

Approval Chart for Curriculum Changes

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

Course Number HIST 250 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 250 – Introduction to American Ethnic and Women’s Studies

(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.

Approval Chart for Curriculum Changes

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

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

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

Approval Chart for Curriculum Changes

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

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.

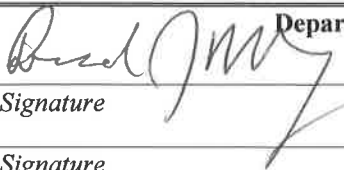
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

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)	
	2/8/16
Signature	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).

HIST 250: Student Learning Outcomes & Measurement

Competency	Measurement
<i>Students will successfully ...</i>	<i>... through the following exercises.</i>
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.	Students take weekly quizzes over the assigned textbook reading, in order to demonstrate a fundamental factual knowledge of the events important to understanding the historical perspective(s) that explain how gender, race, and class frame multiple definitions of Americanism. In addition, the midterm and final exam require students to demonstrate the ability to describe and analyze these historical events and perspectives that are important to understanding gender, race, and class in America.
Students will interpret and analyze primary sources in their historical context.	Students prepare for and participate in weekly Primary Source Assignments (PSAs), which include: reading selected historical documents and discussing these documents within a small group setting during class time. Exploration of these documents enables students to identify and explain various concepts and theories pertaining to class, gender, and racial construction in multiple US cultural settings, both in class discussions and on major exams.
Students will discuss broad historical themes of causation, continuity, and change and apply these themes to significant turning points in history.	On the midterm and final exam, students are required to demonstrate their understanding of causation, continuity, and change as seen in the events and themes studied throughout the course.
Students will recognize and critique the process of historical narrative creation in public memory.	Through two film review assignments, students recognize and critique how historical and contemporary films are influenced by existing historical narratives, and in turn, address questions such as these: how should film as a medium frame the past and represent historical events? What is the role of film in shaping public memory?

HIST 250: Introduction to American Ethnic and Women's Studies

3 Credit hours
TR 12:00-1:20pm
Room 321

Beth Purcell, Instructor of History
Office hours: By appointment only
Email: heart.purcell@gmail.com

The mission of **Abilene Christian University** is to educate its students for Christian service and leadership throughout the world. The mission of the **Department of History** is to provide a strong academic program designed to prepare students for Christian service through a knowledge of and appreciation for their own heritage and of peoples throughout the world.

This course is designed as an essential element for the minor in Ethnic and Women's studies. It is the required introductory survey for the minor. It can also fulfill a core social science or cultural awareness requirement or elective requirement depending on your degree plan. While the course is interdisciplinary in nature, it focuses on interpretation of past practices and introduces the student to the methods of inquiry, significant research findings, and key concepts particular to the discipline of history.

This course is an introductory survey, within a Christian context, of race, class, and gender in society. The student will obtain a better understanding of these issues and how they impact the individual, small groups, institutions, and societies including: definitions; historical development; their impact on religion, politics, education, the media, the workplace, crime and family life. It is the intent of the instructor that this class will broaden the student's view of others by building on the Christian definition of who is our brother, sister, and neighbor, promote social activism, and strengthen the Christian attitude of servanthood.

Required Text/Readings:

Takaki, Ronald. A Different Mirror: A History of Multicultural America, New York: Back Bay Books, 2008.

Supplementary reading materials: All supplemental reading/audiovisual material will be made available as needed by the instructor.

Student Learning Outcomes and their Measurement

Competency	Measurement
<i>Students will successfully</i>	... through the following exercises.
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.	Students take weekly quizzes over the assigned textbook reading, in order to demonstrate a fundamental factual knowledge of the events important to understanding the historical perspective(s) that explain how gender, race, and class frame multiple definitions of Americanism. In addition, the midterm and final exam require students to demonstrate the ability to describe and analyze these historical events and perspectives that are important to understanding gender, race, and class in America.
Students will interpret and analyze primary sources in their historical context.	Students prepare for and participate in weekly Primary Source Assignments (PSAs), which include: reading selected historical documents and discussing these documents within a small group setting during class time. Exploration of these documents enables students to identify and explain various concepts and theories pertaining to class, gender, and racial construction in multiple US cultural settings, both in class discussions and on major exams.
Students will discuss broad historical themes of causation, continuity, and change and apply these themes to significant turning points in history.	On the midterm and final exam, students are required to demonstrate their understanding of causation, continuity, and change as seen in the events and themes studied throughout the course.
Students will recognize and critique the process of historical narrative creation in public memory.	Through two film review assignments, students recognize and critique how historical and contemporary films are influenced by existing historical narratives, and in turn, address questions such as these: how should film as a medium frame the past and represent historical events? What is the role of film in shaping public memory?

Course Requirements:

1. Reading Assessment Tests (RAT): TEN RATs (multiple choice/true-false) will be given during the semester; these RATs cover the readings outlined in the schedule. You will need one scantron for each RAT. RATs are administered before any material is addressed in class. Therefore, it is essential that the assigned material be read in preparation for the RAT. No grades will be dropped on this assignment. I strongly encourage you to make an appointment with me, should you be reading the chapter and still having problems. NOTE: You must be on time to take the RAT. If you arrive in class after the RAT has been distributed, you will not have an opportunity to take the RAT on that day and will need to make it up on Dead Day.
2. Online Assignments: There will be four online assignments throughout the semester, which will complement the topics covered in lectures.
3. Primary or Secondary Source Assignments (PSSA): ELEVEN PSSAs will be made available to students throughout the semester. **You must read and record the required comments, and bring these hard copies to class to receive credit.** Work will not be accepted late for any reason on these assignments as your preparation contributes to class discussion, which cannot be made up. These assignments are always due at the beginning of the class period unless I specify otherwise. One PSSA grade will be dropped on this assignment.
4. Film Reviews: Each student will be required to write TWO film reviews, which will be viewed during class.
5. Exams: There is a midterm and a final. If an exam is missed due to sick leave or a school-sponsored activity, you may make it up on Dead Day.

Grading (no extra credit is offered for this course):

<u>Performance Areas</u>	<u>Grade Weights</u>
RATs	20%
Participation in Online Assign./PSSA	30%
<i>(You cannot receive discussion points apart from bringing the assignment)</i>	
Midterm Exam	15%
Film Reviews (2)	20 %
Final Exam	15%

Determination of Final Grade (no extra credit is offered for this course):

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Attendance:

Each student is required to attend every class meeting. Failure to attend at least 80 percent of the classes in a semester will result in a grade of F. Six (6) TR classes constitute 20 percent of a semester's classes and are the maximum number of absences allowed for a passing grade.

Withdrawal:

Students are responsible for initiating a *Withdrawal from Class* form for any class that they have never attended or have stopped attending. If students do not initiate a withdrawal form, one of the following actions may be taken:

- The professor may initiate a withdrawal for a student who has violated the attendance policy as stated in the course syllabus. A "W" or "WF" grade will be assigned at the discretion of the professor; or
- The professor may choose not to initiate a withdrawal form and simply assign a grade of "F" at the end of the semester.

Academic Integrity:

ACU expects its students to practice absolute academic integrity. Plagiarism, cheating and other forms of academic dishonesty are not acceptable at ACU. Students should consult the university's Academic Integrity Policy (located in the *Student Guide*, found at www.acu.edu/studentlife) for a fuller description of the expectations of students and procedures for dealing with violations of the policy.

Course Calendar

Week One [August 25, 27] *Introduction and Pre-Colonial Native Society*

T: Introduction to the Ethnic and Women's Study minor and the course
R: Pre-Colonial America

Week Two [September 1, 3] *Gender/Racial Frontiers in Colonial America*

T: Read Takaki Chapter 2/ Hoffert Supplement (Practice RAT)
R: PSSA Discussion (Practice)

Week Three [September 8, 10] *Origins of Slavery*

T: Read Takaki Chapters 3 and 5 (RAT 1) & ONLINE CLASS
R: PSSA Discussion

Week Four [September 15, 17] *Class in 19th Century Urban America*

T: Read Takaki Chapter 6/ Hoffert Supplement (RAT 2)
R: PSSA Discussion

Week Five [September 22, 24] *Summit*

T: Attend Summit Session – No Class
R: PSSA Discussion

Week Six [September 29, October 1] *The 19th Century Trans-Mississippi West*

T: Read Takaki Chapter 7/ Hoffert Supplement (RAT 3)

R: PSSA Discussion

Week Seven [October 6, 8] *The 19th Century Trans-Mississippi West: Native Americans*

T: Read Takaki Chapter 4 and 9 (RAT 4)

R: PSSA Discussion

Week Eight [October 13, 15] *Midterm*

T: Midterm Exam

R: Film Review #1 Due

Week Nine [October 22, 22] *Race, Gender, and the Politics of Suffrage*

T: Read Hoffert Supplement (RAT 5)

R: PSSA Discussion

Week Ten [October 27, 29] *Late 19th /Early 20th Century African Americans*

T: Read Takaki Chapter 13 and Skinner Supplement (RAT 6)

R: TBA

Week Eleven [November 3, 5] *Asian Immigration*

T: Read Takaki Chapter 8, 10, and p. 341-350 (RAT 7) & ONLINE CLASS

R: PSSA Discussion

Week Twelve [November 10, 12] *Jewish Immigrants in 20th Century & WWII*

T: Read Takaki p. 350-382 and Chapter 11 (RAT 8)

R: PSSA Discussion

Week Thirteen [November 17, 19] *Femininity in the Twentieth Century*

T: NO RAT!!

R: PSSA Discussion

Week Fourteen [November 24, 26]

T: Film Review #2 Due

R: Thanksgiving Holiday

Week Fifteen [December 1, 3] *Civil Rights*

T: Read Takaki Chapter 15/ Hoffert Supplement (RAT 9)/PSSA Discussion

R: Final Exam Review and RAT Make-up Day

Week Sixteen Final Exam

Note: This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. Changes to the syllabus will be made with advanced notice. I strongly encourage students to make an appointment whenever they feel there is a need to talk about their progress in the course.

Primary or Secondary Source Assignment (PSSA) Instructions

Each week the instructor will supply a supplemental reading/audio-visual element that will aid in focusing class discussion. We will discuss these thoroughly in class and practice during Week Two.

Directions: For each of these materials, you will be analyzing and reporting your analysis in class. If the PSSA is in paper form, you may write your responses on the document; if you take notes for the PSSA, you must bring your written notes and response. These must have your name prominently on them as I will take the PSSAs as soon as class begins. If you arrive late to class, your PSSA grade for the day will be penalized. On the days set aside for our student led discussions, groups will be established at the beginning of class in relation to completed work. Your ability to contribute to discussion depends upon your attention to the assignment and attendance. If you have not prepared, you will be placed in a group with other students who have not prepared. As such, your PSSA grade will be affected.

The following questions should be addressed fully and in detail for each PSSA (each response should be clearly identified **BY NUMBER** on every PSSA or notes turned in):

- 1) When/Where/Who/Why? What is the context? (date; political/social circumstances; author; event; etc.) Explain.
- 2) What? What is the primary message? (what are the most important ideas, principles, beliefs, and values?) Explain.
- 3) So What? What is the impact or legacy? How has this document/event/etc. influenced other events or people? Explain.
- 4) Other thoughts or connections? Do the documents, websites, videos, etc. have particular biases, etc.