

**ACALANES UNION HIGH SCHOOL DISTRICT**  
**COURSE OF STUDY: CURRICULAR AREA – Interdisciplinary, Non-Departmental**

<b><u>COURSE TITLE:</u></b>	Advanced Placement African American Studies
<b><u>DEPARTMENT:</u></b>	Interdisciplinary
<b><u>GRADE LEVEL(S):</u></b>	10-12
<b><u>COURSE LENGTH:</u></b>	Year
<b><u>PREFERRED PREVIOUS COURSE OF STUDY:</u></b>	World History, Geography and Culture
<b><u>CREDITS PER SEMESTER:</u></b>	5
<b><u>STANDARDS &amp; BENCHMARKS:</u></b>	Interdisciplinary course that incorporates standards from the California Common Core State Standards: English Language Arts & Literacy; California History-Social Science Content Standards
<b><u>GRADUATION REQUIREMENT:</u></b>	No
<b><u>UC/CSU A-G DESIGNATION:</u></b>	UC/CSU A-G approval pending; (G) -- College-Preparatory Elective
<b><u>ADOPTED by</u></b>	
<b><u>AUHSD GOVERNING BOARD:</u></b>	Pending Adoption

**INSTRUCTIONAL MATERIALS:**

Textbook: Hine, Darlene Clark, William C. Hine and Stanley Harrold. (2020). *The African-American Odyssey*. (7th Edition). Pearson.

Supplemental Resources:

[AP African American Studies: Operational Course Framework, Project, and Exam Overview, effective 2024-2025](#)

Franklin, John Hope and Evelyn Higginbotham. (2022). *From Slavery to Freedom: A History of African Americans*. (10th Edition). McGraw Hill.

Smithsonian Learning Lab. (2023). *AP African American Studies: Teaching with objects (Updated December 2023)*. Smithsonian Institution.

**COURSE DESCRIPTION:**

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.

- Apply lenses from multiple disciplines to evaluate key concepts, historical developments, and processes that have shaped Black experiences and debates within the field of African American Studies.
- Identify the intersections of race, gender, and class, as well as connections between Black communities, in the United States and the broader African diaspora in the past and present.
- Analyze perspectives in text-based, data, and visual sources to develop well-supported arguments applied to real-world problems.
- Demonstrate understanding of the diversity, strength, and complexity of African societies and their global connections before the emergence of transatlantic slavery.
- Evaluate the political, historical, aesthetic, and transnational contexts of major social movements, including their past, present, and future implications.
- Develop a broad understanding of the many strategies African American communities have employed to represent themselves authentically, promote advancement, and combat the effects of inequality and systemic marginalization locally and abroad.
- Identify major themes that inform literary and artistic traditions of the African diaspora.
- Describe the formalization of African American Studies and new directions in the field as part of ongoing efforts to articulate Black experiences and perspectives and create a more just and inclusive future.
- Connect course learning with current events, local interests, and areas for future study.

Themes: The themes serve as the connective tissue of the course and enable students to create meaningful connections across units. They are broad ideas that run throughout the course like threads. Revisiting the themes and applying them in a variety of contexts helps students to develop deeper conceptual understanding. The following are the core themes of the course:

- Migration and the African Diaspora
- Intersections of Identity
- Creativity, Expression, and the Arts
- Resistance and resilience

(Reference: AP African American Studies: Operation Course Framework, Project, and Exam Overview, 2024-2025)

**GRADING GUIDELINES:** See AUHSD Grading Guidelines

**COURSE CONTENT -- SCOPE and SEQUENCE**

Units and Standards	Core Objectives with Assignments and Assessments
<p><b>Unit 1 -- Origins of the African Diaspora (~900 BCE–16th century)</b></p> <p><b>CA CCSS for ELA/Literacy (11-12)</b></p> <ul style="list-style-type: none"> <li>● Reading Standards for Literacy in History/Social Studies (RH)</li> <li>● Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects (WHST) Grades</li> <li>● Speaking and Listening Standards (SL)</li> </ul> <p><b>CA HSS State Standards -- Analysis Skills (9-12)</b></p> <ul style="list-style-type: none"> <li>● Chronological and Spatial Thinking: 1, 2, 3</li> </ul>	<p><b>Objectives:</b> Students will develop disciplinary knowledge and academic skills through the study of the following topics:</p> <ol style="list-style-type: none"> <li>1.1. Origins of African American Studies</li> <li>1.2. The African Continent: A Varied Landscape</li> <li>1.3. Population Growth and Ethnolinguistic Diversity</li> <li>1.4. Africa’s Ancient Societies</li> <li>1.5. The Sudanic Empires: Ghana, Mali, and Songhai</li> <li>1.6. Learning Traditions</li> <li>1.7. Indigenous Cosmologies and Religious Syncretism</li> <li>1.8. Culture and Trade in Southern and East Africa</li> <li>1.9. West Central Africa: The Kingdom of Kongo</li> <li>1.10. Kinship and Political Leadership</li> <li>1.11. Global Africans</li> </ol> <p><b>Representative Primary Sources for Analysis</b></p> <ul style="list-style-type: none"> <li>● Schedule of Courses for Black and Puerto Rican Studies, Hunter College, 1972</li> <li>● Map Showing the Movement of Bantu Peoples, Languages, and Technologies</li> </ul>

<ul style="list-style-type: none"> <li>● Historical Research, Evidence, and Point of View: 1, 4</li> <li>● Historical Interpretation: 1, 2, 3, 4</li> </ul>	<ul style="list-style-type: none"> <li>● Catalan Atlas by Abraham Cresques, 1375</li> <li>● The Sunjata Story—Glimpse of a Mande Epic,” a Griot Performance of the Epic of Sundiata (video)</li> <li>● Excerpt of Letter from Nzinga Mbemba to Portuguese King João III, 1526</li> </ul> <p style="text-align: right;">(Reference: AP African American Studies: Operation Course Framework, Project, and Exam Overview, 2024-2025)</p>
<p><b>Unit 2 -- Freedom, Enslavement, and Resistance (16th century–1865)</b></p> <p><b>CA CCSS for ELA/Literacy (11-12)</b></p> <ul style="list-style-type: none"> <li>● Reading Standards for Literacy in History/Social Studies (RH)</li> <li>● Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects (WHST) Grades</li> <li>● Speaking and Listening Standards (SL)</li> </ul> <p><b>CA HSS State Standards -- Analysis Skills (9-12)</b></p> <ul style="list-style-type: none"> <li>● Chronological and Spatial Thinking: 1, 2, 3, 4</li> <li>● Historical Research, Evidence, and Point of View: 1, 2, 3, 4</li> <li>● Historical Interpretation: 1, 2, 3, 4</li> </ul>	<p><b>Objectives:</b> Students will develop disciplinary knowledge and academic skills through the study of the following topics:</p> <ol style="list-style-type: none"> <li>2.1. African Explorers in the Americas</li> <li>2.2. Departure Zones in Africa and the Slave Trade to the United States</li> <li>2.3. Capture and the Impact of the Slave Trade on West African Societies</li> <li>2.4. African Resistance on Slave Ships and the Antislavery Movement</li> <li>2.5. Slave Auctions and the Domestic Slave Trade</li> <li>2.6. Labor, Culture, and Economy</li> <li>2.7. Slavery and American Law: Slave Codes and Landmark Cases</li> <li>2.8. The Social Construction of Race and the Reproduction of Status</li> <li>2.9. Creating African American Culture</li> <li>2.10. Black Pride, Identity, and the Question of Naming</li> <li>2.11. The Stono Rebellion and Fort Mose</li> <li>2.12. Legacies of the Haitian Revolution</li> <li>2.13. Resistance and Revolts in the United States</li> <li>2.14. Black Organizing in the North: Freedom, Women’s Rights, and Education</li> <li>2.15. Maroon Societies and Autonomous Black Communities</li> <li>2.16. Diasporic Connections: Slavery and Freedom in Brazil</li> <li>2.17. African Americans in Indigenous Territory</li> <li>2.18. Debates About Emigration, Colonization, and Belonging in America</li> <li>2.19. Black Political Thought: Radical Resistance</li> <li>2.20. Race to the Promised Land: Abolitionism and the Underground Railroad</li> <li>2.21. Legacies of Resistance in African American Art and Photography</li> <li>2.22. Gender and Resistance in Slave Narratives</li> </ol>

	<p>2.23. The Civil War and Black Communities 2.24. Freedom Days: Commemorating the Ongoing Struggle for Freedom</p> <p><b>Representative Primary Sources for Analysis</b></p> <ul style="list-style-type: none"> <li>● Articles 1–10 from the Louisiana Slave Code (Code Noir, or Black Code), 1724</li> <li>● Gospel Performance of “Steal Away to Jesus” by Shirley Caesar and Michelle Williams (video, 0:00-2:00), 2001</li> <li>● Excerpts from Dred Scott’s Plea and Chief Justice Roger B. Taney’s Opinion in Dred Scott v. Sandford, 1857</li> <li>● Broadside Advertising “Valuable Slaves at Auction” in New Orleans, 1859</li> <li>● “The Colored Soldiers” by Paul Laurence Dunbar, 1895</li> </ul> <p style="text-align: right;">(Reference: AP African American Studies: Operation Course Framework, Project, and Exam Overview, 2024-2025)</p>
<p><b>Unit 3 -- The Practice of Freedom (1865–1940s)</b></p> <p><b>CA CCSS for ELA/Literacy (11-12)</b></p> <ul style="list-style-type: none"> <li>● Reading Standards for Literacy in History/Social Studies (RH)</li> <li>● Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects (WHST) Grades</li> <li>● Speaking and Listening Standards (SL)</li> </ul> <p><b>CA HSS State Standards -- Analysis Skills (9-12)</b></p> <ul style="list-style-type: none"> <li>● Chronological and Spatial Thinking: 1, 2, 3, 4</li> </ul>	<p><b>Objectives:</b> Students will develop disciplinary knowledge and academic skills through the study of the following topics:</p> <ol style="list-style-type: none"> <li>3.1. The Reconstruction Amendments</li> <li>3.2. Social Life: Reuniting Black Families and the Freedmen’s Bureau</li> <li>3.3. Black Codes, Land, and Labor</li> <li>3.4. The Defeat of Reconstruction</li> <li>3.5. Disenfranchisement and Jim Crow Laws</li> <li>3.6. White Supremacist Violence and the Red Summer</li> <li>3.7. The Color Line and Double Consciousness in American Society</li> <li>3.8. Lifting as We Climb: Uplift Ideologies and Black Women’s Rights and Leadership</li> <li>3.9. Black Organizations and Institutions</li> <li>3.10. HBCUs, Black Greek Letter Organizations, and Black Education</li> <li>3.11. The New Negro Movement and the Harlem Renaissance</li> <li>3.12. Photography and Social Change</li> <li>3.13. Envisioning Africa in Harlem Renaissance Poetry</li> <li>3.14. Symphony in Black: Black Performance in Music, Theater, and Film</li> </ol>

<ul style="list-style-type: none"> <li>● Historical Research, Evidence, and Point of View: 1, 2, 3, 4</li> <li>● Historical Interpretation: 1, 2, 3, 4</li> </ul>	<p>3.15. Black History Education and African American Studies 3.16. The Great Migration 3.17. Afro-Caribbean Migration 3.18. The Universal Negro Improvement Association</p> <p><b>Representative Primary Sources for Analysis</b></p> <ul style="list-style-type: none"> <li>● Excerpts from <i>The Souls of Black Folk</i> by W.E.B. Du Bois, 1903 (Selections from “The Forethought,” “Of Our Spiritual Strivings,” “Of Alexander Crummell,” and “The Afterthought”)</li> <li>● Jubilee Singers of Fisk University, 1875</li> <li>● Plessy v. Ferguson Supreme Court ruling, 1896</li> <li>● “Address to the Second UNIA Convention” by Marcus Garvey, 1921</li> <li>● “The Negro Artist and the Racial Mountain” by Langston Hughes, 1926</li> <li>● Duke Ellington – ‘It Don’t Mean a Thing’ (1943) (video, 2:45)</li> </ul> <p style="text-align: right;">(Reference: AP African American Studies: Operation Course Framework, Project, and Exam Overview, 2024-2025)</p>
<p><b>Unit 4: Movements and Debates (1940s–2000s)</b></p> <p><b>CA CCSS for ELA/Literacy (11-12)</b></p> <ul style="list-style-type: none"> <li>● Reading Standards for Literacy in History/Social Studies (RH)</li> <li>● Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects (WHST) Grades</li> <li>● Speaking and Listening Standards (SL)</li> </ul> <p><b>CA HSS State Standards -- Analysis</b></p>	<p><b>Objectives:</b> Students will develop disciplinary knowledge and academic skills through the study of the following topics:</p> <p>4.1. The <i>Négritude</i> and <i>Negrismo</i> Movements 4.2. Anticolonialism and Black Political Thought 4.3. African Americans and the Second World War: The Double V Campaign and the G.I. Bill 4.4. Discrimination, Segregation, and the Origins of the Civil Rights Movement 4.5. Redlining and Housing Discrimination 4.6. Major Civil Rights Organizations 4.7. Black Women’s Leadership and Grassroots Organizing in the Civil Rights Movement 4.8. The Arts, Music, and the Politics of Freedom 4.9. Black Religious Nationalism and the Black Power Movement 4.10. The Black Arts Movement</p>

<p><b>Skills (9-12)</b></p> <ul style="list-style-type: none"> <li>● Chronological and Spatial Thinking: 1, 2, 3, 4</li> <li>● Historical Research, Evidence, and Point of View: 1, 2, 3, 4</li> <li>● Historical Interpretation: 1, 2, 3, 4</li> </ul>	<p>4.11. The Black Panther Party for Self-Defense  4.12. Black Is Beautiful and Afrocentricity  4.13. The Black Feminist Movement, Womanism, and Intersectionality  4.14. Interlocking Systems of Oppression  4.15. Economic Growth and Black Political Representation  4.16. Demographic and Religious Diversity in Contemporary Black Communities  4.17. The Evolution of African American Music: From Spirituals to Hip-Hop  4.18. Black Life in Theater, TV, and Film  4.19. African Americans and Sports  4.20. Science, Medicine, and Technology in Black Communities  4.21. Black Studies, Black Futures, and Afrofuturism</p> <p><b>Representative Primary Sources for Analysis</b></p> <ul style="list-style-type: none"> <li>● Martin Luther King Jr. interview during visit to newly independent Ghana on invitation from Kwame Nkrumah, 1957</li> <li>● The flight instructor staff of Tuskegee Army Airfield, late in the Second World War, 1945</li> <li>● Brown v. Board of Education of Topeka, Opinion, May 17, 1954</li> <li>● Excerpt from A Raisin in the Sun by Lorraine Hansberry, 1959</li> <li>● Malcolm X and Martin Luther King Jr. after press conference at U.S. Capitol, 1964</li> </ul> <p style="text-align: right;">(Reference: AP African American Studies: Operation Course Framework, Project, and Exam Overview, 2024-2025)</p>
<p><b>Further Explorations In African American Studies</b></p> <p><b>CA CCSS for ELA/Literacy (11-12)</b></p> <ul style="list-style-type: none"> <li>● Reading Standards for Literacy in History/Social Studies (RH)</li> </ul>	<p>The Further Explorations component of the class offers teachers and students an opportunity to study a topic of classroom interest and/or contemporary relevance more deeply. For this unit, teachers will select any topic in the field of African American Studies for further study. The following are some of the options teachers may choose for this unit:</p> <ul style="list-style-type: none"> <li>● Focus on any of the topics mentioned in the Further Explorations or Source</li> </ul>

<ul style="list-style-type: none"> <li>● Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects (WHST) Grades</li> <li>● Speaking and Listening Standards (SL)</li> </ul> <p><b>CA HSS State Standards -- Analysis Skills (9-12)</b></p> <ul style="list-style-type: none"> <li>● Chronological and Spatial Thinking: 1, 2, 3, 4</li> <li>● Historical Research, Evidence, and Point of View: 1, 2, 3, 4</li> <li>● Historical Interpretation: 1, 2, 3, 4, 6</li> </ul>	<p>Notes of the course framework</p> <ul style="list-style-type: none"> <li>● Select works of literature, art, or music by any individual or movement relevant to the discipline of African American Studies</li> <li>● Pick a topic of local history or relevance</li> <li>● Extend one or more of the existing topics of the framework</li> <li>● Cover a contemporary topic of interest to students and teachers</li> </ul> <p><b>Examples of Further Exploration Topics</b></p> <ul style="list-style-type: none"> <li>● Contemporary Grassroots Organizing</li> <li>● The Reparations Debate</li> <li>● Incarceration and Abolition</li> <li>● Black Women Writers and Filmmakers</li> <li>● African American Art</li> <li>● Black Foodways and Culinary Traditions</li> <li>● Local History</li> </ul> <p style="text-align: right;">(Reference: AP African American Studies: Operation Course Framework, Project, and Exam Overview, 2024-2025)</p>
<p><b>Individual Student Project</b></p> <p><b>CA CCSS for ELA/Literacy (11-12)</b></p> <ul style="list-style-type: none"> <li>● Reading Standards for Literacy in History/Social Studies (RH)</li> <li>● Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects (WHST) Grades</li> <li>● Speaking and Listening Standards (SL)</li> </ul> <p><b>CA HSS State Standards -- Analysis</b></p>	<p>Students will embark on a three-week project in their AP African American Studies course during which they will define a research topic and line of inquiry, conduct independent research to analyze authentic sources from multiple disciplines, and develop and deliver a presentation about their selected topic. The Individual Student Project will contribute to the student’s AP Exam score. The project aims to deepen student understanding of content and skills within the discipline of African American Studies. Projects can take a variety of forms. Each project must be anchored in at least four sources from any combination of the following:</p> <ul style="list-style-type: none"> <li>● Primary text-based sources</li> <li>● Secondary text-based sources</li> <li>● Artwork and photography</li> <li>● Literature (e.g., poems, short stories)</li> <li>● Data sets and maps</li> </ul>

<p><b>Skills (9-12)</b></p> <ul style="list-style-type: none"><li>● Chronological and Spatial Thinking: 1, 2, 3, 4</li><li>● Historical Research, Evidence, and Point of View: 1, 2, 3, 4</li><li>● Historical Interpretation: 1, 2, 3, 4, 5, 6</li></ul>	<ul style="list-style-type: none"><li>● Music lyrics</li><li>● Performances (e.g., plays, music, musicals, exhibits)</li><li>● Oral histories</li><li>● Events (e.g., debates, public hearings, speeches, or testimonies)</li></ul> <p>Students will analyze and compare the four sources, develop their own perspective on their topic, and support their perspective with details or other evidence from the four sources. Students will then create and deliver a presentation to their class, enabling all students in the class to learn from each other's projects.</p> <p>(Reference: AP African American Studies: Operation Course Framework, Project, and Exam Overview, 2024-2025)</p>
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