



SAMPLE SYLLABUS #1

AP[®] African American Studies

Curricular Requirements

CR1	The teacher and students have access to a college-level African American Studies textbook and/or comparable resources in print or electronic format that support the required content of the AP African American Studies course.	<i>See page:</i> 2
CR2	The course is structured to incorporate all the primary sources for each topic in the <i>AP African American Studies Course and Exam Description (CED)</i> .	<i>See page:</i> 3
CR3	The course provides opportunities for students to analyze and understand Black experiences from interdisciplinary perspectives.	<i>See page:</i> 4
CR4	The course provides opportunities for students to engage directly with secondary sources by African American Studies scholars representing diverse perspectives and disciplines such as literature, visual arts and music, data, and history.	<i>See page:</i> 3
CR5	The course allows students to develop understanding of the required content outlined in each unit as described in the CED.	<i>See page:</i> 4
CR6	The course provides opportunities for students to develop the skills in Skill Category 1: Applying Disciplinary Knowledge.	<i>See page:</i> 5
CR7	The course provides opportunities for students to develop the skills in Skill Category 2: Source Analysis (text, visual, and data sources).	<i>See page:</i> 4
CR8	The course provides opportunities for students to develop the skills in Skill Category 3: Argumentation.	<i>See page:</i> 9
CR9	Students are required to spend at least fifteen 45-minute class periods, or the equivalent thereof, engaging in the Individual Student Project, including research, analysis of multiple sources, and the development and submission of a research project that will culminate in a presentation and oral defense.	<i>See page:</i> 9

Advanced Placement African American Studies Sample Syllabus #1

Course Description

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and 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.

Course Goals

Throughout this course, students will learn to:

- 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 connections between Black communities in the United States and the broader African diaspora in the past and present.
- Analyze perspectives in texts, data, and visual sources to develop well-supported arguments applied to real-world problems.
- Demonstrate understanding of the diversity 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.
- 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.
- Identify major themes that inform literary and artistic traditions of the African diaspora.

Through daily lessons, students will practice five essential skills:

- **Apply Disciplinary Knowledge** (Explain course concepts, developments, patterns, and processes (e.g., cultural, historical, political, social).)
- **Written Source Analysis** (Evaluate written sources, including historical documents, literary texts, and music lyrics.)
- **Data Analysis** (Interpret data represented in tables, charts, graphs, maps, surveys, and infographics.)
- **Visual Analysis** (Analyze visual artifacts, including works of art and material culture.)
- **Argumentation** (Develop an argument using a line of reasoning to connect claims and evidence.)

Course Textbook provided on the AP Course Audit form. **CR1**

Use of Primary Sources: **CR2**

This course uses a plethora of rich primary sources in the written form as well as pictures of material artifacts. Students will use each source selection from the individual topics found in the College Board AP African American Studies Course and Exam Description. The daily course activities will require students to analyze each source encounter used for each topic. All required primary source materials as presented in the College Board African American Studies Course and Exam Description will be provided in class and will be posted as necessary.

Secondary Sources List **CR4**

Unit 1 Secondary Sources

Robert Farris Thompson, Flash of the Spirit. Vintage, First edition (August 12, 1984)

John S. Mbiti, African Religions and Philosophy. Heinemann, 2nd revised and enlarged edition (January 1, 1990)

Unit 2 Secondary Sources

John Stauffer, The Black Hearts of Men: Radical Abolitionists and the Transformation of Race. Harvard University Press (2002).

Laurent Dubois, Avengers of the New World: The Story of the Haitian Revolution. The Belknap Press of Harvard University Press (March 29, 2004)

Unit 3 Secondary Sources

Bobby L. Lovett, America's Historically Black Colleges & Universities. Mercer University Press (July 15, 2015)

Jacob Lawrence, The Great Migration: An American Story (paintings). HarperCollins (September 15, 1995)

Unit 4 Secondary Sources

Tracey E. Hucks, Yoruba Traditions and African American Religious Nationalism. University of New Mexico Press, reprint edition (March 15, 2014)

Stanley Nelson, The Black Panthers: Vanguard of the Revolution. PBS documentary (2016)

CR1

The teacher must provide the title and author of a college-level African American Studies textbook or supplemental resource encounters comparable in rigor to a college-level textbook.

CR2

The syllabus includes an explicit statement that all primary sources for each topic in the CED will be incorporated in the course.

CR4

The course provides opportunities for students to engage directly with secondary sources by African American Studies scholars representing diverse perspectives and disciplines such as literature, the visual arts and music, data, and history.

Unit 1 Primary Source Engagement – Topic 1.5

Learning Through Research

Open the lesson on Topic 1.5 by explaining to students that they will develop and practice research skills throughout this course. These skills will be essential for completing the Individual Student Project required for this course. Continue by explaining that the internet provides an abundance of material, in part because almost anyone can share information and opinions for the world to see, which can be both helpful and challenging when conducting academic research. An important early step in conducting research is learning where to look for credible information. One approach is to look for information on college and university websites. While this does not guarantee credibility, college and university websites are a good place to start because the material presented on these sites is typically authored by experts in the field. After reviewing the *Catalan Atlas*, students will answer the question: “How does this map convey the wealth and power of Mali?” (Skill 2). Students will conduct an internet search for information about the *Catalan Atlas* on at least two college or university websites. Using the information gathered from their research and evidence from the map, students will develop a claim in response to the question. (Skill 3) **CR7**

Unit 1 Secondary Source Engagement **CR4**

Students will select **two pieces of art** from *Flash of the Spirit* and do a deep dive into the **history and geography** of its origin. **CR3** Students will study the concepts of Zamani and Sasa in Chapter 1 and draw connections between them and any religious/cultural construct from any groups from Topics 1.4–1.7.

Unit 1: Origins of the African Diaspora **CR5**

- 1.1 What is African American Studies? (Skills 1A & 2A)
- 1.2 The African Continent: A Varied Landscape (Skills 1B & 2D)
- 1.3 Population Growth and Ethnolinguistic Diversity (Skills 1C & 2D)
- 1.4 Africa’s Ancient Societies (Skills 1A & 1D)
- 1.5 The Sudanic Empires: Ghana, Mali, and Songhai (Skills 3A & 3C)
- 1.6 Learning Traditions (Skill 1A)
- 1.7 Indigenous Cosmologies and Religious Syncretism (Skills 1B & 2B)
- 1.8 Culture and Trade in Southern and East Africa (Skills 3A & 3C)
- 1.9 West Central Africa: The Kingdom of Kongo (Skills 1C & 2B)
- 1.10 Kinship and Political Leadership (Skills 1D & 2B)
- 1.11 Global Africans (Skills 1C & 2C)

CR7

The syllabus provides a brief description of at least one activity or assignment in which students analyze a **text** source and at least one activity in which students analyze a **visual** source for at least two of the following features: claims, evidence, reasoning, perspective, purpose, context, and audience.

The syllabus describes at least one activity in which students analyze a **data** source and draw conclusions from the patterns, trends, and/or limitations in the data and then connect it to the relevant course content. At least one required source must be used and the activity or activities must be labeled with Skill 2.

CR3

The syllabus includes a brief description of at least one activity or assignment explaining how students will engage with African American Studies scholars and/or materials that represent varied disciplines, including but not limited to history, art, political science, literature, music, and sociology.

CR5

The syllabus includes an outline of course content by unit title or topic using any organizational approach to demonstrate the inclusion of required course content in the AP African American Studies Course and Exam Description.

Unit 2 Primary Source Engagement – Topic 2.18

Close Reading

In this activity, students can explore how an author's background might shape their perspective or purpose in writing. Ask students to conduct internet research on Martin R. Delany and draft a brief biographical profile. Then ask students to analyze Delany's *The Condition, Elevation, Emigration, and Destiny of the Colored People of the United States, Politically Considered* for perspective and purpose. **CR7** Guide students to consider how Delany's background and experiences might have influenced his perspective or purpose in this text. Ask students to explain which parts of Delany's background are most relevant to what is conveyed in this source. End with a class discussion that reinforces how someone's perspective and purpose might be simultaneously influenced by multiple contexts in which they lived. The key is being able to explain why particular parts of an author's background are relevant, and therefore valuable, when developing an understanding of their work.

Unit 2 Secondary Source Engagement **CR4**

Students will select three unique examples of resistance to enslavement from Stauffer's work, *The Black Hearts of Men: Radical Abolitionists and the Transformation of Race* that are NOT in the CED and write a paragraph each about them. (Skill 1). **CR6**

Students will write a one-page biographical sketch of one of the figures/players in the Haitian Revolution that Dubois references in the Haitian Revolution text, *Avengers of the New World: The Story of the Haitian Revolution*.

Unit 2: Freedom, Enslavement, and Resistance **CR5**

- 2.1 African Explorers in the Americas
- 2.2 Departure Zones in Africa and the Slave Trade to the United States
- 2.3 Capture and the Impact of the Slave Trade on West African Societies
- 2.4 African Resistance on Slave Ships and the Antislavery Movement
- 2.5 Slave Auctions and the Domestic Slave Trade
- 2.6 Labor, Culture, and Economy
- 2.7 Slavery and American Law: Slave Codes and Landmark Cases
- 2.8 The Social Construction of Race and the Reproduction of Status
- 2.9 Creating African American Culture
- 2.10 Black Pride, Identity, and the Question of Naming
- 2.11 The Stono Rebellion and Fort Mose
- 2.12 Legacies of the Haitian Revolution
- 2.13 Resistance and Revolts in the United States
- 2.14 Black Organizing in the North: Freedom, Women's Rights, and Education
- 2.15 Maroon Societies and Autonomous Black Communities
- 2.16 Diasporic Connections: Slavery and Freedom in Brazil
- 2.17 African Americans in Indigenous Territory
- 2.18 Debates About Emigration, Colonization, and Belonging in America
- 2.19 Black Political Thought: Radical Resistance
- 2.20 Race to the Promised Land: Abolitionism and the Underground Railroad
- 2.21 Legacies of Resistance in African American Art and Photography
- 2.22 Gender and Resistance in Slave Narratives
- 2.23 The Civil War and Black Communities
- 2.24 Freedom Days: Commemorating the Ongoing Struggle for Freedom

CR6

The syllabus provides a brief description of at least one activity or assignment (e.g., essay, classroom debate, oral presentation, etc.) in which students identify and explain relevant disciplinary knowledge. At least one activity must be labeled with Skill 1.

Unit 3 Primary Source Engagement – Topic 3.12

Matching Claims with Evidence

In this activity, students will practice using specific and relevant evidence to support a historical argument based on the statement: “African Americans countered racist representations in the Jim Crow era by using photography to create a distinctively Black aesthetic grounded in the beauty of everyday Black life and pride in African American heritage.” Students will identify and underline the claims made in this statement. Based on essential background information on James Van Der Zee and his photos of Harlem, students will view the photographs and note any evidence that supports the claims made in the statement. Students will share their findings and explain how the evidence they identified supports the claims made in the statement. As part of this discussion, students will consider whether additional evidence is needed to fully support the claims and what that evidence might be.

Unit 3 Secondary Source Engagement

Students will analyze Lovett’s ‘America’s Historically Black Colleges & Universities’, and Lawrence’s paintings from ‘*The Great Migration: An American Story*’ and write an 800-word essay in response to the following prompt:

Explain how HBCU education helped to facilitate the growth, rise, and/or success of the Great Migration. (Skill 1C).

Unit 3: The Practice of Freedom **CR5**

- Topic 3.1: The Reconstruction Amendments (Skills: 1C, 2B) (EK 3.1.A.1,2,3,4 & 3.1.B.1, 2)
 - ♦ Reconstructions, Reuniting Families, Black Codes, Labor, Defeat of Reconstruction
- Topic 3.2: Social Life: Reuniting Black Families and the Freedmen’s Bureau (Skills: 1B, 2B)
 - ♦ Freedmen’s Bureau, Reuniting Families, Emancipation, Legal Marriages, Domestic Slave Trade
- Topic 3.3 Black Codes, Land, and Labor (Skills: 1C, 2C)
 - ♦ Black Codes, Sharecropping, Convict Leasing, Land Ownership
- Topic 3.4 The Defeat of Reconstruction (Skills: 3A, 3C)
 - ♦ Reconstruction, De jure Segregation, Poll Taxes, *Plessy v. Ferguson*, Racial Violence
- Topic 3.5 Disenfranchisement and Jim Crow Laws (Skills: 1A, 3B)
 - ♦ Jim Crow, Disenfranchisement, Racial Segregation, Lynching, Nadir
- Topic 3.6 White Supremacist Violence and the Red Summer (Skills: 1C, 2C)
 - ♦ Red Summer, Tulsa Race Massacre, Racial Violence, Great Migration, Armed Self-Defense
- Topic 3.7 The Color Line and Double Consciousness in American Society (Skills: 1D, 2C)
 - ♦ Color Line, Double Consciousness, Racial Discrimination, Social Alienation, Agency
- Topic 3.8 Lifting as We Climb: Uplift Ideologies and Black Women’s Rights and Leadership (Skills: 1A, 2B)
 - ♦ Racial Uplift, Women’s Suffrage, Black Women’s Leadership, Industrial Education, Civil Rights

- Topic 3.9 Black Organizations and Institutions (Skills: 1A, 2A)
 - ♦ Black Businesses, Black Press, AME Church, Madam C.J. Walker, Economic Self-Sufficiency
- Topic 3.10 HBCUs, Black Greek Letter Organizations, and Black Education (Skills: 1B, 3B)
 - ♦ HBCUs, Black Greek-letter Organizations, Vocational Education, Liberal Arts Education, Educational Equity
- Topic 3.11 The New Negro Movement and the Harlem Renaissance (Skills: 2A, 3A)
 - ♦ New Negro Movement, Harlem Renaissance, Racial Pride, Cultural Innovation, Black Aesthetic
- Topic 3.12 Photography and Social Change (Skills: 2C, 3B)
 - ♦ Photography, Social Change, New Negro Movement, Black Aesthetic, James Van Der Zee
- Topic 3.13 Envisioning Africa in Harlem Renaissance Poetry (Skills: 2C, 3A)
 - ♦ Harlem Renaissance, Poetry, African Heritage, Colonialism, Identity
- Topic 3.14 Symphony in Black: Black Performance in Music, Theater, and Film (Skills: 1A, 3B)
 - ♦ Harlem Renaissance, Jazz Age, Blues, Jazz, African American Performers
- Topic 3.15 Black History Education and African American Studies (Skills: 1D, 2A)
 - ♦ New Negro Movement, Black Intellectual Tradition, African American Studies, Black History, Carter G. Woodson
- Topic 3.16 The Great Migration (Skills: 2C, 2D)
 - ♦ Great Migration, Economic Opportunities, Racial Violence, Black Press, Urbanization
- Topic 3.17 Afro-Caribbean Migration (Skills: 1C, 2A)
 - ♦ Afro-Caribbean Migration, Economic Opportunities, Cultural Blending, Religious Diversity, Radical Black Thought
- Topic 3.18 The Universal Negro Improvement Association (Skills: 1B, 2C)
 - ♦ Marcus Garvey, UNIA, Pan-Africanism, Back-to-Africa Movement, Black Nationalism

Unit 4: Movements and Debates **CR5**

Think-Pair-Share

Students will focus on think-pair-share focusing on Elizabeth Catlett's *Negro es Bello II* created in 1969 and based on the question: *How might "Negro es Bello II" reflect the past, present, and future of Black communities?* Students will write their answers to these questions as they examine the image and the ways it relates to other course topics. Students will consider the period in which the image was created and how it conveys aspirations for the future both in the United States and abroad. Students will then discuss their ideas in small groups after which they will conduct research on Elizabeth Catlett and *Negro es Bello II* and update their ideas based on that research. As students learn more about the artist and work of art, have them add to or modify the ideas already recorded.

Unit 4 Secondary Source Engagement **CR4**

Read and analyze *Yoruba Traditions and African American Religious Nationalism* by Tracey Hucks, then identify the author's definition of Black Religious Nationalism and select two of the sources from Unit 2 that meet this definition. Write a paragraph explaining how these sources align to Hucks's definition of Black Religious nationalism.

Read "Charts on the Black middle class (e.g., where the Black middle class lives, occupations, home ownership)" from the Brookings Institution report by Andre M. Perry and Carl Romer, 2020. View "Figure 1: While lower and middle class increase, Black upper class decrease," then answer the following questions:

1. What time frame is captured in the chart?
2. What patterns or trends does this figure suggest?
3. What are some possible limitations of this data, and in what way could these be considered limitations?
4. How does this illustration support the context in Unit 4 related to diversity within Black communities? (Skill 2) **CR7**

Unit 4: Movements and Debates

- 4.1 The Négritude and *Negrismo* 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 Politics of Freedom
- 4.9 Black Religious Nationalism and the Black Power Movement
- 4.10 The Black Arts Movement
- 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

Mini-Paper Assignment **CR8**

During the first semester, each student will be required to select a topic related to required course content to research. After initial research, students will narrow their topic until they identify a specific aspect of the topic they would like to further explore. Students will then write a 2–3 page paper (appropriately citing sources) explaining how their research deepened their understanding of the topic and how this deepened or expanded their understanding of African American Studies. (Skill 3)

Student papers should include the following elements:

1. A **clear thesis statement**.
2. **4 sources**, either **2 primary and 2 secondary**, or **4 secondary** or **1 primary and 3 secondary**. **The sources must be credible and authored by experts in the field.**
3. A **line of reasoning**, citing evidence from your sources to support the thesis/claim.
4. Discussion of a similarity or difference between at least 2 of the sources.
5. Proper citation of sources using **MLA or the Chicago Manual of Style**.
6. A bibliography at the end of the paper including each source used to finish the paper.

This paper will be scored using the AP Rubric.

Individual Student Project

Students in AP African American Studies will embark on an Individual Student Project to explore four related sources on a topic of their choice and then present and defend their analysis of those sources. The project aims to deepen student understanding of their topic and help them develop disciplinary skills. Teachers will support students as they develop their projects and can add any additional components they would like to score as part of the student's course grade, including additional written components. Each student will be required to select a topic in which they will research some aspect of the topic.

Students will engage in fifteen 45-minute class periods throughout the school year focusing on conducting research. Students will also present their findings to their peers. **CR9**

Project Scoring

Teachers will use the AP scoring rubric to assign a score to each student's individual project, which includes the following components: **CR9**

Selected Sources Template (2 points)

8-minute presentation and oral defense (10 points)

5-minute presentation

3-minute oral defense

CR8

The syllabus provides a description of at least one activity or assignment in which students demonstrate argumentation skills in a written essay that includes:

- Formulating a defensible claim
- Using a line of reasoning to develop a well-supported argument
- Evaluating the credibility of sources used to support a claim
- Effectively supporting a claim with strategically selected sources and using specific and relevant evidence
- Consistently applying an appropriate citation style

CR9

The syllabus includes an explicit statement confirming that at least fifteen 45-minute class periods, or three weeks, or their equivalent are designated for the Individual Student Project. AND The syllabus states that the project will be scored in accordance with the AP Project Rubric.

Exam Day Validation

During the AP Exam's free-response section, students will be asked a question about their individual project (2 points). This question will be similar to one of the sample project oral defense questions, but students will respond in writing to this question on the exam. Their responses to this exam day validation question will be scored alongside the rest of the students' AP Exam by official AP Readers.

The total project score, including the exam day validation question (14 total points), will contribute to 10% of students' overall AP score.

Project Deadline

Students must submit their complete Selected Sources Template to the AP Digital Portfolio at: digitalportfolio.collegeboard.org by May 31.