

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number HIST 221 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

The Department of History and Global Studies proposes the inclusion of the following course to the newly Created Historical Literacy menu in the University Requirements:

HIST 221 – American History I

(Please see attached explanation and syllabus.)

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A			I		I	I
2.	Description (not affecting content)	A	A	A			I		I	I
3.	Content (substantive change)	A	A	A			I		A	A
4.	Number of hours (lecture, lab, contact)	A	A	A			A		A	A
5.	Course number within the hundred	A	A	I			I		I	I
6.	Course number beyond the hundred	A	A	A			A		A	A
7.	Prerequisites	A	A	A			I		I	I
8.	Course fee(s)	A	--	A			--		A	I
9.	From U to G <i>or</i> G to U	A	A	A			A		A	A
10.	Cross list with another department: U or G level	A	A	A			A		A	A
11.	Department of record	A	A	A			A		A	A
12.	Open or close a course	A	A	A			A		A	A
13.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A			A		A	A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³							Board of Trustees
Change to a Degree Plan		Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	
1.	University Requirements — Change in approved course content ⁶	A	A	A		A		A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A		A		A	A
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--		A		A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A		A		A	A
5.	Major — Revision of major ^{4,5}	A	A	A		A		A	--
6.	Major — Adopt or change admission requirements	A	A	A		A		A	--
7.	Major — Add ^{4,5}	A	A	A		A		A	A
8.	Major — Discontinue (proposed by the department or college)	A	A	A		A		A	A
9.	Major — Discontinue (proposed by the Provost)	See below.							
10.	GPA — Revise major or cumulative requirement	A	A	A		A		A	A
11.	Minor — Revise course selection	A	A	A		I		I	--
12.	Minor — Add	A	A	A		A		A	--
13.	Minor — Discontinue (proposed by the department or college)	A	A	A		A		A	--
14.	Minor — Discontinue (proposed by the Provost)	See below.							
15.	Degree — Add	A	A	A		A		A	A
16.	Degree — Discontinue (proposed by the department or college)	A	A	A		A		A	A
17.	Degree — Discontinue (proposed by the Provost)	See below.							
18.	Any change to a graduate degree program	A	A	A		A		A	--

		COUNCIL ³							Board of Trustees
Provost-Proposed Change		Provost	Department	Dean	TEC	UAC	Graduate	Faculty	
1.	Major/Graduate Program — Discontinue (proposed by the Provost)	A	R	R		A		A	A
2.	Minor — Discontinue (proposed by the Provost)	A	R	R		A		--	A
3.	Degree — Discontinue (proposed by the Provost)	A	R	R		A		A	A

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A
5.	Other academic policy changes	--	--	--		A		A	--	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

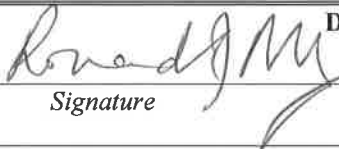
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 1-29-16

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	2/8/16 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Dean(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

As approved by the UGEC and UUAC in January 2016, courses that satisfy the 3-hour Historical Literacy Requirement must fulfill the following criteria. [Note to Council members: Color-coding of the criteria shows their correspondence to SLO's and Measurements from the course syllabus (below).]

1. Students will demonstrate broad knowledge of key historical events, personalities, movements, themes, patterns, and ideas that have influenced human civilizations, including issues of gender and social diversity.
2. Students will encounter and analyze primary sources in their historical context.
3. Students will discuss broad historical themes of causation, continuity, and change and apply these themes to significant turning points in history.
4. Students will recognize and critique the process of historical narrative creation in public memory (i.e. in museums, public memorials, canons, and historiography).

Student Learning Outcomes & their Measurement

Student Learning Outcome <i>Students will successfully</i>	Measurement ... through the following exercises.
Demonstrate broad knowledge of the building blocks of U.S. history, including issues of gender and social diversity.	In weekly objective (short answer) quizzes over assigned readings, <i>identify</i> key persons, events, concepts, documents, conflicts, movements, as well as subaltern actors and voices, in U.S. history. In three major exams, <i>identify, describe, and analyze</i> the significance of key persons, events, concepts, or movements in U.S. history since 1865.
Interpret historical documents in their historical contexts.	Individuals will make weekly summative and analytical posts on assigned historical documents in Canvas; as small teams, they will discuss said documents in the classroom setting. Many of the documents will reflect subaltern perspectives (gender, ethnic, and socioeconomic diversity). On essay exams, students will use evidence from primary sources to make their historical arguments.
Demonstrate the ability to apply categories like causality and/or continuity vs. change to their analysis of themes in U.S. history.	In three exams, critically compare and contrast cases, explain cause and effect, make arguments for continuity vs. change, or justify periodization.
Examine and critique the process of historical narrative creation, engagement with public social conscience, and the nature of public memory.	Through the "Comparative Slave Narrative" presentations and essay, analytically explore the written rhetoric employed by slaves or former slaves in order to influence public engagement with justice movements against the slave trade and slavery itself.

American History to 1877 (HIST 221)
Prof. Ronald J. Morgan – Spring 2016

Contacting Dr. Morgan

Email: rxm03c@acu.edu

Office: Ad Building 324

History Dept. Phone: 674-2370

Course Times and Places

MWF 10:00-10:50 a.m.

Ad Building 321

Office Hours: in Library Learning

Commons): W and F (2:00-4:00), R 1:00-3:00, or by email appointment

Course Description: This course provides a broad overview of U. S. history to 1877. With significant attention to “Old World-New World” encounter, the early North American colonies, struggles for independence and nation formation, the growth pains resulting in civil war, and the emergence of a racist sociopolitical culture, we bare the roots of the contemporary United States of America. This quest should be both intellectual and moral in that professor and students should use their critical thinking capacities not only to describe what happened in the past, but also to discerningly cast judgments on moral good and evil, frankly identifying failures as well as triumphs, injustices as well as important ethical and political achievements. Ideally, we seek to cast both a critical and empathetic eye to the American past, thus enabling ourselves to evaluate its present and future in more balanced ways.

Required Readings

Gates, Henry Louis, Jr. *Classic Slave Narratives*. Signet Classics (Reissue edition, 2012).

ISBN: 0451532139.

Roark, James L., et al. *The American Promise* (Vol. 1) combined with Michael P. Johnson, ed., *Reading the American Past* (Vol. 1)

Loose-leaf version: ISBN-10: 1-4576-2958-5. ISBN-13: 978-1-4576-2958-7

eBook version: ISBN 10: 1-4576-4270-0. ISBN-13: 978-1-4576-4270-8

Zinn, Howard. *A People's History of the United States*. Volume I: American Beginnings to Reconstruction (2003). ISBN: 978-1-56584-724-8

Additional readings TBA.

Course requirements and evaluation

Your overall final grade will reflect a combination of your intellectual abilities, skill development, mastery of subject matter, work ethic and demonstration of personal responsibility. Final grades are calculated based on the following scale: A=92-100, B=83-92, C=72-83, D=65-72, and F reflects a course average below 65%. Attendance policy: A student does not gain points by attending, but may lose points from the final course average by missing class, as follows: 0-1 absence = +1; 2-3=0; 4 = -2; 5 = -3; 6 = -5; 7 = -10; >8 = fail. (Note: I do not distinguish between “excused” and “unexcused” absences; any and all misses are included in one’s attendance record. Also, 3 late arrivals will be counted as an absence; after that, each two subsequent late arrivals will count as a miss.)

- I. **Participation (14%).** Includes quality participation in small group discussion/presentation of primary sources, oral contribution to the classroom experience, and attendance at one public history event (MLK Memorial Walk or APL presentation of *Latino Americans*.)
- II. **Online quizzes (14%).** Quizzes close at 10 a.m. on due date; no make-ups. Lowest score is dropped.
- III. **In-class examinations (3x18%=54%).** Exams 1 and 2 will be offered on two Thursday evenings; final exam on Tues., May 3. **Submit three 8.5” x 11” exam blue books by Friday, Jan. 29.**
- IV. **Slave Narrative Essay (18%).** See details on pages 5-6 of syllabus.

Student Learning Outcomes & their Measurement

Competency <i>Students will successfully</i>	Measurement ... through the following exercises.
Demonstrate broad knowledge of the building blocks of U.S. history, including issues of gender and social diversity.	In weekly objective (short answer) quizzes over assigned readings, <i>identify</i> key persons, events, concepts, documents, conflicts, movements, as well as subaltern actors and voices, in U.S. history. In three major exams, <i>identify, describe, and analyze</i> the significance of key persons, events, concepts, or movements in U.S. history since 1865.
Interpret historical documents in their historical contexts.	Individuals will make weekly summative and analytical posts on assigned historical documents in Canvas; as small teams, they will discuss said documents in the classroom setting. Many of the documents will reflect subaltern perspectives (gender, ethnic, and socioeconomic diversity). On essay exams, students will use evidence from primary sources to make their historical arguments.
Demonstrate the ability to apply categories like causality and/or continuity vs. change to their analysis of themes in U.S. history.	In three exams, critically compare and contrast cases, explain cause and effect, make arguments for continuity vs. change, or justify periodization.
Examine and critique the process of historical narrative creation, engagement with public social conscience, and the nature of public memory.	Through the “Comparative Slave Narrative” presentations and essay, analytically explore the written rhetoric employed by slaves or former slaves in order to influence public engagement with justice movements against the slave trade and slavery itself.

Course Calendar

Key to this calendar:

- Asterisk (*) in left column indicates online quiz to be completed by 10 a.m. class time.
- All items listed in “Assignments” column are to be completed before 10 a.m. class time.
- In Assignments column, abbreviations for readings are as follows: AP = *American Promise*; RAP = *Reading the American Past*. Dr. Morgan may add readings not included in this calendar.
- Topics and assignments are subject to adjustment at a future date; in the case of any such changes, Dr. Morgan will replace this syllabus with a revised one (in Canvas) and inform students.

Date	Topic	Assignment
M 11 Jan	Introduction: Connecting past to present	
W 13 Jan	Indigenous Foundations	AP ch.1; RAP 1-2
F 15 Jan	“New World” Encounters	AP ch.2
M 18 Jan	MLK Jr. Holiday	
W 20 Jan*	“New World” Encounters	Zinn ch.1
F 22 Jan	Primary Sources: Encounter	RAP 2-2, 2-3, 2-4, 2-5 or 3-5
M 25 Jan	Southern Colonies	AP ch.3

W 27 Jan	Southern Colonies	Zinn ch.2-3
F 29 Jan	Primary Sources: Northern Colonies	RAP 4-1, 4-2
M 1 Feb	Northern Colonies	AP ch.4
W 3 Feb*	Colonial America	AP ch.5
F 5 Feb	Primary Sources: Northern Colonies	RAP 4-3, 4-4, 4-5, 5-1
M 8 Feb	Colonial America + Strategies for exam taking	AP ch.5
W 10 Feb*	British Empire and the Colonial Crisis	AP ch.6
R 11 Feb	EXAM 1 (6:30-8:00 p.m.)	
F 12 Feb*	Primary Sources: Empire & Colonial Crisis	RAP 6-2, 6-3, 6-4, 6-5
M 15 Feb	War for America	AP ch.7; Zinn ch.5; RAP 7-1
W 17 Feb	Building a Republic	AP ch.8
F 19 Feb	<i>No class for Sing Song</i>	
M 22 Feb	Social Experiences of Women	Zinn ch.6; RAP TBA
W 24 Feb*	A New Nation takes Form	AP ch.9
F 26 Feb	Team presentations: Primary Sources	RAP 7-5, 8-4, 8-5, 9-5
M 29 Feb	Republicans in power	AP ch.10
W 2 Mar*	Expanding Republic	AP ch.11
F 4 Mar	<i>No class today</i>	
M 7 Mar	The New West and the Free North	AP ch.12; Zinn ch.8
W 9 Mar*	The Slave South	AP ch.13
R 10 Mar	EXAM 2 (6:30-8:00 p.m.)	
F 11 Mar	Team presentations: Primary Sources	RAP 11-4, 13-1, 13-3, 13-4
Mar 14-18	<i>Spring Break</i>	
M 21 Mar	Discussion: Frederick Douglass's <i>Narrative</i>	<i>Narrative</i> ; RAP 5-4, 7-4
W 23 Mar*	Discussion: Frederick Douglass's <i>Narrative</i>	
F 25 Mar	<i>Good Friday</i>	
M 28 Mar	The Slave South (cont'd)	
W 30 Mar	Complete reading and notes on second slave narrative	
F 1 Apr	Team Work on Slave Narrative presentation	Upload individual notes on 2 nd narrative by 10 a.m.
M 4 Apr	The House Divided	AP ch.14
W 6 Apr	Presentation (Teams 3, 4, 6): Mary Prince	RAP 3-3
F 8 Apr	Presentation (Teams 1, 8): Anon. "Slave Girl"	RAP 14-4
M 11 Apr	Presentation (Teams 2, 5, 7): O.Equiano	RAP 2-1
W 13 Apr*	House Divided (cont'd)	
F 15 Apr	Team presentations: Primary Sources	RAP 13-5, 14-1, 14-3, 14-5
M 18 Apr	Crucible of War	AP ch.15 <i>Narratives</i> paper due
W 20 Apr	Crucible of War	AP ch.15
F 22 Apr	Lincoln's war aims	All: RAP 15-1, 15-4
M 25 Apr	Reconstruction	AP ch.16
W 27 Apr*	Reconstruction	Zinn ch.9; RAP 16-2, 16-3
F 29 Apr	The Confederate Flag and Southern "Heritage"	TBA
R 2 May	Final Exam (4:00-5:45 p.m.)	

General Course Policies

Academic Integrity: It is expected that all students will adhere to the University's Academic Integrity Policy. Violations will be addressed as described in the Policy. While the University enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in their life. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full policy is available for review at the Provost's office web site (www.acu.edu/campusoffices/provost) and these offices: Provost, college deans, dean of campus life, director of student judicial affairs, director of residential life, and academic departments. **Depending on severity of violation, consequences will include at minimum** a score of 0 on the assignment in question and immediate referral to the Dean of Students. A second violation will result in the student being dropped from the course with a grade of F.

Special Needs Policy

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha office directly at (325) 674-2667.

ACU is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Technology policy

Please set cell phones to “silent” during class; do not consult phones for text messages. Students may find laptops or ipads useful for in-class work. I expect such technology to serve *exclusively* our classroom purposes – no facebook or other surfing, please. Students who violate this policy will be advised after class and counted absent for that class period. *Under no circumstances may class sessions be audio or video recorded without the express written consent of the professor.*

Contacting Dr. Morgan

To visit with me about the course, an assignment, or life in general, please email me.

Historical Narrative Creation and Public Consciousness: Comparative Slave Narratives

In the 18th and 19th centuries, the literary genre known as the “slave narrative” made a significant impact on public consciousness in the United States and Great Britain. Usually in partnership with abolitionists, slaves and former slaves set down their autobiographies for a public audience. The aim of such literary projects, of course, was to influence public opinion discourse about the twin evils of slavery and slave trafficking.

This essay entails a comparative analysis of two such slave narratives, with particular attention to the nature of the each protagonist’s appeal to the consciences of their readers.

Stages of the project are as follows:

Due Monday, March 21 and 23: Upload notes based on your reading of the *Narrative of the Life of Frederick Douglass, an American Slave* (pages for each date to be assigned). You might focus your notes on themes like the following (not necessarily all of these):

How did experiences and ideas shape Douglass’s aspirations to freedom or the strategies he pursued in order to become a free man? [This includes his growing consciousness of his enslaved status and the possibility of freedom.]

Douglass argues that slavery dehumanizes both the enslaved person and the slaveholder. Pay attention to this theme in his narrative, as well as themes of kindness and empathy versus cruelty.

How does the narrator describe his/her family relationships, including the loss of these?

Watch for personal agency in the narrative; how did Douglass, while still a slave, act on his own behalf?

How does Douglass critique American morality, democracy, and Christianity? How does he turn these criticisms into direct appeals to his readers’ sense of empathy, shame, etc.?

Note: Your notes must include page numbers corresponding to examples you cite from the text.

Due Friday, April 2. Upload individual reading notes on your second slave narrative (i.e., the very same exercise for this second slave narrative that you did for Douglass narrative). If you are reading a female account, you might consider how gender and sexuality inform the narrative.

Due April 6, 8, or 11: Group oral presentations on second slave narrative. Schedule:

Wed., April 6 (Teams 3, 4, 6): Mary Prince

Fri., April 8 (Teams 1 & 8): Anonymous “Slave Girl”

Mon., Apr. 11 (Teams 2, 5, 7): Olaudah Equiano

Due Monday, April 18. Comparative essay. Compare and contrast who Douglass and your second author address their concerns to the reading public. You may approach this in a number of ways:

- What is said versus what is left unsaid
- Challenges to misinformed public perceptions
- Cultivation of outrage and empathy
- Appeal to Christian or democratic values (vs. critique of hypocrisy)
- Contrasting descriptions of the kindness and/or cruelty of masters or strangers
- ETC

Information about formatting, delivery, and instructor's evaluation of the paper

Paper Format:

- Margins, spacing, font: Use standard margins; Font = Times New Roman 11; page numbers in lower right corner; single spaced text, with a full space between paragraphs)
- Include a cover page showing your name, banner i.d. number, paper title, date, and word count, followed by course details (HIST 221, Dr. Ron Morgan)
- DO NOT include your name in the header/footer area; I should only find your name on the cover page

Delivery

- Save the paper as a pdf, with title EXACTLY as follows: YourLastName Slave Narrative.pdf (e.g., Smith Slave Narrative.pdf); include spaces between words, just as shown;
- Upload the pdf to appropriate link in Canvas (by 10 a.m. on Monday, April 18).
- Submit a printed hard copy to Dr. Morgan at class time on April 18.

Evaluation: An excellent paper will show the following qualities:

- A strongly developed thematic interpretation that directly engages the both narratives in significant and thoughtful ways (using a mix of direct quotes, paraphrase, etc.)
- A thoughtful title that reflects the paper's focus (NOTE: Do NOT entitle your paper "Slavery Essay" or something equally generic.);
- Accurate use of MLA style citations within the text;
- Adequate attention to placing the narrative(s) within the historical context of slavery and abolitionism in the British Empire and/or United States during the early to middle nineteenth century. You should pay attention to sections from the *American Promise* textbook or the introduction to the Slave Narratives collection that provide historical background; cite such sources both in your text and in a "Works Cited" section at the end of the paper.
- Clear, fluid, and pleasing written prose.
- Essay grade will include instructor's evaluation of the writer's contribution to team presentation.