

**KAP AFRICAN AMERICAN HISTORY:
FROM SLAVERY TO THE MODERN BLACK EXPERIENCE**

2013-2014 Northland
High School Mr. Kevin
G. Tooson

COURSE DESCRIPTION AND OBJECTIVES

The KAP African American Studies course will attempt to take a glimpse into the Black in experience in America through the lenses of *The African American Odyssey*, W.E.B. DuBois, Eldridge Cleaver, Shelby Steele, and John McWhorter. Each of these scholars have written about different aspects of the black experience during different time periods in history. We will begin with a brief glimpse into slavery gives us a look at the beginning of the Black experience in America. DuBois' book gives a look at African American culture from the end of the slave period through the dawn of the civil rights movement. Eldridge Cleaver's writings gives us a look into the dusk of the Civil Rights movement, and the age of the Revolutionary leadership. Shelby Steele and John McWhorter gives us a modern day perspective on the diversity and challenges that face black people today!

The purpose of this course is to give you the student an opportunity to debunk myths, and critically examine what the Black Experience in America is. We must put away stereotypes, and typecasts caricatures that the media put forward. We must examine the Black Experience!

REQUIRED READINGS

- *The New Jim Crow
- *Textbook: Darlene Clark Hine, *The African American Odyssey*, vol. 1 to 1877
- *Olaudah Equiano, *Life of Olaudah Equiano*
- *W.E.B. DuBois, *The Souls of Black Folk*
- *Eldridge Cleaver, *Soul on Ice*
- * Shelby Steele, *A Dream Deferred; The Second Betrayal of Black Freedom in America*
- *John McWhorter, *Losing The Race; Self-Sabotage in Black America*
- *Articles and occasional handouts on current events.

EVALUATION

1. Class participation and discussion and reading question worksheets 10%
2. End of quarter and mid quarter assessments 20%
3. Non-cumulative final examination (short answer/identifications and several essay (questions) 40%
4. Research paper (On a topic of the student's choice, subject to instructor approval) 30%
5. The New district grading scale is in effect.

RESPONSIBILITIES

Each student is required to do the course readings, answer the questions about the readings, participate in class discussions, and conduct themselves in a positive manner. There is one rule in this class. RESPECT! Respect you, each other, the teacher, and the course! This is a course intended to produce higher level thinking. Take this seriously.

Class meetings: Students are expected to have read the assigned material, and to be fully prepared to discuss the same. The class participation grade will be based on student participation in classroom, which will include a one-page response paper on the major themes of each Friday's readings.

Research Paper:

Each student will provide the instructor with a proposal for a double-spaced, 7-10 page research paper. Students may choose any topic which is relevant to the issues and time period under examination. Papers must have a clear thesis and use both primary and secondary source materials. All sources should be cited in footnotes; footnotes and all other matters of style must conform to the *Chicago Manual of Style* (14th ed.) or *A Manual for Writers of Term Papers, Theses and Dissertations* (6th ed.) by Kate L. Turabian. (Both are available at the Olin Library). Students must also provide an annotated bibliography describing the sources that will be consulted. Students will write their papers using a 12 point *Times New Roman* font, with page margins of one inch on the top, bottom and both sides of each page. Each paper must have a cover page; each page must be numbered, and the entire paper must be stapled or bound in some fashion. Grading of this paper will be based on the clarity of the thesis, the construction of the argument and grammar.

COURSE SCHEDULE

August 26

First Day of Classes (Introduction) **BLACK LIVES MATTER!** The elephant in the room!

Slave Trade, (An inside Look, Olaudah Euiano)

Week 1: Chapters One and Two

Week 2: Chapters Three and Four

Week 3: Chapter Five

Week 4: Chapter Six and Seven

Week 5: Interim Period (Discussion and quiz over first half of book)

Week 6: Chapters Eight and Nine

Week 7: Chapter Ten

Week 8: Chapter 11 and 12

Week 9: Discussion over 2nd half of book. Prepare for qtr. Test.

Post Slavery!!! The Black Experience in America (W.E.B. DuBois)

2nd Quarter

Week 1: Chapters One - Three

Week 2 Chapters Four – Seven

Week 3 Chapters Eight and Nine

Week 4: Interim Period (Discussion over first half of book)

Week 5: Chapters 10, and 11

Week 6: Chapters 12 and 13

Week 7: Review period

Week 8: Chapter 14 and after thought

Week 9: Discussion over 2nd half of book. Prepare for qtr. Test.

Revolutionary? The Black Experience in America (Eldridge Cleaver)

3rd Quarter

Week 1: pp. 19-72

Week 2: pp. 85-155

Week 3: pp. 167-236

Week 4: pp. 93-105. –

Is the dream alive? The Black Experience in America (Shelby Steele)

Week 5: pp. 19-72

Week 6: pp. 85-155

Week 7: pp. 167-236

Week 8: Review Steele and Cleaver, prepare for End of Quarter Test!

Week 9: Test Week

4th Quarter

Chains! What Chains? The Black Experience in America (John McWhorter)

Week One: Introduction to John McWhorter, and Research Paper

Rough Draft of Research Paper Due! T.B.A.

Base research paper off the principals in this book! Due date

Final Examination of course T.B.A.