Applicant

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To which course will this project add content, context, or connections relating to Africa?

HIS 221: African American History

How many students enroll in this course per academic year?

I have taught African American History (HIS 221) twice since Spring of 2012. I will teach the course again in Spring 2014. The enrollment cap is 30 students, and about 15-20 have signed up each semester. This course was created at the request of students, as well as our desire to offer courses that expose students to other cultures and “demonstrate awareness of a diverse global world.”
1. Course Number and Short Description

HIS 221 - African American History covers the history of Africans in America from Diaspora to the present. Topics include the origins of civilization in Africa, the rise of powerful Kingdoms in West Africa, the development of cultural traditions, the Atlantic Slave Trade, the Institution of Slavery in the Americas, African culture in the Americas, the Civil War and abolition, Jim Crow, and the Civil Rights Movement. Upon completion, students should be able to analyze the significant political, socioeconomic, and cultural developments in the history of African Americans.

2. Description of Module

Over the past generation, an increasing number of higher education institutions have been offering courses in African American History. Alamance Community College would like to do the same. Part of ACC’s effort to incorporate “new learning outcomes” for students is the inclusion of courses that offer a cultural component and an analysis of diversity in an increasingly globalized world. This module allows students to achieve those goals. While Africa and African Americans are discussed in other history courses like Western Civilization and American History the analysis is limited. This course allows students to spend an entire semester studying the contribution of Africans to American History.

3. Module Objectives

The learning objectives for this module are designed to increase the amount of “global” content available at ACC. Objectives include:

- First, students will be able to describe the development of Civilization in Africa and the rise of Kingdoms such as Songhai and Mali.

- Second, students will analyze the development of African cultural traditions such as animism, ancestor worship, artwork, and the importance of family.

- Third, students will be able to understand the origins of the Atlantic Slave Trade and its impact on the Americas and Africa.
• Fourth, students will analyze comparatively the Institution of Slavery in North America, the Caribbean, and Latin America and how African culture survived in the Americas.

• Additionally, students will analyze the Civil War and abolition, as well as the subsequent development of Jim Crow.

• Finally, students will learn about the Civil Rights Movement and how it continues to shape the United States today.

4. Methodology

This course was introduced to Alamance Community College in Spring 2012 with the intent of exposing students to diverse cultures in a global context. Course units include detailed power point presentations that include text, maps, artwork, charts, and primary sources. In addition, students have access to online supplements that include lecture notes, primary documents, scholarly articles, film clips, and discussion forums.

5. Evaluation

The evaluation of student knowledge would be centered on exams, take home responses, in class discussions, and a research paper using primary sources. Students will be expected to present the findings of their research paper in an oral presentation in class. Student assignments will reflect ACC’s focus on “composing well-written documents using standard written English,” diverse cultures, and placing events in a global context.

6. Resources

The resources that would be most useful in implementing this module are located in the African Studies Center at UNC. Those resources include, the events offered at the Center, the expertise of the faculty, the study abroad opportunities for students, and the language resources. Overall, this module increased student understanding of the contribution of Africans to American History, as well as an interest in how past events impact Africa and African Americans today. With proper support, HIS 221 has become a regular part ACC’s curriculum and serves to continue Alamance Community College’s
goal of increasing student’s “awareness of a diverse global world.”

Additional resources that served to implement this module were:

- Freedom On My Mind: A History of African Americans with Documents. Boston and New York, Bedford/ St. Martin’s, 2013. (This is the textbook adopted for the course. I contributed to it by writing all of the online student test materials.)


I purchased these texts with the funds received from the World View Grant. They made a significant impact on my breadth of knowledge pertaining to African American History. My expertise was of use when I
contributed to the textbook, Freedom On My Mind: A History of African Americans with Documents. I was hired by Bedford/ St. Martin’s in July, 2012 to write the online student test questions. ACC adopted the textbook for HIS 221.

Additionally, I am the founder and curator of a traveling museum exhibit about the Civil Rights Movement entitled, “Making the Movement: Objects, Objectives, and Civil Rights.” It debuted at the Robert H. Jackson Center in New York, and is currently on display at Allegheny College. It will travel to Syracuse University in 2014. The exhibit explores the role that material culture played in the success of the Movement.

www.makingthemovement.com

The knowledge I gained as a result of the World View Grant aided me in teaching African American History (HIS 221), contributing to the textbook Freedom On My Mind, and completing my exhibit, “Making the Movement.” I would like to thank WorldView and UNC-Chapel Hill for the opportunity and the great support I have received.