

Course Title: African American Studies
Semester Course – Grades 9 – 12
Prerequisite: None
Course Description
<p>Ethnic Studies is an interdisciplinary and comparative study of the social, cultural, artistic, political, historical, and economic expression and experience of race and ethnicity that primarily centers the studies of American Indians/Native Americans, Asian Americans & Pacific Islanders, Black/African Americans, and Chicanx/Latinx. Ethnic Studies centers holistic humanization and critical consciousness, providing every student the opportunity to enter the content from their own space, positionality, and perspective. Ethnic Studies affirms the student identity, experience, and the building of empathy for others. This includes the self-determination of those who have ancestral roots and knowledge who have resisted and survived settler colonialism, racism, white supremacy, cultural erasure, as well as other patterns, structures, and systems of marginalization and oppression. The discipline uses culturally and community-responsive pedagogical practices to empower students to become anti-racist leaders. Ethnic Studies reconstructs and transforms the traditional narrative and curriculum by highlighting the contributions people of color have made in shaping US culture and society. (LA Unified Ethnic Studies Definition)</p> <p>Ethnic Studies courses operate from the consideration that race and racism have been, and continue to be, profoundly powerful social and cultural forces in American society. These courses focus on the experiences of African Americans, Asian Americans, Chicanas/os and Latinas/os, Native Americans, and other racialized peoples in the US. Courses are grounded in the concrete situations of people of color, and use a methodological framing that emphasizes both the structural dimensions of race and racism and the associated cultural dimensions. (Adapted from UC Berkeley, Department of Ethnic Studies).</p> <p>The major purpose of this course is to develop an understanding of the role and contributions of African Americans to the growth and development of the United States and to situate that understanding within the broader context of American History and culture. The course offers opportunities to study the historical significance of Africans and African Americans from early civilization, pre-colonial, post-enslavement, through present times, and to consider the role African Americans will play in the global future. Additionally, this course will examine the role that African American communities have had in analyzing, interrogating, deconstructing, and dismantling systems of power, oppression, and hegemony. In addition, this course promotes critical thinking, discussion, and writing about the intersectionality of race, gender, politics, economics, education, and the arts that shape individual and group interactions, American identity, and culture.</p>
This is a “G” elective course with an “A” emphasis.
COURSE SYLLABUS (topics to be covered)
<ul style="list-style-type: none">● Where Are You From? (3 weeks)● Power and Exploitation (5 weeks)● Revolution and Resistance (8 weeks)● Solidarity and Allyship (4 weeks)

Essential Questions
<ol style="list-style-type: none">1. What were the major Ancient African Civilizations and how has ancestral knowledge played a role in the development of the Black/African American community?2. How have concepts such as imperialism, colonialism, mercantilism, White supremacy, and hegemony influenced Black/African American culture and experience?3. In what ways have various economic and social systems such as slavery shaped the history of African Americans?4. What were the economic and political implications of the Civil War for the Black/African American community?5. How did the African American experience, both in and during WWII, influence the development of the Civil Rights Movement?6. What were the successes and failures of the Civil Rights Movement and how are they felt today within the Black/African American community?7. How has the Black/African American community engaged in revolution and resistance against forces of oppression and hegemony?8. What is the way forward for Black liberation?9. How has the fostering of leadership, allyship, and solidarity played a role in the Black/African American community as well as other social movements?

Recommended Focus Standards and Learning Targets	
Historical Analysis (From Framework)	Chronological and Spatial Thinking 1, 2, 3, 4 and 5 Research, Evidence and Point of View 1, 2 and 3 Historical Interpretation 1, 2, 3 and 4
California Common Core Reading in History/Social Science Standards	RH 1 – 10
Common Core Writing in History/Social Science Standards	WHST 1 – 12

Representative Performance Outcomes and Skills
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In this course, students will know and be able to:

- Analyze the social, cultural, political, and economic characteristics of early African civilizations and empires and their enduring impact on world history
- Describe patterns of life for enslaved and free Africans, including strategies for resistance to enslavement, and cultural and economic contributions of Africans in early America.
- Evaluate the successes and limitations of the American Revolution and early national period with regard to rights and opportunities for African Americans.
- Explain the central role of slavery in causing the Civil War, the experience of African Americans during the war, and achievements and limitations of Reconstruction.
- Analyze the political and social developments that led to institutionalized racism and describe institutionalized racist practices in post-Reconstruction America.
- Describe patterns of African-American life in the 20th century and their contributions to the American experience, including the Great Migration, Harlem Renaissance, the Black Labor Movement, World War I and postwar intolerance, the Great Depression, World War II, and the Black Arts Movement.
- Examine the tensions that resulted in social and political uprising at various points in history.
- Summarize the struggle for racial equality and the extension of civil rights that occurred in the United States in the post-World War II period.
- Understand the unique role and experiences of Black women in the Black American social justice movement.
- Analyze ongoing efforts for racial justice in the United States including Voting Rights, Affirmative Action, movements for reparations, and the Black Lives Matter movement.
- Recognize the impact of African Americans on the broader tapestry of American culture by exploring contributions including but not limited to history, citizenship, literature and the arts, economics, science, technology, geography, and politics.
- Understand the geo-historical and conceptual significance of the continent of Africa and the African diaspora.
- Describe and critique the social and political structures that lead to internal conflict within African American communities.
- Examine the role *Brown v Board of Education* played in the desegregation of American schools and the resulting shift in values and funding of public education.
- Evaluate the impact of public policy decisions on Black communities (zoning laws, red-lining, freeway construction, criminal justice, housing, and health care disparities).
- Analyze the development of political power within the African American community and its relationship to changing power structures in the United States.
- Examine African American contributions to the arts, technology, and science as defining trends and innovations that influence American culture.
- Evaluate the evolving role of education in the African American community.
- Understand the contradictory nature of American democracy and the position of African American people within it.
- Explore the question of what challenges continue to face African Americans?
- Determine what opportunities students have to enact positive change for African Americans?

In accordance with their individual capacity, students will grow in the ability to:

- Locate, interpret, and assess information found in primary and secondary sources.
- Describe how major historical events are related to each other in time by distinguishing between cause and effect, sequence, and correlation.
- Construct historical interpretations and solutions through the evaluation of different ideas, values, and behaviors of African Americans as they struggle for rights in American society.
- Apply the principles of historical research to the History/Social Science discipline by asking historical questions, evaluating data, and analyzing different points of view.
- Use writing to combine ideas, concepts, and information to craft a claim and draw connections among them.
- Arrange historical events in sequential order and determine their correlation to each other.
- Identify an author's position on a historical event.
- Identify and evaluate an author's purpose in producing a document.
- Hypothesize what the author may say before reading a document.
- Evaluate the trustworthiness of a source by considering genre, audience and purpose.
- Understand how context and background information influence the content of a document.
- Recognize that documents are products of particular points in time.
- Establish what is probable by comparing documents to each other.
- Recognize and make inferences about disparities between accounts.
- Identify an author's claims about an event.
- Evaluate the evidence and reasoning the author uses to support claims.
- Evaluate an author's word choice; understand that language is used deliberately.
- Critique literature, art, music and dance for their significance to African American culture.

Course Unit Summaries

- Unit 1: Where Are You From? (3 weeks)
 - Introduction
 - Ancient African Civilizations
 - Imperialism, Mercantilism, and Western Influence
- Unit 2: Exploitation and Power (5 weeks)
 - Early America and the Slave Trade
 - Commodifying and Politicization of Black Bodies
 - Civil War and the Emancipation Proclamation
 - The Reconstruction Era
- Unit 3: Revolution and Resistance (8 weeks)
 - The Great Migration
 - The Harlem Renaissance
 - Post-War and the Civil Rights Movement
 - Civil Rights Legislation/Segregation/Access to Education
- Unit 4: Solidarity, Social Justice and Allyship (4 weeks)
 - Systemic Racism and Continued Patterns of Marginalization
 - Social Unrest and Campaigns for Solidarity
 - The Continued Fight for Justice

Assessments may include:

- Content Specific Formative and Summative Assessments
- Historical Analysis and Thinking Skills Formative and Summative Assessments
- Short Constructed Responses
- Extended Constructed Responses
- Multimedia Presentations
- Oral Presentations
- Civic and Community Engagement

Textbook: From Slavery to Freedom, 10th Edition (McGraw Hill)

Possible Supplemental Texts:

Los Angeles Unified School District
Secondary History/Social Science Branch

- Textbook: From Slavery to Freedom, 10th Edition (McGraw Hill)
- The 1619 Project - Pulitzer Center
- They Came Before Columbus - Ivan Van Sertima
- Before the Mayflower - Lerone Bennet
- Things Fall Apart - Chinua Achebe
- Library of Congress: Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936 to 1938
- The Interesting Narrative of the Life of Olaudah Equiano
- The Autobiography of Frederick Douglass
- Frederick Douglass in Five Speeches - HBO Documentary
- Incidents in the Life of a Slave Girl - Harriet Jacobs
- Library of Congress: The African American Odyssey: A Quest for Full Citizenship Free Blacks in the Antebellum Period
- Black Gotham: A Family History of African Americans in Nineteenth-Century New York City - Carla Peterson
- A Fragile Freedom: African American Women and Emancipation in the Antebellum City - Erica Armstrong Dunbar
- The Souls of Black Folk - W.E.B. Du Bois
- Selected Harlem Renaissance Poets
- Quicksand, Passing - Nella Larsen
- The Miseducation of the Negro - Carter G. Woodson
- Invisible Man - Ralph Ellison
- A Raisin in the Sun - Lorraine Hansberry
- The Montgomery Bus Boycott and the Woman Who Started It - Joanne Robinson
- Daisy Bates and the Little Rock 9 - Duchess Harris and Blythe Lawrence
- Black Boy - Richard Wright
- Native Son - Richard Wright
- Selected Black Arts Movement Artists
- American Masters, Ailey - PBS
- Labor Histories: Class, Politics and the Working-Class Experience - Eric Arnesen
- This Side of Glory: The Autobiography of David Hilliard and the Story of the Black Panther Party by David Hilliard and Lewis Cole
- A Taste of Power by Elaine Brown
- The Hate U Give - Angie Thomas
- The Color of Law - Richard Rothstein
- Ref, Introduction to African American Studies: Transdisciplinary Approaches and Implication - James Steward, Talmadge Anderson
- Who is Black? One Nation's Definition by F. James Davis
- The Autobiography of Malcolm X by Alex Haley
- Guns, Guns, and Steel by Jared Diamond
- Content Appropriate SHEG Lessons (e.g. Mansa Musa, Slave Narratives, Sharecropping, Public Housing, the Black Power Movement)

Unit Title	Unit Summary	Representative Assignment
Unit 1: Where Are You From? (3 weeks) <ul style="list-style-type: none"> ● Introduction ● Ancient African Civilizations ● Imperialism and Western Influence 	In this foundational unit, students will analyze the social, cultural, linguistic, political, and economic characteristics of early African civilizations and empires and determine their enduring impact on world history. Students will be able to discuss the geography, economic and political systems, African exploration beyond the continent, and the African presence in Europe and the New World prior to 1600. Students will explore the development of the arts, sciences, and societal structures to understand how	Create a multimedia timeline showing African civilizations and empires, including images, maps, and text narrative. Each entry on the timeline should connect the social, cultural, political, and economic characteristics of civilizations and empires to the impact on the world. The presentation should conclude with a summary of the impact resulting from European presence and the slave trade and derive from note-taking strategies used to synthesize understandings, develop a central idea, and provide supporting evidence toward

	<p>Africa thrived before the presence of European colonizers. When students complete this unit, they will be able to cite historical evidence to explain the contributions of early African civilizations and empires to the world and trace the impact of colonization and the slave trade on these civilizations.</p>	<p>an expository essay of 1500 words or more at the end of the course which responds to one of the three Essential Questions:</p> <ol style="list-style-type: none"> 1. What were the major Ancient African Civilizations and how has ancestral knowledge played a role in the development of the Black/African American community? 2. How have concepts such as imperialism, colonialism, mercantilism, White supremacy, and hegemony influenced Black/African American culture and experience? 3. In what ways have various economic and social systems such as slavery shaped the history of African Americans?
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What were the major Ancient African Civilizations and how has ancestral knowledge played a role in the development of the Black/African American community? 2. How have concepts such as imperialism, colonialism, mercantilism, White supremacy, and hegemony influenced Black/African American culture and experience? 3. In what ways have various economic and social systems such as slavery shaped the history of African Americans? 		
<p>Possible Supplemental Texts:</p> <ul style="list-style-type: none"> ● The 1619 Project - Pulitzer Center ● Guns, Germs, and Steel by Jared Diamond ● They Came Before Columbus - Ivan Van Sertima ● Before the Mayflower - Lerone Bennet ● Things Fall Apart - Chinua Achebe 		
<p>Unit 2: Exploitation and Power (5 weeks)</p> <ul style="list-style-type: none"> ● Early America and the Slave Trade ● Commodifying and Politicization of Black Bodies ● Civil War and the Emancipation Proclamation ● The Reconstruction Era 	<p>Unit Summary: In this unit, students will continue to understand the role of slavery in depleting resources in Africa, while the enslavement of Africans and the slave trade were central to the development and growth of the colonial economies in the Americas and what is now the United States. They will recognize that enslaved people produced the major agricultural and mineral exports of the colonial era and trace this early wealth to current economic conditions and opportunities. They will compare and contrast slavery within and among Africans and understand the difference between indentured servitude and the brutalities of European, race-based, chattel slavery in the United States. They will explore the various methods used to keep men, women, and children enslaved and the acts of resistance to enslavement they attempted, such as escaping to Canada and Mexico. They will research and examine theories about the enduring impact of slavery on the Black family and</p>	<p>Representative Assignment 1: Use maps of West African trade routes to illustrate how West African empires became centers of trade and wealth but also the locus for the Atlantic slave trade. Read, critically analyze, and discuss, images depicting slave ships, first-hand accounts of enslavement, and primary documents such as slave notices and ship manifests. Use note-taking strategies to prepare to participate in a Socratic seminar and continue to synthesize understandings, develop a central idea, and provide supporting evidence toward a 1,500 word or more essay based on the prompt: How did mercantilism on the part of the Europeans and Africans fuel the slave trade? How has race-based chattel slavery ultimately impacted wealth for Black/African Americans?</p>

	<p>community and, as a result be able to recognize the long-reaching effects of slavery on the nation as a whole.</p>	
	<p>Unit Summary (continued): Students will continue their understanding of the topic by exploring the central role of slavery in causing the Civil War, the experience of free and enslaved African Americans during the war, and the achievements and limitations of Reconstruction after the war. They will understand how change and continuity create historical eras that endure for generations, and discover how the effects of slavery and a divided nation persist. They will trace the presence of free Africans in the antebellum era through the Reconstruction, considering the role of the legal system in advancing or limiting the rights of free Black people in the United States. They will examine the Emancipation Proclamation, the 13th, 14th, and 15th Constitutional Amendments, and Jim Crow statutes to understand which freedoms were guaranteed and which were curtailed by the enactment of laws to limit those freedoms for formerly and newly freed Black people. At the end of this unit of study, students will be able to explain the patterns of life for free and enslaved African Americans and how the legal system sought to regulate controls to free, protect, or further enslave them.</p>	<p>Representative Assignment 2: Choose a format to orally and visually present a Persona Project in which they imagine that they are an African-American living in the South during Reconstruction. Consider such questions as What political rights do you have now that you did not have before the Civil War ended? What actions have white Southerners attempted in your state to limit the freedom of African Americans and keep the old order in place? Provide answers to these and other self-generated questions, images, and references to legal mandates, citing all sources, as they continue to synthesize understandings from this unit, develop a central idea, and provide supporting evidence toward a persuasive essay of 1500 words or more where you petition the federal government to to protect your rights during Reconstruction.</p>

Essential Questions:

1. How have concepts such as imperialism, colonialism, mercantilism, White supremacy, and hegemony influenced Black/African American culture and experience?
2. In what ways have various economic and social systems such as slavery shaped the history of African Americans?
3. What were the economic and political implications of the Civil War for the Black/African American community?

Possible Supplemental Texts:

- Library of Congress: Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936 to 1938
- The Interesting Narrative of the Life of Olaudah Equiano
- The Autobiography of Frederick Douglass
- Frederick Douglass in Five Speeches - HBO Documentary
- Incidents in the Life of a Slave Girl - Harriet Jacobs
- Library of Congress: The African American Odyssey: A Quest for Full Citizenship Free Blacks in the Antebellum Period
- Black Gotham: A Family History of African Americans in Nineteenth-Century New York City - Carla Peterson
- A Fragile Freedom: African American Women and Emancipation in the Antebellum City - Erica Armstrong Dunbar
- Beloved - Toni Morrison
- The Autobiography of Malcolm X
- Library of Congress: The African American Odyssey: A Quest for Full Citizenship Free Blacks in the Antebellum Period
- Black Gotham: A Family History of African Americans in Nineteenth-Century New York City - Carla Peterson
- A Fragile Freedom: African American Women and Emancipation in the Antebellum City - Erica Armstrong

- Dunbar
- The Souls of Black Folk - W.E.B. Du Bois
- The Garies and Their Friends - Frank J. Webb

Unit 3: Revolution and Resistance (8 weeks)

- The Great Migration
- The Harlem Renaissance
- Post-War and the Civil Rights Movement
- Civil Rights Legislation

Unit Summary: In this unit, students will describe patterns of African-American life in the first half of the 20th century and their contributions to the American experience, including the Great Migration and the Harlem Renaissance. Students will cite the social changes that led up to the Great Migration and the contributions to literature and the arts during the Harlem Renaissance and use census data to track movement and change. They will understand that racial tension and the quest for equality resulted in African Americans leaving the South to settle in urban areas, joining the military to fight in the European wars with the hope of finding acceptance at home in the US, and seeking pride in African heritage through the creation of new art forms based in African traditions. They will also explore the economic successes and struggles of African Americans, the policies enacted to exclude them from business, banking, and academia, and the establishment of institutions to address these disparities, such as the HBCUs. As a result of this unit, students will be able to recognize the challenges and resilience of African Americans and trace the source of many Black institutions that exist today.

Representative Assignment 1: Use the creative process to evoke the arts in the development of a multimedia project that shows an enduring understanding of the Great Migration and the Harlem Renaissance. Choose to use any combination of music, visual art, technology, or literature to present evidence of learning. Include a brief process analysis to show reasoning and connections between the artform and the historical era. Continue to synthesize understandings from this unit, develop a central idea, and provide supporting evidence toward an expository essay of 1500 words or more to explain the connection between art and activism in Black/African American communities during the first half of the 20th century.

Unit Summary (continued): Students will also explore the dichotomy of Black veterans who joined the US military to fight for freedom but struggled to find freedom and equality at home. They will be able to cite the principles of community organizing, advocacy, and civil disobedience as tools for change used by the men and women who were unable to participate socially and economically in the American Dream. They will access, evaluate, and cite primary sources to recognize the intersection of entertainment and politics that provide a metaphor for social change and note the intergenerational struggles in leadership in movements within the African American community.

Representative Assignment 2: Write a 1500-word researched essay that explains the historical, cultural, and political framework and articulates the movement-building and power-sharing used as tools for social and policy change. In addition to self-generated questions, the essay should explore such essential questions as: What vital contributions have African Americans made to the world and to American history and culture? How have African Americans been impacted by their ancient and recent history, by the legal system, and by efforts to obtain equality? How might African Americans move forward into the global future? How has each historical era brought challenges and resulted in changes to cultural norms? The essay will demonstrate the ability to research, critically analyze documents, and write within the historical paradigm by evaluating and citing sources, attending to precision, developing and supporting claims, and using APA format.

Essential Questions:

1. How did the African American experience, both in and during WWII, influence the development of the Civil Rights Movement?
2. What were the successes and failures of the Civil Rights Movement and how are they felt today within the Black/African American community?

Possible Supplemental Texts:

- Selected Harlem Renaissance Poets
- Quicksand, Passing - Nella Larsen
- The Miseducation of the Negro - Carter G. Woodson
- Invisible Man - Ralph Ellison
- A Raisin in the Sun - Lorraine Hansberry
- The Montgomery Bus Boycott and the Woman Who Started It - Joanne Robinson
- Daisy Bates and the Little Rock 9 - Duchess Harris and Blythe Lawrence
- Black Boy - Richard Wright
- Native Son - Richard Wright
- American Masters, Ailey - PBS
- Labor Histories: Class, Politics and the Working-Class Experience - Eric Arnesen
- This Side of Glory: The Autobiography of David Hilliard and the Story of the Black Panther Party by David Hilliard and Lewis Cole

Unit 4: Solidarity and Allyship (4 weeks)

- Systemic Racism and Continued Patterns of Marginalization
- Social Unrest and Campaigns for Solidarity
- The Continued Fight for Justice

Unit Summary: In this culminating unit, students conduct research to explore theories about how slavery and the ensuing experiences of African Americans continue to impact the Black family and community. They will document evidence that the history African Americans have endured has prepared them to move forward as leaders who will shape how the future unfolds. As a result of this unit and course, students will identify issues that negatively impact their community, create a course of action, and apply practical skills for civic involvement as informed, articulate, and engaged citizens.

Representative Assignment: Identify a pressing issue in the African American community and work in teams to create a Civic Engagement Project. Gather relevant information from multiple sources representing a wide range of views, using the origin, authority, structure, context, and corroborative value of the sources to guide their selection of and evaluate the credibility of each source, considering how experts value the source. Develop, refine, and strengthen claims and counterclaims, while pointing out their soundness and limitations, detecting inconsistencies in evidence in order to revise their ideas. Employ the appropriate voice, content, and format for addressing a professional audience. The civic engagement component of the project will consist of identifying a person in the community who possesses the power to address the issue, writing a business letter, and acting on the response they receive. In addition, enlist the support and feedback of others in the community and write a reflective report on the process and outcome.

Essential Questions and Enduring Understandings:

1. How has the Black/African American community engaged in revolution and resistance against forces of oppression and hegemony?
2. What is the way forward for Black liberation?
3. How has the fostering of leadership, allyship, and solidarity played a role in the Black/African American community as well as other social movements?

Possible Supplemental Texts:

- The Color of Law - Richard Rothstein
- The Hate U Give - Angie Thomas
- Ref, Introduction to African American Studies: Transdisciplinary Approaches and Implication - James Steward, Talmadge
- Content Appropriate SHEG Lessons (e.g. Mansa Musa, Slave Narratives, Sharecropping, Public Housing, the Black Power Movement)