
COURSE OUTLINE FOR
AFRICAN AMERICAN STUDIES



LONG BRANCH HIGH SCHOOL

MR. KEATING

2022 - 2023

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COURSE OVERVIEW:

Unit 1- Race Culture and Identity

- Communicate clearly and effectively and with reason when dealing with issues of race, culture, and identity.
- Utilize critical thinking to make sense of the problems facing African American identity and the struggles toward resolving them.
- Work productively in collaborative settings while working with racial and cultural competencies/sensitivities.
- Use primary source materials to relate varying immigrants' experiences to gender, race and ethnicity.
- Interpret racially and/or ethnically motivated words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Unit 2- Race through a Historical Lens- Global

- Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
- Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
- Trace the movement of essential commodities from Asia to Europe to America, with particular emphasis on labor as commodity, and determine the impact of trade on the New World's economy and society.
- Evaluate authors' differing perspectives on historical events relating to early labor trade in the New World colonies by assessing the authors' claims, reasoning, and evidence.
- Analyze the various reasons American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to people of color throughout time

Unit 3- Race through a Historical Lens- United States

- Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
- Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions in the North and South led to the Civil War.
- Analyze how ideas found in key documents contributed to demanding equality for African Americans.
- Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
- Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
- Relate the creation of African American advocacy organizations to United States Supreme Court decisions and state and local governmental policies.

Unit 4- Agents of Social Change- Civil Rights

- Analyze the effectiveness of national legislation, policies and Supreme Court decisions in promoting civil liberties and equal opportunities for African Americans.
- Determine the factors that led to suburban in migration in the 1950s and 1960s and describe this movement's impact on African Americans in cities.
- Explain how individuals and organizations used economic measures as weapons in the struggle for African American's civil and human rights.
- Determine the impetus for the Civil Rights Movement and explain why national governmental actions were needed to ensure civil rights for African Americans.
- Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement and evaluate their legacies.

Unit 5- Pop Culture- Music

- Determine how African American music has influenced world cultures throughout history.
- Analyze various components of African American music to speculate the artist's intent.
- Evaluate how cultural influences can change interpretation of African American music.
- Examine the impact of African American music on political and social issues in a global society.
- Assess the impact of musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
- Determine the influence of African American music in shaping contemporary American culture.

Unit 6- Pop Culture- Literature

- Assess the impact of authors and poets of the 1920s, including the Harlem Renaissance, on American culture and values.
- Examine the impact of African American literature on political and social issues in a global society.
- Determine the influence of African American literature in shaping contemporary American culture.
- Analyze an American American novel and/or poem and determine the central themes and ideas from the text.
- Provide an objective summary of an African American novel and/or poem.

Unit 7- Pop Culture- Film & Theater

- Determine how African American theater and film has influenced world cultures throughout history.
- Analyze various components of African American theater and film to speculate the artist's intent.
- Evaluate how cultural influences can change interpretation of African American theater and film.
- Examine the impact of African American theater and film on political and social issues in a global society.
- Assess the impact of playwrights, directors, and actors of the 1920s, including the Harlem Renaissance, on American culture and values.
- Determine the influence of African American theater and film in shaping contemporary American culture.
- Discuss the value of African American influence and portrayal in American television.

COURSE OBJECTIVES:

This course will introduce students to the broad and dynamic discipline of African American Studies. It will examine significant aspects of the history of African Americans with particular emphasis on the evolution and development of black communities from Africa to enslavement to the present. As is consistent with the interdisciplinary nature of African American Studies, the course will chronologically explore the black experience from a number of perspectives: history, politics, economics, sociology, psychology, religion, culture, and so forth. We also will study the progression of black political and social thought, engagement and protest, and the struggle to enact change. In doing so, we will investigate the intersections of race, class and gender. Thus, students will gain a comprehensive introduction to the social, political, legal, and economic roots of the contemporary challenges faced by African Americans with applications to the lives of other racial and ethnic groups in the United States and in other societies.

Students will be able to think analytically about the experiences of Africans in America, the struggles against enslavement and segregation, and the modern day battles of African Americans and their allies to close racial gaps in areas such as educational attainment, workforce participation, wealth, health and wellness, and mass incarceration. More specifically, students will be able to:

1. Demonstrate knowledge about the historical foundations, development, and lasting contributions of African American Studies as an academic discipline.
2. Identify facts concerning the experiences of black Americans over time.
3. Comprehend the long struggle of African Americans to gain full inclusion in the United States.
4. Understand the continued significance of race in the 21st century.

STUDENT EVALUATION

This course will adhere to Long Branch High School's grading policy listed as follows:

<u>Letter Grade</u>	<u>Percent</u>
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	65-66
F	55-64

CLASSROOM EXPECTATIONS & RULES:

- 1) Arrive to class prepared- this includes having your notebook every day as well as something to write with. When necessary, chromebooks will be provided for the students.
- 2) Academic Honesty- Any task assigned, whether it be homework or a major research paper must be your original work. Outside sources must be cited. Copying from a classmate, the internet or any other source is not acceptable, and will result in a zero on the assignment. Academic dishonesty will also be reported to your academy principal, parent and documented. It will not be tolerated. If you have any questions on what constitutes copying, please see me.
- 3) Putting your phone in the phone wall is optional and recommended. It can however earn students extra credit points. If students elect to hold onto their phone throughout class, it should not be visible.
- 4) Extra Help- If you are ever absent or simply need extra instruction please come to me for assistance. I am available after school from **1:55pm-2:25 pm on Monday & Wednesday.**

Contact: Email (works best): ckeating@longbranch.k12.nj.us

Phone: 732-229-7300

Student Contract

Name: _____

To the parents:

This is going to be a great year in African American Studies! We have a new curriculum complete with challenging, engaging and exciting learning opportunities for the students. Please review the syllabus on [google classroom](#) with your student so you know what is expected of them. Please be aware that we will be touching many sensitive topics having to do with both history and current events in regards to the African American experience (via discussion, literature, film and beyond). Please sign below acknowledging that you have read the syllabus and understand the course expectations.

To the students:

Please fill out this form and return it immediately. At the top, please type your name and class period in the lines provided. Please read the statement below and sign and date where needed.

I have reviewed the African American Studies Syllabus and understand the classroom rules and expectations as well as the consequences for breaking these rules. I am aware of the class outline and grading procedures. I also understand that if I need extra help, or have any concerns I can contact Mr. Keating via email or telephone, or after school has ended to discuss these issues.

Student's Name (acts as signature): _____

Date: _____

Parent/Guardian Name (acts as signature): _____

Parent/Guardian Contact Number: _____

Parent/Guardian Email Address: _____

Preferred Method of Communication (circle): **Phone** **Email** **Either**