

**REDLANDS UNIFIED SCHOOL DISTRICT  
HIGH SCHOOL COURSE APPROVAL REQUEST FORM  
GRADES 9-12**

**THIS SECTION IS TO BE COMPLETED BY A SCHOOL DISTRICT REPRESENTATIVE:**

**School Submitting Information**

School: Redlands High School Department Social Studies  
(course offerings will be made available for all schools)

**Contact Information**

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**Course Information**

Course Title: AP African American Studies Transcript Name (15 Max): \_\_\_\_\_

Length of course: One-Year Course Amount of Units: 10  
(one semester, two semesters, or one-year course)

Area of Credit: Elective  
(How will this course satisfy graduation requirements? Math, English, Elective, etc. Will it roll to a secondary credit if any?)

**Teacher Requirements**

Credential Required: Social Studies Additional Training: AP Summer Institute

Department Review Date: 11/13/2024 Dept. Signature: [Signature]

Site Administrator Signature: [Signature] 11/13/24

**THIS SECTION IS RESERVED FOR DISTRICT USE:**

**Assigned Reviewer Section**

Reviewed by: [Signature] Mark Blime Date reviewed: 11/15/2024

- District section of this form is appropriately completed
- All required attachments are affixed and appropriate
- Site signatures current and appropriate

Recommendation:  Approve  Do Not Approve Signature: [Signature]

**Course Approval Curriculum Committee**

Approved by: unanimous decision Date approved: 11/20/2024

Date approval/disapproval notification letter sent: 12/3/2024

Signature: [Signature]

Board Submission Date: \_\_\_\_\_ Board Approved Date: \_\_\_\_\_

# About the AP African American Studies Course

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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.

## Course Goals

As a result of this course, students will be able to do the following:

- 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 texts, 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.

## College Course Equivalent

AP African American Studies is designed to be the equivalent of an introductory college or university course in African American Studies and related courses, including Africana Studies, African Diaspora Studies, and Black Studies. This AP course may also fulfill some colleges' Ethnic Studies requirement. Moreover, given the scope of historical content covered in this AP course, which is designed for 140 class periods or the equivalent, colleges may also opt to award credit for an African American History course.

## Prerequisites

There are no prerequisite courses for AP African American Studies. Students should be able to read a college-level textbook and to express themselves clearly in writing.

## Framework

The course framework is organized by units and topics and provides a description of what students should know and be able to do to qualify for college credit and/or placement, and thus what they may be expected to demonstrate on the AP Exam.

The required components of AP African American Studies are the Topics in this publication, with their respective Sources, Learning Objective(s), and Essential Knowledge statement(s). Beyond this backbone of content required for college credit, schools select their own textbook and readings—including the secondary sources required in this college-level course—and develop their own assignments, lesson plans, classroom activities, and interim assessments.



**AP AFRICAN AMERICAN STUDIES**

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# Course Framework



# Introduction

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*The AP African American Studies course detailed in this framework reflects what African American Studies professors, researchers, and teachers generally agree an introductory, college-level course in this field should enable students to learn in order to qualify for college credit or placement: 1) apply disciplinary knowledge to explain course concepts, patterns, and processes, 2) analyze and evaluate primary sources, including texts, data, and visual sources from the disciplines that comprise African American Studies, and 3) write coherent and evidence-based arguments.*

## Anchoring the Course in Sources

The analysis of primary sources through an interdisciplinary lens is central to college-level coursework in African American Studies. The course framework includes primary source texts, data, and visual sources that help students explore each topic from various perspectives and develop a wide range of analytical skills. In other words, anchoring the AP course in primary sources fosters an evidence-based learning environment.

In addition to the primary sources in the course framework, students should also regularly engage with scholarly research from secondary sources. Teachers will choose which secondary sources to assign in their course, and will include those secondary sources in the syllabus they provide for AP Course Audit authorization.

## The Smithsonian Institution and Advanced Placement

In collaboration with the Smithsonian Institution, the AP Program has developed the *AP African American Studies: Teaching with Objects Learning Lab*, an interactive site that offers students and teachers access to a digital collection of Smithsonian resources listed in the course framework. The Learning Lab includes a host of objects, artworks, photographs, texts, and other primary sources that are organized by unit and topic. As students and teachers advance through the course, these curated resources create opportunities for deep analysis, exploration, and discussion. These resources are available at <https://s.si.edu/APAfricanAmericanStudies>.

# Course Framework Components

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## Overview

The course framework provides a description of what students should know and be able to do to qualify for college credit and/or placement, and thus what they may be expected to demonstrate on the AP Exam.

### The course framework includes the following components:

#### 1 COURSE SKILLS

The skills are central to the study and practice of African American Studies. Teachers should design their course so that students have ample opportunities to practice and develop these skills over the span of the course.

#### 2 COURSE CONTENT

The course content is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. These units have been designed to occupy 28 weeks of a school year; schools offering this course in a single semester will need 14 weeks of double periods or the equivalent amount of instructional time.

## 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. Below are the themes of the course and a brief description of each.

### **MIGRATION AND THE AFRICAN DIASPORA**

Migration is a key theme in African American Studies. AP African American Studies explores the role of migration (forced and voluntary) in the development of African diaspora communities and the evolution of African American communities in the United States. The concept of “diaspora” describes the movement and dispersal of a group of people from their place of origin to various, new locations. The concept of the African diaspora refers to communities of African people and their descendants who have relocated beyond the African continent, including the Americas, Europe, and Asia. This concept holds Africa as the point of origin for the shared ancestry of diverse peoples of African descent. In different ways over time, Africa has been a symbol that influences the cultural practices, artistic expression, identities, and political organizing of African Americans in the United States and the broader African diaspora in divergent ways.

### **INTERSECTIONS OF IDENTITY**

AP African American Studies examines the interplay of distinct categories of identity (such as race, ethnicity, class, nationality, gender, region, religion, and ability) with each other and within society. African Americans and Black communities throughout the African diaspora are not a monolith, and the course emphasizes the various ways categories of identity operate together to shape individuals’ experiences and perspectives. In line with the discipline of African American Studies, students should develop the skill of considering how the intersections of identity impact the sources, debates, and historical processes they explore.

### **CREATIVITY, EXPRESSION, AND THE ARTS**

AP African American Studies emphasizes creativity, expression, and the arts as a lens for understanding the experiences and contributions of African American communities in the past and present. The course offers students direct encounters with an array of Black art, literature, music, and performance from early African societies through the contemporary moment. In each unit, students analyze various approaches within and purposes for African American expression such as African influences on religious expression and language, the use of photography, poetry, and biography to advocate for justice, debates about the roles of Black writers, artists, and actors in society, and a celebration of Black beauty through Afrocentric hairstyles and dress. Students are encouraged to examine the context and audience of African American forms of expression, particularly their global influence and the ways they have changed over time.

### **RESISTANCE AND RESILIENCE**

The themes of resistance and resilience spiral throughout the AP African American Studies course. Each unit highlights a range of methods that African Americans have innovated to resist oppression and assert agency and authenticity politically, economically, culturally, and artistically. These methods often emerged from distinct experiences, perspectives, and approaches for resisting oppression, finding joy, and building community. Students examine examples such as resistance to slavery and the slave trade, the formation of clubs and businesses that advocated for women’s rights and economic empowerment, and movements to preserve and celebrate Black history and cultural traditions. Throughout the course, students are encouraged to identify how various forms of resistance and resilience evolve within Black communities in the United States, and in connection to the broader African diaspora.

# Course Framework Conventions

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## African

“African” was the most common term for people of African descent in the United States from their earliest arrival until the late 1820s. As the population of free Black people during the era of slavery began to grow, members of these communities began to reject the term “African” in favor of “Colored” both as a means of self-definition and as an assertion of their Americanness.

## Colored

Black Americans continued to shed prescribed naming conventions in favor of self-identification, both individually (as in the case of selecting new surnames rather than maintaining those of their enslaver) and collectively. “Colored” became the most prominent group identifier during the nineteenth century as evidenced in uses ranging from the name of the first HBCU (Cheyney University, established in 1837, originally named the Institute for Colored Youth) to the National Association for the Advancement of Colored People (NAACP, 1909).

## Negro

Spanish for “black,” the term “negro” as a racial categorization is rooted in Spanish colonialism. However, in the early twentieth century, its use by African Americans, particularly those in leadership positions, became more common. The New Negro movement and the Harlem Renaissance coalesced in the 1920s around the creation of a new Black aesthetic after abolition, defined by Alain Locke in *The New Negro: An Interpretation* and extending to early efforts of documenting Black history (*The Mis-Education of the Negro* by Carter G. Woodson, 1933). By the start of the long Civil Rights movement, “Negro” was the most widespread group identifier.

## Black

In the 1960s, a younger generation of activists and artists looked to new ways of expressing their identity and pride. “Black” was chosen to signal a shift away from the previous strategies of the Civil Rights movement and to signify a reversal of connotations of Blackness as overwhelmingly negative. Thus, the rise of the Black is Beautiful, Black Power, and Black Campus movements all embraced a new outlook with connections to Africa as the ancestral homeland and attempted to bring this lens into the mainstream. Today, “Black” remains a popular choice of self-identification, because the term encompasses the diversity of African diaspora communities and ethnicities within the United States (e.g., African, Afro-Latin American, and Caribbean American communities) and unites them through their shared experiences and African heritage.

## African American

Following the Black Freedom movements of the 1960s and 1970s, ways of self-identifying within Black communities continued to evolve. Black people in the United States retained the importance of Africa as a point of origin but also sought to emphasize their distinctly American experiences, belonging, and contributions. “African American” remains the most commonplace group identifier, but not without debate, as ideas of what it means to be Black in America change over time. In the course framework, “African American” refers to the ethnic group of descendants of Africans who were enslaved in the United States.

## Afro-descendant

While the term has existed for several generations, most recently the term “Afro-descendant” is used to refer to any person of African descent, regardless of nationality or ethnic identity.



# 1

## AP AFRICAN AMERICAN STUDIES

# Course Skills

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The AP African American Studies course provides skills that describe what a student should be able to do while exploring course concepts. The table on the next page presents these skills. The skills that follow are embedded throughout the course, providing teachers with one way to integrate the skills into the course content with sufficient repetition to prepare students for the Individual Student Project and the AP Exam.



# Course Skills

The AP African American Studies skills describe what students should be taught to do while exploring course topics and examining sources. The skills are embedded and spiraled throughout the course, providing recurring opportunities for students to develop and practice these skills and then transfer and apply the skills in the Individual Student Project and on the AP Exam.

Skill Category 1	Skill Category 2	Skill Category 3
<i>Applying Disciplinary Knowledge</i>	<i>Source Analysis</i>	<i>Argumentation</i>
<i>Explain course concepts, developments, patterns, and processes (e.g., cultural, historical, political, social).</i>	<i>Evaluate written and visual sources and data (including historical documents, literary texts, music lyrics, works of art, material culture, maps, tables, charts, graphs, and surveys).</i>	<i>Develop an argument using a line of reasoning to connect claims and evidence.</i>
<b>1A</b> Identify and explain course concepts, developments, and processes.	<b>2A</b> Identify and explain a source's claim(s), evidence, and reasoning.	<b>3A</b> Formulate a defensible claim.
<b>1B</b> Identify and explain the context of a specific event, development, or process.	<b>2B</b> Describe a source's perspective, purpose, context, and audience.	<b>3B</b> Support a claim or argument using specific and relevant evidence.
<b>1C</b> Identify and explain patterns, connections, or other relationships (causation, changes, continuities, comparison).	<b>2C</b> Explain the significance of a source's perspective, purpose, context, and audience.	<b>3C</b> Strategically select sources—evaluating the credibility of the evidence they present—to effectively support a claim.
<b>1D</b> Explain how course concepts, developments, and processes relate to the discipline of African American Studies.	<b>2D</b> Describe and draw conclusions from patterns, trends, and limitations in data, making connections to relevant course content.	<b>3D</b> Select and consistently apply an appropriate citation style.
		<b>3E</b> Use a line of reasoning to develop a well-supported argument.

## 2

## AP AFRICAN AMERICAN STUDIES

# Course Content

This course framework provides a description of the course requirements necessary for student success. The framework specifies what students should know and be able to do. The framework also encourages instruction that prepares students for further study across disciplines and introduces students to the rich history, culture, and literature of African Americans and the larger African diaspora.

### UNITS

The course content is organized into thematic units. The units have been arranged in a chronological sequence frequently found in many college courses.

Pacing recommendations at the unit level and on the Course at a Glance provide suggestions for how to teach the required course content. The suggested class periods are based on a schedule in which the class meets five days a week for 45 minutes each day. While these recommendations have been made to aid planning, teachers should of course adjust the pacing based on the needs of their students, alternate schedules (e.g., block scheduling), or their school's academic calendar.

The four units in AP African American Studies and their weighting on the multiple-choice section of the AP Exam are listed below.

Units	Exam Weighting
<b>Unit 1:</b> Origins of the African Diaspora	<b>20–25%</b>
<b>Unit 2:</b> Freedom, Enslavement, and Resistance	<b>30–35%</b>
<b>Unit 3:</b> The Practice of Freedom	<b>20–25%</b>
<b>Unit 4:</b> Movements and Debates	<b>20–25%</b>

## TOPICS

Each unit is composed of topics that focus on the concepts that colleges and universities typically expect students to master to qualify for credit and/or placement. Each topic typically requires 1–2 class periods of instruction. Teachers are not obligated to teach the topics in the suggested sequence listed in each unit. However, to receive authorization to label this course “Advanced Placement,” all topics must be included in the course. Each topic contains three required components:

- **Sources:** College-level coursework in African American Studies requires that students engage directly with sources from a variety of disciplines, such as works of literature, the visual arts and music, data, and historical records. The primary sources for each topic are required and have been curated to help focus and guide instruction. Select maps and visual sources are reproduced in this publication for ease of access.
- **Learning Objectives:** These statements indicate what a student should know and be able to do as a result of learning the topic.
- **Essential Knowledge:** Essential knowledge statements comprise the content knowledge required to demonstrate mastery of the learning objectives. These statements provide the level of detail that may appear in AP Exam questions about the topic.

# Suggested Course Pacing

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The table below provides an optional pacing suggestion for the required components of the course, including both the **Further Explorations** week and the **Individual Student Project for AP African American Studies**. Teachers may find this table useful as they build their own course schedule to suit the unique needs of their students and their school.

<b>Component</b>	<b>Approximate number of class periods</b>
Unit 1	18
Unit 2	39
Unit 3	28
Unit 4	30
Further Explorations	5
Individual Student Project*—May 31 deadline	15
Total	135

\*The Individual Student Project counts as 10 percent of the student’s final AP score; teachers must upload their scores for the Individual Student Project no later than May 31.



# Course at a Glance

## Plan

The Course at a Glance provides a useful visual organization of the AP African American Studies curricular components, including:

- Sequence of units, along with approximate weighting and suggested pacing. Please note, pacing is based on 45-minute class periods, meeting five days each week for a full academic year.
- Progression of topics within each unit.
- Spiraling of the skills across the unit.

## Teach

### COURSE SKILLS

*The skills are embedded and spiraled throughout the course, providing recurring opportunities for students to develop and practice these skills and then transfer and apply the skills in the Individual Student Project and on the AP Exam*

- 1 Applying Disciplinary Practices
- 2 Source Analysis
- 3 Argumentation

## Individual Student Project

To deepen student understanding of content and skills within the discipline of African American Studies, students

will embark on a three-week individual project. Students must define a research topic and line of inquiry, conduct independent research to analyze authentic sources, and develop and deliver a presentation about their selected topic. The Individual Student Project will contribute to the student's AP score.

## Further Explorations in African American Studies

The AP African American Studies course should include a Further Explorations week focused on a topic of the teacher's choice. This week offers students and teachers an opportunity to study more deeply a topic of classroom interest and/or contemporary relevance. The Further Explorations week can cover the equivalent of 1 week/5 class periods. Suggestions for further explorations are included on some topic pages and in a separate section after the required framework content.

UNIT  
1

Origins of the African Diaspora

~18 Class Periods

20–25% AP Exam Weighting

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

**UNIT**  
**2**

**Freedom, Enslavement and Resistance**

**~39** Class Periods

**30–35%** AP Exam Weighting

- |   |  |
|---|--|
| <p><b>2</b> 2.1 African Explorers in the Americas</p> <p><b>1</b><br/><b>2</b> 2.2 Departure Zones in Africa and the Slave Trade to the United States</p> <p><b>1</b><br/><b>2</b> 2.3 Capture and the Impact of the Slave Trade on West African Societies</p> <p><b>1</b><br/><b>2</b> 2.4 African Resistance on Slave Ships and the Antislavery Movement</p> <p><b>1</b><br/><b>2</b> 2.5 Slave Auctions and the Domestic Slave Trade</p> <p><b>3</b> 2.6 Labor, Culture, and Economy</p> <p><b>1</b><br/><b>2</b> 2.7 Slavery and American Law: Slave Codes and Landmark Cases</p> <p><b>1</b><br/><b>2</b> 2.8 The Social Construction of Race and the Reproduction of Status</p> <p><b>1</b><br/><b>2</b> 2.9 Creating African American Culture</p> <p><b>1</b><br/><b>3</b> 2.10 Black Pride, Identity, and the Question of Naming</p> <p><b>1</b><br/><b>2</b> 2.11 The Stono Rebellion and Fort Mose</p> <p><b>2</b><br/><b>3</b> 2.12 Legacies of the Haitian Revolution</p> | <p><b>3</b> 2.13 Resistance and Revolts in the United States</p> <p><b>1</b><br/><b>2</b> 2.14 Black Organizing in the North: Freedom, Women’s Rights, and Education</p> <p><b>1</b><br/><b>2</b> 2.15 Maroon Societies and Autonomous Black Communities</p> <p><b>1</b><br/><b>2</b> 2.16 Diasporic Connections: Slavery and Freedom in Brazil</p> <p><b>1</b><br/><b>3</b> 2.17 African Americans in Indigenous Territory</p> <p><b>2</b> 2.18 Debates About Emigration, Colonization, and Belonging in America</p> <p><b>2</b><br/><b>3</b> 2.19 Black Political Thought: Radical Resistance</p> <p><b>1</b><br/><b>2</b> 2.20 Race to the Promised Land: Abolitionism and the Underground Railroad</p> <p><b>1</b><br/><b>2</b> 2.21 Legacies of Resistance in African American Art and Photography</p> <p><b>1</b><br/><b>3</b> 2.22 Gender and Resistance in Slave Narratives</p> <p><b>1</b><br/><b>2</b> 2.23 The Civil War and Black Communities</p> <p><b>1</b><br/><b>3</b> 2.24 Freedom Days: Commemorating the Ongoing Struggle for Freedom</p> |
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**UNIT**  
**3**

## The Practice of Freedom

**~28** Class Periods

**20–25%** AP Exam Weighting

- 1**  
**2** **3.1** The Reconstruction Amendments
- 1**  
**2** **3.2** Social Life: Reuniting Black Families and the Freedmen’s Bureau
- 1**  
**2** **3.3** Black Codes, Land, and Labor
- 3** **3.4** The Defeat of Reconstruction
- 1**  
**3** **3.5** Disenfranchisement and Jim Crow Laws
- 1**  
**2** **3.6** White Supremacist Violence and the Red Summer
- 1**  
**2** **3.7** The Color Line and Double Consciousness in American Society
- 1**  
**2** **3.8** Lifting as We Climb: Uplift Ideologies and Black Women’s Rights and Leadership
- 1**  
**3** **3.9** Black Organizations and Institutions

- 1**  
**3** **3.10** HBCUs, Black Greek Letter Organizations, and Black Education
- 2**  
**3** **3.11** The New Negro Movement and the Harlem Renaissance
- 2**  
**3** **3.12** Photography and Social Change
- 2**  
**3** **3.13** Envisioning Africa in Harlem Renaissance Poetry
- 1**  
**3** **3.14** Symphony in Black: Black Performance in Music, Theater, and Film
- 1**  
**2** **3.15** Black History Education and African American Studies
- 2** **3.16** The Great Migration
- 1**  
**2** **3.17** Afro-Caribbean Migration
- 1**  
**2** **3.18** The Universal Negro Improvement Association

**UNIT**  
**4**

**Movements and Debates**

**~30** Class Periods

**20–25%** AP Exam Weighting

**1**  
**2** **4.1** **The Négritude and Negrismo Movements**

**1**  
**3** **4.2** **Anticolonialism and Black Political Thought**

**1** **4.3** **African Americans and the Second World War: The Double V Campaign and the G.I. Bill**

**1** **4.4** **Discrimination, Segregation, and the Origins of the Civil Rights Movement**

**1**  
**2** **4.5** **Redlining and Housing Discrimination**

**1**  
**2** **4.6** **Major Civil Rights Organizations**

**1**  
**2** **4.7** **Black Women’s Leadership and Grassroots Organizing in the Civil Rights Movement**

**2**  
**3** **4.8** **The Arts, Music, and the Politics of Freedom**

**1**  
**2** **4.9** **Black Religious Nationalism and the Black Power Movement**

**1**  
**2** **4.10** **The Black Arts Movement**

**1**  
**3** **4.11** **The Black Panther Party for Self-Defense**

**1** **4.12** **Black Is Beautiful and Afrocentricity**

**1**  
**2** **4.13** **The Black Feminist Movement, Womanism, and Intersectionality**

**1**  
**3** **4.14** **Interlocking Systems of Oppression**

**1**  
**2** **4.15** **Economic Growth and Black Political Representation**

**1**  
**2** **4.16** **Demographic and Religious Diversity in Contemporary Black Communities**

**1**  
**2** **4.17** **The Evolution of African American Music: From Spirituals to Hip-Hop**

**1**  
**2** **4.18** **Black Life in Theater, TV, and Film**

**1**  
**3** **4.19** **African Americans and Sports**

**1** **4.20** **Science, Medicine, and Technology in Black Communities**

**1**  
**3** **4.21** **Black Studies, Black Futures, and Afrofuturism**

# Using the Course Framework

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## Introduction

This course framework provides a description of the course requirements necessary for student success. The framework specifies what students should know and be able to do. The framework also encourages instruction that prepares students for further study across disciplines and introduces students to the rich history, culture, and literature of African Americans and the larger African diaspora.

The course content is organized into thematic units. The units have been arranged in a chronological sequence frequently found in many college courses.

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# Using the Course Framework

**UNIT 1** Origins of the African Diaspora

**UNIT AT A GLANCE**

**Skill Categories**  
 Applying Disciplinary Knowledge Source Analysis Argumentation

Topic	Required Sources	Suggested Skills	Class Periods
1.1 What Is African American Studies?	Photo of Black Student Union Strike for Black Studies at San Francisco State College, 1968 <a href="#">Schedule of Courses for Black and Puerto Rican Studies, Hunter College, 1972</a> <a href="#">Program for the First National Council for Black Studies Annual Conference, 1975</a>	1.A 1.B	2
1.2 The African Continent: A Varied Landscape	Map Showing the Major Climate Regions of Africa	1.C 1.D	1
1.3 Population Growth and Ethnolinguistic Diversity	Map Showing the Movement of Bantu Peoples, Languages, and Technologies	1.C 1.D	1
1.4 Africa's Ancient Societies	Image of <a href="#">Assuanite Coin Showing King Ezana</a> , Circa 340-400 Image of Nok Sculpture, Circa 800 BCE-200 CE	1.A 1.B	3
1.5 The Sudanic Empires: Ghana, Mali, and Songhai	Map of Africa's Kingdoms and Empires Catalan Atlas by Abraham Cresques, 1375 Image of <a href="#">Mali Emperor Mansa Musa</a> , Thirteenth to Fifteenth Century	1.A 1.C	2
1.6 Learning Traditions	<a href="#">"The Sunjata Story—Griots of a Mande Epic,"</a> a Griot Performance of the Epic of Sunjata (video) Image of <a href="#">Griot Basimama with Guitar, Mali</a>	1.A	1

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The **Unit at a Glance** table shows the topics, required sources, and suggested skills.

The **Required Sources** list identifies primary sources students must examine within each topic. Note that up to half of the source material included in the multiple-choice section on the AP African American Studies Exam will be drawn from these required sources in the course framework.

The **Suggested Skill** for each topic shows one way teachers can link the content in that topic to a specific AP African American Studies skill. The individual skill has been thoughtfully chosen in a way that allows teachers to spiral those skills throughout the course. Please note, however, that AP Exam questions can pair the content with any of the skills.

**UNIT 1** Origins of the African Diaspora

**TOPIC 1.7**  
**Indigenous Cosmologies and Religious Syncretism**

**SUGGESTED SKILLS**  
 Applying Disciplinary Knowledge  
 Identify and explain the context of a specific event, development, or process.  
 Source Analysis  
 Describe a source's perspective, purpose, context, and audience.

**CLASS PERIODS**  
 1

**Required Course Content**

**SOURCES**

- "[Dain del Monte](#)" by Grupo Abibaco (video, 4 minutes, 36:00-40:00)
- [Yoruba Oshe Shango Ceremonial Wand](#), Mid-Twentieth Century
- [Oya's Betrayal](#) by Harmonia Rosales, 2020

**LEARNING OBJECTIVES**

**LO 1.7.A**  
 Explain how syncretic practices in early West and West Central African societies developed and were carried forward in African-descended communities in the Americas.

**ESSENTIAL KNOWLEDGE**

**EK 1.7.A.1**  
 The adoption of Islam (e.g., in Mali and Songhai) or of Christianity (e.g., in Kongo) by leaders of some African societies often resulted in their subjects blending aspects of these introduced faiths with indigenous spiritual beliefs and cosmologies.

**EK 1.7.A.2**  
 Africans who blended local spiritual practices with Christianity and Islam brought their syncretic religious and cultural practices from Africa to the Americas. About one-quarter of the enslaved Africans who arrived in North America came from Christian societies in Africa, and about one-quarter came from Muslim societies in Africa.

**EK 1.7.A.3**  
 Spiritual practices that can be traced to West and West Central Africa, such as veneration of the ancestors, divination, healing practices, and collective singing and dancing, have survived in African diasporic religions, such as Louisiana Voodoo, African and their descendants who were later enslaved in the Americas often performed spiritual ceremonies of these syncretic faiths to strengthen themselves before leading revolts.

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## TOPIC PAGES

The **Suggested Skill** offers possible skills to pair with the topic.

The **Required Sources** for each topic are listed prominently on the page. A variety of maps and visuals are reproduced in the framework itself for ease of access.

**Learning Objectives** define what a student should know and be able to do as a result of learning the topic.

**Essential Knowledge** statements define the required content knowledge associated with each learning objective assessed on the AP Exam.

# Using the Course Framework

1

**Origins of the African Diaspora**

**Sources**

**Yoruba Oshe Shango Ceremonial Wand, Mid-Twentieth Century**



Gift of Dr. and Mrs. Albert E. Herrin Mid-Twentieth Century

**Oya's Betrayal by Harmonia Rosales, 2020**



Oya's Betrayal, Harmonia Rosales, 2020  
24" x 30" (Courtesy of Harmonia Rosales)

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**Sources** reproduced in the framework are required sources that are useful for teachers to have easy access to, particularly maps and images.

**Origins of the African Diaspora**

1

**Source Notes**

- The *oshe Shango*, a ceremonial wand among the Yoruba in Nigeria, is a core element of dances honoring the *orisha* (deity) Shango. Shango is the *orisha* of thunder, fire, and lightning, and a deified ancestor—a monarch of the Oyo kingdom. *Oshe Shango* wands include three features: a handle, two stone axes (characteristic of Shango's lightning bolts), and a female figure, typically carrying the axes on her head.
- *Osin del Monte* is an Afro-Cuban performance group whose performances illustrate the syncretism of Afro-Cuban religions.
- The painting *Oya's Betrayal* depicts African spiritual practices through a visual syncretism that combines Yoruba oral traditions with Renaissance style. It features a war among the *orishas* Oya, Ogun, and Shango.

**\*Further Explorations**

- Teachers interested in focusing further study on an aspect of this topic could also consider Vodun, in Haiti; *Regla de Ocha* (once known as *Santería*), in Cuba; or Candomblé, in Brazil.

**Optional Sources**

- Image, Candomblé in Bahia (Brazil) Ritual Dance, 1962 (Library of Congress)
- Image, Candomblé in Bahia (Brazil) Omolú Daughter, 1962 (Library of Congress)
- Image of Statue of Black Madonna of Regla, Cuba (Smithsonian Institution)

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**Source Notes** provide useful context on the required sources for a given topic, but this information is beyond the scope of the AP Exam.

Where appropriate, **Further Explorations** provide optional suggestions to enrich classroom instruction, or as an idea for an Individual Student Project.

**Optional Sources** are listed as a way for teachers to bring in additional material to enrich classroom instruction, or to serve as a starting point for an Individual Student Project.



# New Course Template

## **COURSE OUTLINE**

The course outline should be a clear explanation of the overview and purpose for the course. List all connections to Common Core and use this section to emphasize the core knowledge and skills students are expected to learn in the course, including concepts, theory and texts. There should be clear evidence of the course's level of rigor and the development of essential critical thinking skills.

## **COURSE OVERVIEW**

The Course Overview provides a snapshot of the course's content for users browsing courses in the Course Search section. Please provide a brief summary (3-5 sentences) of the course's content.

## **PREREQUISITES & CO-REQUISITES & TARGETED STUDENT POPULATION**

**Prerequisites** and/or **Co-requisites** provide insight to the foundational coursework and skills expected of students before or while taking the course. The **Target Student Population** section lists the students who this course targets and how this course will benefit the students (i.e., Gender, AP, Minority, GATE, consistently Low Performing, AVID, etc.)

## **COURSE CONTENT**

The Course Content section will request for information in a unit-by-unit style. For each unit of the course, you will be asked to provide:

1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, problem solving, higher-order thinking skills, depth and progression of content covered.
2. A brief summary (2-4 sentences) of at least one assignment, hands-on activity, or lab that explains what a student produces, how the student completes the assignment and what the student learns.

There are no guidelines or expectations for the number of units a course should have and the length of the unit descriptions will vary depending on the number of units in the course.

Courses seeking the honors designation will also be required to provide a short description of the course's comprehensive final exam or culminating project.

## **COURSE MATERIALS**

Provide the course materials students use and analyze. Course materials help us understand what materials are used to support student learning and the delivery of this course.

Examples of course materials include:

- Textbook
- Literary text
- Manual
- Periodical
- Scholarly article
- Website
- Primary document
- Multimedia



# New Course Submission

The required information includes:

1. Completed High School Course Approval Request Form for Grades 9-12 (enclosed/attached). All requested information must be provided.
2. School-created attachments (must be submitted in this order):
  - I. Course Outline with specific connections to the appropriate Common Core curriculum framework and student learning expectations (detailed course outline and student learning expectations)
  - II. Description of the targeted student population for which this course is intended and a statement of any prerequisites for students enrolling in this course
  - III. Description or examples of how this course will emphasize application, problem-solving and higher-order thinking skills
  - IV. Description of instructional strategies to address diverse learner needs
  - V. Description or examples of assessments appropriate for this course
  - VI. Description or examples of hands-on activities or labs that will be done in this course
  - VII. List of instructional materials, teaching resources, and equipment to be used for this course

NOTE: Multi-year courses (e.g., Band, Choral Music, Journalism, Physical Education, Debate, etc.) must indicate how each course differs from the course the year before and after, with particular emphasis on different applications and skills each year.

After the review by the course approval committee, requests receive one of three possible responses: approval, disapproval, or request for further information. Schools will be notified of committee findings, but often other communications occur before, during, and after the committee review. Failure to adhere to the specific requirements or to provide the required information will justify disapproval status.

## Additional Quality Points

Schools applying for weighted credit for an honors course and/or weighted credit for a concurrent credit course must specify ways in which the course demonstrates distinctive features that set it apart from regular high school courses in the same "a-g" subject area are eligible for the UC honors designation. These courses should be comparable in terms of workload and rigor to Advanced Placement (AP), International Baccalaureate (IB) or introductory college-level courses in the subject. For specific information, please visit: <https://www.ucop.edu/agguide/a-g-requirements/honors/index.html>

## A-G Submission

When applying for A-G UC Course Submission, schools must go through the UC Articulation unit. This course will **not** be submitted on your behalf. Please be mindful of the submission dates that you must adhere to. This course must be board approved before submission to the UC Articulation unit. For specific information, please visit: <https://www.ucop.edu/agguide/your-course-list/submitted-courses/writing/index.html>

**Requests for assistance and submission requests should be directed to:**

Director of Secondary Education  
Curriculum and Instruction  
20 West Lugonia, Redlands CA, 92373  
Phone: (909) 307-5300