

GEOG-1050: AFRICANS IN THE AMERICAS

Cuyahoga Community College

Viewing: GEOG-1050 : Africans in the Americas

Board of Trustees:

October 2022

Academic Term:

Fall 2023

Subject Code

GEOG - Geography

Course Number:

1050

Title:

Africans in the Americas

Catalog Description:

Study of world regions touched by the African Diaspora, especially Africa, Caribbean, Brazil, and United States. Focus on characteristics of each region, demographic changes, and variations that shaped culture during and after slavery and to the present.

Credit Hour(s):

3

Lecture Hour(s):

3

Lab Hour(s):

0

Other Hour(s):

0

Requisites

Prerequisite and Corequisite

None.

Outcomes

Course Outcome(s):

Apply the themes of physical and human geography to the African diaspora in the context of Globalization.

Objective(s):

- a. Examine maps to trace the triangular route of the enslaved people trade involving 4 continents.
- b. Follow the economic pattern that made the enslaved people trade so profitable and relate this trade to the Industrial Revolution in Great Britain.
- c. Describe the Middle Passage and its impact on captured Africans.

Course Outcome(s):

Describe how physical setting, economics, demographics, culture, and geopolitics are represented in the African diaspora through the 300 years of the Enslaved People Trade.

Objective(s):

- a. Describe how slavery was practiced in Africa prior to and during the Enslaved People Trade.
- b. Compare and contrast the influence of crop management patterns, climate, and topography on shaping culture and conditions of enslaved people.
- c. Trace the patterns of wealth in the Americas and Europe with the growth of the Enslaved People Trade.

- d. Research European laws enacted to regulate enslaved people conditions; which European countries had no such laws and the resultant treatment of enslaved people.
- e. Examine databases and graphs to determine the number of Africans displaced and how the populations of the Americas shifted through the 300 years of the enslaved people trade.
- f. Discuss the variations in African cultures and how they could survive in the Americas.
- g. Demonstrate how we see elements of African culture today in Brazil, the Caribbean, and the United States.

Course Outcome(s):

Identify and relate the social and ethical issues that resulted from the forced displacement of African cultures into European and indigenous cultures.

Essential Learning Outcome Mapping:

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):

- a. Compare the enslaved people codes with laws for the elite Whites in enslaved people-based societies.
- b. Describe caste as it relates to the strata in society resulting from intermixing of three races, with differences in Brazil, Mexico, and the United States in Louisiana.
- c. Describe the influence of topography on enslaved people resistance and the presence of Maroon colonies by using maps, enslaved people narratives and accounts of plantation owners.
- d. Examine historic newspapers to document the occurrence of runaway enslaved people; examine databases to describe the numbers involved; examine legal documents to delineate the fugitive enslaved people laws.
- e. Analyze ex-enslaved people narratives and articles in the abolitionist Black press.

Course Outcome(s):

Examine maps, sketches, photographs, databases, oral histories, museum artifacts, and primary documents to verify knowledge of the spatial movement, economics, and social development consequences of the enslaved people trade.

Essential Learning Outcome Mapping:

Quantitative Reasoning: Analyze problems, including real-world scenarios, through the application of mathematical and numerical concepts and skills, including the interpretation of data, tables, charts, or graphs.

Objective(s):

- a. Research the spatial, economic, and social consequences of the Enslaved People Trade in the Library of Congress, the National Archives, and the National Museum of African American History and Culture.
- b. Analyze photographs for their historic content and emotional impact.
- c. Examine data from sources such as the Transatlantic Enslaved People Trade Database of Emory University.

Course Outcome(s):

Evaluate the social, economic, demographic, and political impacts of free Africans in the Americas.

Essential Learning Outcome Mapping:

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):

- a. Explain how the Caribbean islands became a colonial backwater after the freeing of enslaved people on the islands.
 - b. Research the results of freeing enslaved people in Brazil and the sustainability of African culture.
 - c. Describe the antebellum social impact of manumitted enslaved people and free African Americans in the northern U.S.
 - d. Recognize how the end of Reconstruction led to the development of Jim Crow laws in the Southern U.S. and their impact on the African American population.
 - e. Research Jim Crow laws and the disenfranchisement of African Americans in the U.S.
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Course Outcome(s):

Apply geographic concepts to explain the spatial movement, causes, and the results of the Great Migration in the U.S. and the Civil Rights movement of the 1960s.

Essential Learning Outcome Mapping:

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):

- a. Explain the spatial, economic, demographic, and social conditions that resulted in the Great Migration in the U.S.
- b. Describe the economic and demographic impact of the Great Migration on cities in the northern U.S. and in California.
- c. Using the geopolitical concept of geography, explain the Civil Rights movement of the 1960s and how it changed economics and social development in the South.

Methods of Evaluation:

- a. Written projects or term paper
- b. Quizzes and exams
- c. Class discussion
- d. Map assignments
- e. Homework

Course Content Outline:

- a. Africa before the European intrusion – pre-1500s
 - i. Economic influences
 1. Trade routes across Sahara
 2. Trade between various African peoples
 - ii. Advanced Cultures
 1. Skilled metal workers
 2. Skilled agricultural workers
 3. Proximity to Europe and Middle East
 - iii. Great kingdoms of Ghana, Mali, and Songhay; city of Timbuktu as Islamic culture and education center
- b. Origins of the Atlantic enslaved people trade – 1500's
 - i. Portuguese ports on Western African Coast
 - ii. Demand for sugar
 1. High prices
 2. Basis for rum
 3. Basis for many high-demand products
 - iii. Expansion to other European countries participating in the enslaved people trade
- c. Middle Passage
 - i. Triangle trade – Africa to the Americas to Europe over a period of 300 years
 - ii. African peoples shifted trade routes to the coast; enslaved people brought to the coasts by African Middlemen to sell to Europeans
 - iii. Decline of West African ports after enslaved people trade ends
- d. Cultivation of sugar, cotton, coffee, rice, and other plantation crops in America
 - i. Physical setting and environment
 - ii. Dependent on enslaved people labor
 - iii. Demands in Europe for plantation goods
- e. Other demands for enslaved people labor
 - i. Mining gold, silver
 - ii. Transport in Panama
 - iii. Urban
 - iv. Domestic
- f. Slavery in the Caribbean Islands
 - i. Elimination of indigenous peoples
 - ii. Uprisings

1. Haitian
2. Jamaican
3. Barbados
- iii. Demographics of Africans compared to Europeans, inter-racial and social relationships
- iv. Emancipation in British Colonies
 1. Poverty for former enslaved people
 2. Indentured servitude
 - a. India
 - b. China
- g. Other parts of Mainland, Central, and South America
 - i. Central America and Mexico
 1. Spanish control
 2. Panama
 - ii. Northern South America
 - iii. Minimal impact because of small numbers of Africans
- h. Slavery in Brazil
 - i. Sugar trade
 - ii. Mining
 - iii. Coffee trade
 - iv. Cotton
 - v. Geographic proximity to Africa
 - vi. Imported highest number of enslaved people – 5 million
 - vii. Gang labor/shortened lifespan
 - viii. 1888 emancipation
- i. Slavery in the United States
 - i. Beginning in 1619 – John Rolfe – 1st purchase of enslaved people
 - ii. Small number of imported enslaved people compared to Caribbean and Brazil
 - iii. 1808 import of enslaved people ends
 - iv. Gradual emancipation in the North
 - v. Civil War
 - vi. January 1, 1863 Emancipation Proclamation
 1. Freed enslaved people under Confederate control
 2. Border States (Kentucky, Tennessee) still had enslaved people
 3. Military measure
 - vii. Abolition of slavery
 1. 13th Amendment - abolishes slavery
 2. 14th Amendment – grants citizenship to all individuals born in the U.S.
 3. 15th Amendment – guarantees right to vote
- j. Cultural heritage and social development resulting in caste system and prejudice against those with Brown or Black skin
 - i. Early justification of enslaving Africans based on saving them from paganism
 - ii. Elite White classes in society instill social conventions that degrade those with non-White skin
 - iii. Fear of rebellions and violence by Black enslaved people results in harsh laws
- k. Freed African Americans in the U.S.
 - i. Reconstruction
 - ii. Jim Crow laws in South, where majority of Africans lived post-Civil war
 - iii. Great Migration
 - iv. Civil Rights movement of the 1960s

Resources

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