

STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK



## MASTER SYLLABUS

HIST 309 – African American History

**CIP Code:** 54.0102

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SCHOOL OF BUSINESS AND LIBERAL ARTS  
SOCIAL SCIENCES DEPARTMENT  
FALL 2025

A. TITLE: African American History

B. COURSE NUMBER: HIST 309

C. CREDIT HOURS (Hours of Lecture, Laboratory, Recitation, Tutorial, Activity):

# Credit Hours per Week	<b>3</b>
# Lecture Hours per Week	
# Lab Hours per Week	
Other per Week	

D. WRITING INTENSIVE COURSE:

Yes	
No	x

E. GER CATEGORY: GER 9 US History and Civic Engagement and GER 3 Diversity: Equity, Inclusion and Social Justice

Does course satisfy a GER category(ies)? If so, please select all that apply.

[1-2] Communication	
[3] Diversity: Equity, Inclusion & Social Justice	x
[4] Mathematics & Quantitative Reasoning	
[5] Natural Science & Scientific Reasoning	
[6] Humanities	
[7] Social Sciences	
[8] Arts	
[9] US History & Civic Engagement	x
[10] World History & Global Awareness	
[11] World Languages	

F. SEMESTER(S) OFFERED:

Fall	
Spring	
Fall and Spring	x

G. COURSE DESCRIPTION: In this course, students will study the unique experience of African Americans and how this experience relates to and interacts with American society as a whole. This course covers the major events in African American history, including the political, economic, social, cultural and intellectual aspects, as well as constitutional questions and the meaning of citizenship.

H. PRE-REQUISITES: HIST 103 or HIST 105 or permission of instructor  
CO-REQUISITES:

I. STUDENT LEARNING OUTCOMES:

Course Student Learning Outcome [SLO]	GER	ISLO & Subsets
a. Demonstrate knowledge of the development of the history and culture of African Americans within US history	3 – Describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class and gender 9 – Demonstrate understanding of US society and/or history, including the diversity of individuals and communities that make up the nation	
b. Describe the major social, cultural, and political movements of African Americans within US history	3 – Describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class and gender 9 – Demonstrate understanding of US society and/or history, including the diversity of individuals and communities that make up the nation	
c. Understand and use race as a system of analysis and consider ways African American history contributes to and alters our understanding of American history	3- Analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression and opportunity	4 – Social Responsibility (IK)
d. Examine various individuals, groups and movements within the African American community and how each affected the larger group and its place in the United States	3 – Apply the principles of rights, access, equity and autonomous participation to past, current or future social justice action 9 – Understand the role of individual participation in US communities and government	
e. Analyze how historical events within American, and African American history in particular, have an impact on American institutions such as education, criminal justice, legal, political and economic in the present day	9 – Apply historical and contemporary evidence to draw, support or verify conclusions	

KEY	<u>Institutional Student Learning Outcomes</u> <u>[ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	<b>Communication Skills</b> Oral [O], Written [W]
2	<b>Critical Thinking</b> <i>Critical Analysis [CA], Inquiry &amp; Analysis [IA], Problem Solving [PS]</i>
3	<b>Foundational Skills</b> <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	<b>Social Responsibility</b> <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	<b>Industry, Professional, Discipline Specific Knowledge and Skills</b>

J. APPLIED LEARNING COMPONENT:

Yes	
No	X

K. TEXTS: At instructor's discretion (examples: *Major Problems in African American History* ed. Krauthammer and Williams, *Creating Black Americans* by Nell Irvin Painter)

L. REFERENCES:

Alexander, Michelle. *The New Jim Crow*. New York: The New Press, 2010.

Blight, David. *Frederick Douglass: Prophet of Freedom*. New York: Simon and Schuster, 2018.

Branch, Taylor. *Parting the Waters: America in the King Years, 1954-63*. New York: Simon and Schuster, 1988.

Brown, Elaine. *A Taste of Power: A Black Woman's Story*. New York: Pantheon Books, 1992.

Carson, Clayborne. *The Eyes on the Prize: Civil Rights Reader: Documents, Speeches, and Firsthand Accounts from the Black Freedom Struggle, 1954-1990*. New York, NY, U.S.A.: Penguin Books, 1991.

Collier-Thomas, Bettye, and V. P. Franklin. *Sisters in the Struggle: African American Women in the Civil Rights-black Power Movement*. New York: New York University Press, 2001.

Davis, Angela Y., and Joy James. *The Angela Y. Davis Reader*. Malden, MA: Blackwell, 1998.

Douglass, Frederick. *Narrative of the Life of Frederick Douglass: The Original Classic Edition*. Place of Publication Not Identified: Emereo Publishing, 2013.

DuBois, W.E.B. *Writings from W.E.B. Du Bois: Selected Writings from One of America's Most Famous African-American Fighters for Civil Rights and Black Equality*. St. Petersburg, FL: Red & Black Pub., 2013.

Foner, Eric. *Gateway to Freedom: The Hidden History of the Underground Railroad*. Boston: WW Norton & Co., 2016.

Foner, Eric. *Reconstruction: America's Unfinished Revolution, 1863-1877*. New York: Harper & Row, 1988.

Foner, Eric, and Joshua Brown. *Forever Free: The Story of Emancipation and Reconstruction*. New York: Knopf, 2005.

Gates, Henry Louis. *Life upon These Shores: Looking at African American History, 1513-2008*. New York: Alfred A. Knopf, 2011.

Giddings, Paula. *When and Where I Enter: The Impact of Black Women on Race and Sex in America*. New York: W. Morrow, 1984.

Jacobs, Harriet, and R.J Ellis. *Incidents in the Life of a Slave Girl*. Oxford: Oxford Univ. Press, 2015.

Kelley, Robin D. G., and Earl Lewis. *To Make Our World Anew*. Oxford: Oxford University Press, 2005.

Lewis, David L. *The Portable Harlem Renaissance Reader*. New York: : Penguin Books, 1995.

McKissack, Pat, and Fredrick McKissack. *Sojourner Truth: Ain't I a Woman?* New York: Scholastic, 1992.

Mullane, Deirdre. *Crossing the Danger Water: Three Hundred Years of African-American Writing*. New York: Anchor Books, 1993.

Newton, Huey P. *To Die for the People; the Writings of Huey P. Newton*. New York: Random House, 1972.

Rothstein, Richard. *The Color of Law*. New York: WW Norton & Co., 2017

Sinha, Manisha. *The Slave's Cause: A History of Abolition*. New Haven, CT: Yale University Press, 2016.

Washington, Booker T. *Up from Slavery, an Autobiography*. Garden City, NY: Doubleday, 1963.

Wilkerson, Isabel. *The Warmth of Other Suns*. New York: Random House, 2010

M. EQUIPMENT: Technology Enhanced Classrooms

N. GRADING METHOD: A-F

O. SUGGESTED MEASUREMENT CRITERIA/METHODS: to be determined by instructor

- Exams
- Quizzes
- Papers
- Participation
- Projects

P. DETAILED COURSE OUTLINE:

- I. Africa and Black Americans
  - A. “African” Americans and Africa
    - a. Black scholars in an African Diaspora Framework
    - b. Black Nationalism and the New Negro Movement
    - c. The Call for Racial Art
  - B. African American Artists Encounter Independent Africa
- II. Captives Transported, 1619-1850
  - A. Early Slave-Trade Narratives
  - B. The Atlantic Slave Trade/The Middle Passage
    - a. Scale of Forced Migration
    - b. Three Stages of the Journey
  - C. Artists Represent the Atlantic Slave Trade
- III. A Diasporic People, 1630-1850
  - A. Religion in the African Diaspora
    - a. Dimensions of African American Religion
    - b. Christian Themes in Black Art
    - c. Spirituals
  - B. Language and Literature in the African Diaspora
  - C. Ethnic and Racial Identities
    - a. Africans and Indians
    - b. Africans and Europeans
    - c. “Mulatto” Population
  - D. Minority Status
  - E. The Black Population in North America
- IV. Those Who Were Free, 1770-1859
  - A. American and Haitian Revolutions
    - a. Black Soldiers in the American Revolution
    - b. Petitioning for Emancipation and Civil Rights
    - c. The Haitian Revolution
  - B. Free People in the United States
    - a. Black Abolitionists
    - b. Free Black People at Work
    - c. Education and Voluntary Associations
  - C. Danger of Slavery to Free Blacks
- V. Those Who Were Enslaved, 1770-1859
  - A. Enslaved Laborers Lay the Foundation of the American Economy
  - B. The Domestic Slave Trade
  - C. Slavery, A Dehumanizing Institution
    - a. Physical Trauma
    - b. Psychological Trauma
    - c. The Value System That Slaves Took From Slavery
    - d. Family and Religion as Protection from Dehumanization
  - D. Undermining Slavery
    - a. Conspiracies and Insurrections
    - b. Running Away

- c. The Underground Railroad
  - d. Harriet Tubman
- VI. Civil War and Emancipation, 1859-1865
  - A. Sectional Tension Leading to War
  - B. A War About Union, Not Slavery
  - C. The War Against Slavery
    - a. Emancipation Proclamation
    - b. Black Regiments in the Union Army
    - c. Struggles over Officers and Equal Pay
  - D. African Americans in the War Effort
  - E. Slavery Destroyed
- VII. Reconstruction
  - A. Making Freedom Real
    - a. Reuniting Families and Finding Work
    - b. Land Ownership
    - c. Education
    - d. Churches
    - e. Voting and Holding Office
  - B. The Destruction of Democracy
    - a. White Supremacist Violence
    - b. Undermining Civil Rights in the Supreme Court
    - c. Effects of Reconstruction
- VIII. Hard Working People during Segregation
  - A. Struggle, Survival and Success
    - a. Sharecropping, Debt and Prison
    - b. Black Professionals
    - c. Black Towns and Churches
    - d. New Black Music
    - e. Black Athletes
  - B. White Supremacy: An Attempt to Halt Black Success
    - a. Disenfranchisement
    - b. Segregation
    - c. Lynching and the Anti-lynching campaigns
- IX. The New Negro, 1915-1932
  - A. The Great Migration
  - B. The First World War: Struggles on Two Fronts
    - a. Antiblack Riots and the Red Summer of 1919
    - b. The New Negro Initiatives
    - c. The Universal Negro Improvement Association
  - C. The Harlem Renaissance
    - a. Music
    - b. Literature
    - c. Scholarship
    - d. Art
- X. Radicals and Democrats, 1930-1940
  - A. The Depression
    - a. Black Unemployment
    - b. The New Deal and Political Realignment
    - c. The Scottsboro Case and anti-lynching protests

- d. New Deal Racism and Southern Democrats
    - e. Boycotts and Self-Help Campaigns
  - B. The New Deal
    - a. New Deal Goals and Programs
    - b. Works Progress Administration and Black Artists
    - c. "The Black Cabinet"
  - C. Black Activism
    - a. African Americans Support Ethiopia
    - b. Black Heroes of the Depression Years
    - c. Fighting Racial Oppression in the Courts
    - d. Campaign for Civil Rights and Workers' Rights in the South
- XI. World War II and the Promise of Internationalism, 1940-1948
  - A. Struggles at Home and Abroad
    - a. Double Vee Strategy
    - b. Black Men and Women in the war
    - c. Tuskegee Airmen
    - d. Battle for Civil Rights in the South
  - B. Changes After the War
    - a. Invention of Bebop
    - b. Increased Opportunities
    - c. Promise of the United Nations
    - d. President Truman's Embrace of Black Civil Rights
    - e. Migration and Increased Incomes
- XII. Cold War Civil Rights, 1948-1960
  - A. Human Rights in the Cold War
    - a. Anti-communism Over Internationalism
    - b. Brown v. Board of Education and Cold War Politics
    - c. Southern "Massive Resistance" to Legal Desegregation
    - d. The Growth of All-White Suburbs and White Flight in the North
  - B. Activism and Anger
    - a. Montgomery Bus Boycott
    - b. Desegregation of Little Rock, Arkansas High School
    - c. Antiracist Violence
    - d. The Nation of Islam Grows
  - C. African American Visibility in Mainstream Culture
    - a. Black Intellectuals
    - b. Growing Popularity of African American Music
- XII. Protest and a Civil Rights Revolution, 1960-1967
  - A. The Early 60s
    - a. Student Movements
    - b. Protests of 1963, the 100<sup>th</sup> anniversary of the Emancipation Proclamation
    - c. Freedom Summer, Mississippi 1964
    - d. Malcolm X's Evolution
  - B. Mid-1960s Legislation and Opposition
    - a. The Civil Rights Act of 1964 and the Great Society
    - b. Vietnam War
    - c. Urban Revolts of the Mid-1960s
    - d. Causes of the Riots



- XIII. Black Power, 1966-1980
  - A. The Emergence of Black Power
    - a. Self-definition and Self-defense
    - b. The Black Panther Party
  - B. Cultural Nationalism
    - a. African Roots Stressed
  - C. Black Power after 1968
    - a. Assassinations and Aftermath
    - b. Angry Reaction to Vietnam
    - c. Black Power Workers, Artists, Feminists and Intellectuals
    - d. The Future of Black Power
- XIV. Authenticity and Diversity in the Hip-Hop Era, 1980-2005
  - A. Racial Politics and Economics after Black Power
    - a. Affirmative Action
    - b. Black Conservatives
    - c. Black Democrats
    - d. Election of 2000 and Black Disenfranchisement
    - e. The Reparations Movement
    - f. Reclaiming Black History
  - B. African Americans Remake American Culture
    - a. Hip-Hop Culture and the Inner City
    - b. Music, Graffiti, Fashion
- XV. African Americans in the Early 21<sup>st</sup> Century
  - A. The Black Middle Class
  - B. African Americans at the Extremes of Wealth and Poverty
  - C. The War on Drugs and Its Effect on African Americans
  - D. Health Issues
  - E. Racial and Ethnic Diversity within the African American Community