

San Bernardino Valley College
Course Outline for History 139
AFRICAN-AMERICAN HISTORY II

I. CATALOG DESCRIPTION:

History 139: African American History: From Reconstruction to the Present.
three hours lecture = three units

A general survey of African-American history since Reconstruction. This course will emphasize the various social, political, and economic forces which have shaped the lives of black people in twentieth century America. Topics include the Great Migration, the Harlem Renaissance, the Civil Rights Movement, and the conservative backlash of the 1980s and 1990s.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon successful completion of the course, the student shall be able to demonstrate proficiency in the following areas:

- A. identify, define, and discuss the key interpretations of African-American history, including the hidden-hand, contributionalist, cyclical, liberal, revisionist, and Afro-centric approaches.
- B. demonstrate the ability to critically evaluate and interpret pertinent themes such as the failures of Radical Reconstruction, African-American responses to the Nadir period, the causes of the Great Migration, and the different strategies utilized during the fight for Civil Rights.
- C. analyze and discuss important questions regarding lynchings, urban riots, the role of women in Civil Rights organizations, and the reparations movement.
- D. construct sound arguments regarding the factors contributing to the radicalization of the Movement after 1965.

IV. CONTENT:

- A. Introduction and Overview: Reconstruction, Nadir, and the Kansas Exodus.
Discuss how the failures of the Reconstruction period made necessary continued efforts for black civil and social rights.
- B. Populism and Sharecropping: Black Political and Economic Life in the South.
- C. Booker T. Washington and W.E.B. DuBois: Conflicting Black Ideologies.
Discuss how accommodation and active resistance were strategies employed by early black leaders.
- D. Ida B. Wells and the Anti-Lynching Campaign.
Discuss how successful the DuBois model of protest was in the case of the Anti-Lynching Campaign.
Deal with the causes of lynching.
- E. The Great Northward Migration.
 1. Was the North Truly a Promised Land?
 2. De Facto vs. De Jure Segregation.
 3. Red Summer Race Riots 1919.

- F. Marcus Garvey, the UNIA, and the “Back to Africa” Movement.
Discuss the impact of Garvey and the early rise of “Black Power” and “Black Pride” ideologies.
- G. Harlem Renaissance: The Age of Black Urban Cultural Expression.
Discuss how Garvey and the Great Migration were factors in the Harlem Renaissance.
Detail how Alain Locke’s “New Negro” was epitomized by the following Harlem Renaissance figures:
1. Langston Hughes.
 2. Arna Bontemps.
 3. Zora Neale Hurston.
 4. Countee Cullen.
 5. Father Divine.
 6. James Weldon Johnson.
- H. The Great Depression, the New Deal, and World War II.
Discuss the presidency of Franklin D. Roosevelt in relation to black political and social issues. Was Roosevelt the most progressive American president in relation to black social rights before and since the 1940s?
- I. Cold War Politics.
1. The Racial Politics of Harry Truman.
 2. Paul Robeson, W.E.B. DuBois, and the Communist Witch-hunt.
 3. The U.S. Government’s War Against Free Speech.
- J. Early Civil Rights Movements.
1. The Anti-Peonage Campaign, 1920s-1930s.
 2. The Scottsboro Case.
 3. A. Philip Randolph and the March on Washington Movement.
- K. The Civil Rights Movement, 1954-1964, Week 1.
1. Charles Houston and Thurgood Marshall: Brown V. Board.
 2. The Lynchings of Emmett Till and Mack Parker.
 3. Montgomery Bus Boycott.
 4. Central High School.
- L. The Civil Rights Movement, 1954-1964, Week 2.
1. March on Washington.
 2. Freedom Rides.
 3. Freedom Summer, 1964.
- M. Malcolm X and the Nation of Islam.
Discuss the early development of Black Power ideology.
- N. The Watts Uprising: Urban Riots and Violent Resistance.
- O. The Black Power Movement: SNCC and the Radicalization of Black Students.
Discuss how the student movement pushed more conservative Civil Rights organizations and leaders further to the left.
- P. The Black Panther Party (BPP) and the United Slaves (US): Militant Black Socialism and Cultural Nationalism.
- Q. Death of the Movement: The King Assassination and the FBI’s COINTELPRO.
Discuss the government’s secret war against progress.

- R. Ronald Reagan and the Conservative Reaction, 1980s.
Discuss the efforts by the right to “turn back the clock” in relation to the successes of the Civil Rights Movement.
- S. On the Brink of the New Millennium, 1990s.
 - 1. Where Are the “Prophets of Rage” Now?
 - 2. New Leaders and New Movements.

V. METHODS OF INSTRUCTION:

- A. Lecture
- B. Audio-visual
- C. Participation and Discussion
- D. Debates
- E. Guest speakers
- F. Primary source references
- G. Group work

VI. TYPICAL ASSIGNMENTS:

- A. Writing, critical thinking, or performance:
 - 1. Research paper on a person, organization, event, or movement pertinent to African-American history after 1877. Emphasis is placed on using primary sources in the form of speeches, newspaper articles, and autobiographical writings.
 - 2. Response papers for in-class videos, debates, discussions, and guest speakers.
 - 3. Group Work
 - a. Debates on controversial issues.
 - b. Discussions of readings and important topics.
- B. Reading
 - 1. Read Harlem Renaissance poetry on reserve at the library and find elements of Alain Locke’s “New Negro” in those writings.
 - 2. Read selected writings from Booker T. Washington, Marcus Garvey, and Elijah Muhammad and analyze the common features of their philosophies and plans of action.
 - 3. Read selected writings from W.E.B. DuBois, Anna Julia Cooper, and Mary MacLeod Bethune and analyze the common features of their philosophies and plans of action.

VII. EVALUATION:

- A. Methods of Evaluation:
 - 1. Class Participation.
 - 2. Examinations: Essay and Term Identifications.
 - a. Typical essay questions:
 - Discuss some of the forces that led to the massive Northward migration of black people during the early part of the twentieth

century (1910-1920). Of these reasons, which ones do you feel were more important in the decision by blacks to leave the South?
-Detail the important aspects of Booker T. Washington's program and ideology. In analyzing Washington's ideas, what problems are evident in his philosophy? In what specific ways did W.E.B. DuBois critique Washington's philosophy?
- Beginning in Detroit in the 1930s, the Nation of Islam has had a long and interesting history. Analyze the philosophy, goals, successes, and failures of the Nation of Islam. Be sure to highlight the role of two of the following men: Elijah Muhammad, Malcolm X, Muhammad Ali, or Louis Farrakhan.

- b. Typical term identification items:
 - free soilers
 - “Pap” Singleton
 - UNIA

3. Weekly Assignments:

- a. Audio-Visual presentation typical assignment:
Discuss how the movie *Mississippi Burning* represents the role the federal government played in solving the 1964 murder of three SNCC activists. Does the depiction of “helpful” FBI agents in this movie contradict other interpretations of their role in relation to the larger Civil Rights movement?
- b. Typical debate issues and questions:
 - 1) Race, racism, and racial politics in America
 - 2) What were the causes of lynchings?
 - 3) Was the Civil Rights Movement a success?

B. Frequency of Evaluation:

- 1. Two tests and periodic quizzes
- 2. One final examination
- 3. Weekly assignments
- 4. One research paper

VIII. TYPICAL TEXTS:

- Baldwin, James, *The Fire Next Time*, New York: Vintage Books, 1993.
Dudley, William, *The Civil Rights Movement: Opposing Viewpoints*, San Diego: Greenhaven Press, Inc., 1996.
Finkenbine, Roy, *Sources of the African-American Past*, New York: Longman Publishers, 1997.
Franklin, John Hope, *From Slavery to Freedom: A History of African Americans, Vol. II*, New York: McGraw-Hill, Inc., 1998.
Frazier, Thomas, ed., *Afro-American History: Primary Sources*, Belmont, Ca.: Wadsworth Publishing Co., 1988.
Haley, Alex, *The Autobiography of Malcolm X*, New York: Ballantine Books, Inc., 1975.
King, Martin Luther, *Why We Can't Wait*, New York: Signet Publishing, 1964.

Moore, Gilbert, *Rage: The Story of the Black Panther Party*, New York: Carroll & Graf Publishers, Inc., 1993.

Robeson, Paul, *Here I Stand*, Boston: Beacon Press, 1988.

Royster, Jacqueline Jones, *Southern Horrors and Other Writings: The Anti-Lynching Campaigns of Ida B. Wells, 1892-1900*, New York: Bedford Books, 1997.

Royster, Jacqueline Jones, *Labor of Love, Labor of Sorrow: Black Women, Work and the Family From Slavery to the Present*, New York: Vintage Books, 1995.

**or other college level equivalents that specifically deal with African American history.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS:

Floppy disk.