenced by political, geographic, economic, cultural, and family institutions in their own and other diverse cultures and explain how one's own belief system differ from others. Students should demonstrate knowledge of the subject matter through their performance in participation, in class writing assignment quizzes and their final exam.</p>	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.

Required Texts & Readings

Its titled "American History". Students must complete the weekly reading assignments worth 5 points each accessible on the www.globalyceum.com platform.

Syllabus Language

One of the texts for this course is Globalyceum American History. To gain access to the course materials please go to: <https://www.globalyceum.com>, register, and subscribe for this course with the following Unique Section Number **JBCNTJEK** (This number is case sensitive.) After your registration check your emails for a verification email. Verify your email and follow the instructions. You can also purchase a print copy of the essays, or text chapters, on the site. The print copy will be sent to your home or the shipping address that you provide. Your purchase options are debit/credit or Paypal. **There is a 14 day payment grace period for payment.**

Please make sure to verify your browser and update it if necessary on the Sign In page. Globalyceum recommends Chrome, and Firefox. If you have any technical problems during the term, please contact: support@globalyceum.com. You can CC me on the email, but your first contact should be with Globalyceum.

Evaluation and Requirements of Students

1- Students are strongly required to participate in class. Your participation will take different forms: from asking and responding to questions, individual presentations on readings, response / reflection papers and work in groups.

2- There will be quizzes and exams in both essay form and a presentation (a quiz, midterm and a final). There will be 4 discussion reflections that each student will provide responses to.

The Final Grade will reflect the above as follows:

FINAL GRADE Percentages: Total 100 points

WEEKLY CLASS ASSIGNMENT (.5 POINTS EACH).....	50 points
MIDTERM EXAM.....	15 points
RESEARCH PAPER.....	15 points
FINAL EXAM.....	20 points

STUDENT RESPONSIBILITIES:

WEEKLY CLASS ASSIGNMENT: students will have weekly quizzes, assignments, activities from the assignment readings, videos and resources posted on the globalyceum platform from week 1 – 10 - **due each week by Sunday night at 11:30pm**. You are responsible for accessing the course assignments each week so that you can fully participate in class during our zoom lecture meetings.

MIDTERM EXAM: students will have a midterm exam on “civil rights and equality” **due week 10 on 4/11/21**

RESEARCH PAPER: students will have a research paper on the “13th, 14th and 15th amendments **due in week 13 on 5/2/21**

FINAL EXAM: Students will have a final exam in the form of a ppt presentation to be presented during the last of class and the final copy will be **due after week 15 on 5/21/21**. [There is an opportunity to collaborate with COIL program students from Nigeria who are studying “race and politics in Nigeria” on an assignment to design together a powerpoint presentation on “social injustices in a society” [More details will be provided in class on the COIL project: <https://system.suny.edu/global/coil-center/>]

The schedule and procedures are subject to change in the event of extenuating circumstances.

BMCC STUDENT SERVICES

BMCC is committed to the health and well being of all students. It is common for everyone to seek assistance at some point in their life, and there are free and confidential services on campus that can help.

Single Stop

www.bmcc.cuny.edu/singlestop, room S230, 212-220-8195. If you are having problems with food or housing insecurity, finances, health insurance or anything else that might get in the way of your studies at BMCC, come by the Single Stop Office for assistance and advice. Assistance is also available through the Office of Student Affairs, S350, 212-220-8130.

Counseling Center

www.bmcc.cuny.edu/counseling, room S343, 212-22-8140. Counselors assist students in addressing psychological and adjustment issues (i.e. depression, anxiety, and relationships) and can help with stress, time management and more. Counselors are available for walk-in visits.

Office of Compliance and Diversity

www.bmcc.cuny.edu/aac, room S701, 212-2201236. BMCC is committed to promoting a diverse and inclusive learning environment free of unlawful discrimination/harassment, including sexual harassment, where all students are treated fairly. For information about BMCC's policies and resources, or to request additional assistance in this area, please visit or call the office, or email olevy@bmcc.cuny.edu or twade@bmcc.cuny.edu. If you need immediate assistance, please contact BMCC Public safety at 212-220-8080.

Office of Accessibility

www.bmcc.cuny.edu/accessibility, room N360 (accessibility entrance: 77 Harrison Street, 212 220-8180). This office collaborates with students who have documented disabilities, to coordinate support services, reasonable accommodations, and programs to enable equal access to education and college life. To request an accommodation due to a documented disability, please visit or call the office.

BMCC Policy on Plagiarism and Academic Integrity Statement

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's Web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).

NETIQUETTE

Students are required to conduct themselves appropriately during zoom class lectures and during group discussions. Respect the instructor, and other students. No profanity, wait to be called before responding to others. Use appropriate language during class discussion [verbal and written].

Requirements of Students

1. Students **MUST** have purchased the required texts no later than the end of the start of the 2nd week of the course. Students without the course text or additional assigned readings will have their final grade lowered by a half a letter grade.
2. Students must log in on time for the course and be prepared to work (textbook, assigned readings for the particular course session). Students are required to turn off all electronic devices such as cellular phones.
3. Students should plan to attend the course for the entire period. It is a distraction to have students consistently arriving late and leaving early. If you must leave early for a legitimate reason, please notify the instructor before the course session.
4. Talking during the course (which is not related to course discussion) is considered rude and will not be tolerated.
5. Course members are expected to treat other students with courtesy and respect. Follow appropriate netiquette standards.

SUGGESTED RESOURCES FOR STUDENTS

LEARNING RESOURCES CENTER

Room S500, 212-220-1376

The Learning Resource Center (LRC) provides students with services designed to strengthen academic skills and meet learning needs. The LRC coordinates a tutorial program, instructional computer labs, and tutor-conducted study skills workshops. All LRC services are available free of charge to registered BMCC students.

WRITING CENTER

Room S500, 212-220-1384

Writing assistants work with students to develop and refine written assignments in all subject areas. Assistants provide guidance in all aspects of the writing process: understanding the assignment, generating ideas, drafting, citing sources, revising, recognizing errors, and correcting grammar and syntax. CPE preparation information and workshops are also provided.

E-TUTORING

www.bmcc.cuny.edu/etutoring

212-220-1380

E tutoring is now available to all BMCC students. You can email your tutoring questions to e-tutors who will respond within 24 hours Monday to Friday. Questions submitted over the weekend, if not answered within 24 hours, will be answered on the following Monday.

INTERNET RESOURCES

Internet Search Engine: www.google.com

Schomburg Center for Research in Black Culture: www.nypl.org/research/sc/sc.html

OTHER STUDENT RESOURCES AVAILABLE VIA:

STUDENT CONNECT: <https://www.bmcc.cuny.edu/academics/connect2success/student-resources/>

ACADEMIC SUCCESS: <https://www.bmcc.cuny.edu/academics/success-programs/learning-academy/student-resources/>

GRADING RUBRIC FOR ASSIGNMENTS

	EXCELLENT (A RANGE)	SATISFACTORY (B, C RANGE)	POOR (D, F RANGE)
ARGUMENT	The assignment presents a well-constructed statement and supports it with concrete examples effectively and fully throughout the assignment.	The assignment presents an adequate statement and supports it with concrete examples throughout the assignment.	The assignment has a vague statement or statement. The overall analysis is superficial, and it contains little or no concrete examples throughout the assignment.
BREADTH AND DEPTH	The assignment answer demonstrates breadth of knowledge of the topic, strong understanding of readings, effective synthesis of relevant course materials, and an intellectual rigor.	The assignment answer demonstrates adequate understanding of the topic and readings, as well as an attempt to synthesize relevant course materials.	The assignment demonstrates partial understanding or no understanding of the topic and readings.
INSIGHT AND ANALYSIS	The assignment demonstrates independent thoughts and keen analytical insights, as well as creative interpretations (that is communicating unexpected connections and relationships).	The assignment demonstrates some insightful analysis of readings and relevant course materials, as well as an attempt to reinforce the stated information throughout the assignment.	The assignment makes little or no reference to readings, and overall understanding is incomplete, incoherent, or flawed.
WRITING	The assignment shows utmost sensitivity toward grammar, spelling, clear sentence development, transitions, and documentation.	The assignment shows some sensitivity toward grammar, spelling, clear sentence development, logical organization, effective paragraphing, transitions, and documentation but basic sentence problems and awkward constructions, at times, impede comprehension.	The assignment lacks sensitivity toward grammar, spelling, clear sentence development, logical organization, effective paragraphing, transitions, and documentation. Sentences are unclear, sections are unfocused; and errors impede comprehension.

MAIN TOPICS TO BE STUDIED

1- INTRODUCTION

- a) Review – prelude to the Civil War, the Institution of slavery
- b) Conflict between the North and the South
- c) The role of African Americans in the Civil War

2-THE PROMISE AND FAILURE OF POST WAR RECONSTRUCTION

- a) Economic Readjustments, the Post Civil Amendments (13th, 14th, 15th)
- b) The Civil Rights Cases (1896-1957)
Plessy v. Ferguson – Brown v. Board of Education Kansas
- c) Emergence of Jim Crow Laws
- d) Booker T. Washington – W.E.B. Dubois
- e) Self-Help and Philanthropy

3- THE ROLE OF AFRICAN AMERICAN SOLDIERS IN WORLD WAR I (1914- 1930)

- a) Their historical role in Europe
- b) Their historical role in the U.S.A

4- THE GREAT MIGRATIONS AND URBANIZATION OF AFRICAN AMERICANS (1915-1930)

- a) The expansion of American cities and the pattern of violence
- b) Progressive Voices - Niagara Fall Conference – Creation of the NAACP
- c) Violent Times- Race Riots, Racial Policies

5-MARCUS GARVEY AND THE RISE OF AFRICAN NATIONALISM

- a) Political and social trends towards assimilation, integration, emigration,
- b) cultural nationalism, separation, radicals, gradualists, etc..

6-THE HARLEM RENAISSANCE (1920-1930)

- a) The New Negro Movement
- b) Focus on the impact of cultural and artistic contributions of : James Weldon Johnson, W.E.B. Dubois, Duke Ellington, Louis Armstrong, Zora Neal Hurston, Claude McKay, Langston Hughes etc..
- c) The contribution of Literary and Musical Expressions of the Political and socio-economic plight of African Americans

7-THE GREAT DEPRESSION AND THE NEW DEAL

- a) The pains of Economic Depression
- b) Racism in hard times
- c) Political Resurgence
- d) New Deal Programs

8- WORLD II AND THE CHANGING TRENDS IN EDUCATION AND CIVIL RIGHTS

- a) Participation of African American soldiers in World War II
- b) The Modern Civil Rights Movement
- c) The Black Revolution – Freedom Riders Marching for Freedom
- d) Rosa Parks, Martin Luther King Jr., Malcom X, the Black Panther Party,
- e) The Civil Right Act of 1964, Black Pride, Illusion of equality, Race Riots, Progress,
- f) Black in Politics: John Lewis, Colin Powell, Condoleeza Rice, President Barack H. Obama etc...

9-CURRENT ISSUES

- a) African Americans and the on-going struggles in Health Care, Racial Discrimination,
- b) Education, Social Reform, Politics, Violence, Racial Profiling, Economics etc..
- c) The Trends of Black Lives Matter.
- d) Reparations: Whom, Why? What? When? How?

READING ASSIGNMENTS AFN/HIS 124-1400 – AFRICAN AMERICAN HISTORY 1865 TO PRESENT

AFN 124 Syllabus - for additional resources, weekly reading and assignments, see your globalyceum course platform. Weekly assignments graded directly on globalyceum.

Pre Course Reading: Africa and Africans Before the Americas

Week 1: Trans Atlantic Slave Trade - Due 1/31

Week 1 Additional resources

Week 2: Capitalism and The Roots of Racism - Due 2/7

Week 2 Additional Resources

Week 3: Abolitionism / Emancipation: 13th amendment - Due 2/14

Week 3 Additional Resources

Week 4: Reconstruction, Civil War, Jim Crow - Due 2/21

Week 4 Additional Resources

Week 5: Great Migration - Due 2/28

Week 5 Additional Resources

Week 6: Marcus Garvey & Rise of Black Nationalism - Due 3/7

Week 6 Additional Resources

Week 7 - 8: Harlem Renaissance - Due 3/14

Week 7 Additional Resources

Week 8: Literary & Musical 3/21

Week 8 Additional Resources

WEEK 9: Civil Rights: beginning of equality – 14th amendment Due 3/28

Week 9 Additional Resources

Week 10: Supreme Ct / Modern CR / Affirmative Action – MIDTERM DUE Due 4/11

Week 10 Additional Resources

Week 11: Civil Liberties - Know Your Rights: 15th amendment - Due 4/18

Week 11 Additional Resources

Week 12: Inequality - Racial Discrimination - Due 4/25

Week 12 Additional Resources

Week 13: Inequality - BLM Movement / Racial Profiling – RESEARCH PAPER Due 5/2

Week 13 Additional Resources

Week 14: 1865 - Present: Reparations / BILL H.R 40 - Due 5/9

Week 14 Additional Resources

Week 15: Year of Return: 400 Yrs Later / Presentations - Due 5/16

Week 15 Additional Resources

Emancipation/13th Am.; Voting Rights Act/15th Am.

WEEK 16: PPT presentation - FINAL EXAM DUE 5/21

***Note**

This syllabus is tentative and subject to change. At the instructors discretion, content can be added to or removed from it. All revised content and info will be posted on BB. It is important to check the announcement page every week for updates (I usually will post announcements for the following week every Sunday evening or first thing on Monday morning). Office hours are by appointment only on the days designated on the syllabus. Other learning resources (including scholars / guest speakers) info will be posted on BB. Students are free to inform the instructor of their synchronous preference for the course learning. All weekly discussion question responses and those to your colleagues should be posted no later than 11:30pm on Sunday of each week. Plan ahead, no INC grades giving for this course.