



African American Studies in Critical Perspective Undergraduate Course Information Guide

Course Number: CCH 387, 4 credits, 10 Weeks

Cross listed Course Number: FA 387, 2 or 4 credits, 10 Weeks

Cross listed Course Number: SNC 190, 4 credits, 10 Weeks

Delivery Formats: Online Async

<u>Learning Outcomes</u>	<u>Learning Strategies and Resources</u>	<u>Learning Deliverables</u>
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Course Description

This interdisciplinary 19th and 20th century African-American studies course examines the role of protest and resistance, the media, and cultural and artistic expression in African-American history. Vis-a-vis readings, documentaries, and discussion, the course intends to illustrate the multiple ways in which African-Americans have protested and resisted oppression while examining how such efforts have been framed in the media during varying historical eras. It defines 'media' broadly and analyzes its role, both via its traditional forms (print, television and radio) but also vis-a-vis other forms of entertainment/infotainment that were particularly unique to 19th century U.S. society (i.e. minstrelsy [1830-1920]). The course concludes with a discussion of the role of art and culture in refashioning thinking and transforming experience. The latter discussion promises to be rich and thought provoking and unearths some of the works of the raw and revolutionary artists of the 1960s while taking a careful look at novel cultural practices that emerged during this period.

Learning Outcomes

After completing this course, you will be able to:

- Establish connections between seemingly disparate elements in 19th & 20th century U. S. society that impacted notions of race, culture and protest.
- Explain how African-Americans have lived, acted, and thought during three historical period
- Develop an understanding of three vital periods in U.S. history: the Minstrel era, the Harlem Renaissance and Civil Rights/Black Power era.

- Demonstrate historical skills by articulating a historical argument to evaluate the connection between culture, protest and media.
- Support one’s interpretation with evidence from primary and secondary sources.
- Understand the influence of media and culture on protest in the modern African-American context.

If in a SCPS competence program, (BAIFA, BAC, BAGB, BAECE), this course addresses the following requirements:

Competence	Competence Statement / Criteria
H4	Can analyze power relationships among racial, social, cultural, or economic groups in the United States.
H2G	Can evaluate the role and impact of mass media or information technology on society.
H1X	Can describe and explain the roles of protest and cultural transformation in African-American history.
A3X	Can assess the assumptions and implications of a significant thinker or tradition in the African-American experience.
FX	Can understand the connection between factors in society and apply them to a specific field of study.

Learning Outcomes for SNC 190 Liberal Studies Program/ Historical Inquiry Domain

After completing this course, you will be able to:

1. Demonstrate a depth and breadth of historical knowledge of specified content by:
 - Explaining historical developments in terms of continuity and change.
 - Describing the relevant political, economic, social or cultural contexts of historical events and developments.
 - Explaining how people have lived, acted and thought in one or more particular historical periods.
2. Demonstrate historical skills by:
 - Analyzing and evaluate primary and secondary sources.
 - Differentiating between historical facts and historical interpretations.

- Articulating an historical argument.
- Supporting an interpretation with evidence from primary and secondary sources.

3. Demonstrate historical thinking by:

- Articulating how geography and regional differences affect the past.
- Interpreting the complexity and diversity among issues, events, and ideas of the past.
- Distinguishing among multiple perspectives that shape interpretations of the past.
- Using the categories of race, gender, class, ethnicity, region, and religion to analyze historical events and developments.

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Learning Strategies and Resources

Some learning activities, assignments and deadlines will vary depending on the delivery format of the course and may differ slightly from what is presented in this document.

Required Readings

Books and learning materials are available at the DePaul bookstore, at <http://depaul-loop.bnccollege.com>, or through alternative sources.

No textbooks are required for this course. Readings are on electronic reserve in the DePaul Library or available online.

The following readings are available on Electronic Reserve, at the [DePaul Library](#). Login to Ares Course Reserves and select the course. Log in using your Campus Connect User ID and password. You will then get a page listing the courses in which you're enrolled that have readings posted in Ares. Click on the title of this course and the list of our electronic reserve readings will be displayed.

Bennett Jr., Lerone. (1999). Before the Mayflower: A History of Black America, Chicago: Johnson Publishing Company., 3-26, 233-258, 357-387.

Drabble, John. (2008). Fighting Black Power—New Left coalitions: Covert FBI media campaigns and American Cultural Discourse, 1967-1971, *European Journal of American Culture*, 27, 65-79.

Eyerman, Ron. (2001). Cultural Trauma: Slavery and the Formation of African American Identity, New York: Cambridge University Press, 89-101, 110-129, 174-199.

Herring, Scott. (2007). Du Bois and the Minstrels, *MELUS*, 22, 3-17.

Locke, Alain. (1925). Philosopher Defines the "New Negro," Major Problems in African-American History, Vol. II: From Freedom to "Freedom Now," 1865-1990s, (eds.)

Thomas Holt and Elsa Barkley Brown, Boston: Cengage Learning, 192-194.

Mazama, Ama. (2002). Afrocentricity and African Spirituality, "Journal of Black Studies, 33, pp. 218-223.

Peck, Elizabeth. (2001). Kwanzaa: the Making of a Black Nationalist Tradition, 1966-1990, Journal of American Ethnic History, 20, 3-28.

Sexton, Alexander. (1975). Blackface Minstrelsy and Jacksonian Ideology, American Quarterly, 27, 3-28.

Twain, Mark. (1959). The Autobiography of Mark Twain, New York: Harper & Brothers, pp. 58-63.

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Assessment of Student Learning

Distribution of Grade Points

Discussions	25%
Dropbox Assignments	25%
Competence Paper	20%
Final Paper	30%

Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

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Course Schedule

Week and Module Title	Readings	Assignments
Week 1, Module 1: Thou Art African?	Mazama, pp. 218-223 Bennett, chapter 1, pp. 3-26	1.1 Introduction Discussion 1.2 African-American Values Discussion
Week 2, Module 2: Blackface: Minstrelsy, Part I	Sexton, pp. 3-28. Bennett, chapter 9, pp. 233-248	2.1 Visualizing the Minstrel Era Discussion 2.2 Minstrelsy's Core (Paper)
Week 3, Module 3: The Power of Cultural Imagery: Minstrelsy, Part II	Bennett, chap. 9, pp. 248-258 Twain, pp. 58-63 Herring, 3-17 Video: Ethnic Notions	3.1 Minstrel Discoveries: What Struck You? 3.2 Response Paper: DuBois and Minstrelsy
Week 4, Module 4: Minstrelsy's Aftermath and Demise	Boehm Urges Minstrel Ban In Schools NAACP Groups Make Protest Against Shows NAACP Protest Results in Danville Minstrel Change Videos: Birth of a Nation (2 excerpts) Bugs Bunny, "Southern Fried Rabbit" (1953) Audio: Amos and Andy radio broadcast (1930)	4.1 Reinforcing Inferiority/Superiority Discussion 4.2 Competence Papers

<p>Week 5, Module 5: The Harlem Renaissance</p>	<p>Locke, pp. 192-194 Eyerman, pp. 89-101 Video: "Max Primus on Langston Hughes and Zora Neale Hurston"</p>	<p>5.1 The Slave Past & Hurston, Hughes, and Garvey 5.2 Response Paper: Locke Reading</p>
<p>Week 6, Module 6: Family Life and Financial Resources</p>	<p>Eyerman, pp. 110-129 Videos: Against the Odds "Marcus Garvey, Part 3"</p>	<p>6.1 Evaluate Art from the Harlem Renaissance 6.2 The Garvey Movement Discussion</p>
<p>Week 7, Module 7: Civil Rights Movement 100 Years After Emancipation, Year One: Black Revolution</p>	<p>Bennett, chapter 12, pp. 357-387 Videos: "NO More: The Children of Birmingham 1963 and the Turning Point of the Civil Rights Movement" Children's involvement in October 22 1963 Chicago Public School protest</p>	<p>7.1 Media Changes & the Civil Rights Movement Discussion 7.2 Respond to 2 Questions</p>
<p>Week 8, Module 8: Civil Rights to Black Power: the Rise of the Masses</p>	<p>Eyerman, chapter 6, pp. 174-199 Video Clips: Nina Simone James Brown Muhhamad Ali Gil Scott-Heron</p>	<p>8.1 Your Thoughts? Media/Protest/African-American Culture Discussion 8.2 Historical Shifts and Collective Identity</p>
<p>Week 9, Module 9: Diverse Families cont.</p>	<p>Drabble, 65-79 Elizabeth. Peck, 3-28 Videos: Huey P. Newton Ama Mazama</p>	<p>9.1 Connecting the Dots Discussion</p>

Week 10, Module 10: Final Thoughts		<p>10.1 Art, poem, relevant quote, musical selection, photograph or video clip and counter discussion</p> <p>10.2 Final Paper Due</p>
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Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

School of Continuing and Professional Studies

Suite 1400, Daley Building, 14 E. Jackson Blvd., Chicago
 Website: <https://scps.depaul.edu/>

Office hours: 9:00 am - 5:00 pm, Monday-Friday.
 Telephone: 312-362-8001. General Email: scps@depaul.edu
 For Advising Assistance, call (312) 362-5445 or email scpsadvising@depaul.edu

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