

# Approval Chart for Curriculum Changes

A = Approve    I= Information Item<sup>1</sup>    R= Advise & Respond<sup>2</sup>

Course Number HIST 330 or Degree Plan(s) \_\_\_\_\_

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

Add HIST 330 to the University Requirements menu for Cultural Awareness (See proposal on p.4, below).

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

|     |                                                                                                                   | COUNCIL <sup>3</sup> |                  |       |     |      |     |      |         |           |
|-----|-------------------------------------------------------------------------------------------------------------------|----------------------|------------------|-------|-----|------|-----|------|---------|-----------|
|     | 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.  | Course term(s)                                                                                                    | A                    | I                | A     | I   |      |     |      | I       | I         |
| 4.  | Content (substantive change)                                                                                      | A                    | A                | A     | I   |      |     |      | A       | A         |
| 5.  | Number of hours (lecture, lab, contact)                                                                           | A                    | A                | A     | A   |      |     |      | A       | A         |
| 6.  | Course number within the hundred                                                                                  | A                    | A                | I     | I   |      |     |      | I       | I         |
| 7.  | Course number beyond the hundred                                                                                  | A                    | A                | A     | A   |      |     |      | A       | A         |
| 8.  | Prerequisites                                                                                                     | A                    | A                | A     | I   |      |     |      | I       | I         |
| 9.  | Course fee(s)                                                                                                     | A                    | --               | A     | --  |      |     |      | A       | I         |
| 10. | From U to G <i>or</i> G to U                                                                                      | A                    | A                | A     | A   |      |     |      | A       | A         |
| 11. | Cross list with another department: U or G level                                                                  | A                    | A                | A     | A   |      |     |      | A       | A         |
| 12. | Department of record                                                                                              | A                    | A                | A     | A   |      |     |      | A       | A         |
| 13. | Open or close a course                                                                                            | A                    | A                | A     | A   |      |     |      | A       | A         |
| 14. | New course — See website for application and process.<br>This change includes combining or splitting a course(s). | A                    | A                | A     | A   |      |     |      | A       | A         |

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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.

|     | Change to a Degree Plan                                                                                     | Dept./School | College Academic | Deans | COUNCIL <sup>3</sup> |  |  |  | Provost | Faculty | President | Board of Trustees |
|-----|-------------------------------------------------------------------------------------------------------------|--------------|------------------|-------|----------------------|--|--|--|---------|---------|-----------|-------------------|
| 1.  | University Requirements — Change in approved course content <sup>6</sup>                                    | A            | A                | A     |                      |  |  |  | A       | --      | A         | --                |
| 2.  | University Requirements — Add or drop a required course from the University Requirements chart <sup>6</sup> | A            | A                | A     |                      |  |  |  | A       | A       | A         | --                |
| 3.  | University Requirements — Add or drop a course from a menu within the University Requirements <sup>6</sup>  | A            | --               | --    |                      |  |  |  | A       | --      | A         | --                |
| 4.  | University Requirements — Change hours within a menu on the University Requirements chart <sup>6</sup>      | A            | A                | A     |                      |  |  |  | A       | A       | A         | --                |
| 5.  | Major — Revision of major <sup>4,5</sup>                                                                    | A            | A                | A     |                      |  |  |  | A       | --      | A         | --                |
| 6.  | Major — Adopt or change admission requirements                                                              | A            | A                | A     |                      |  |  |  | A       | --      | A         | --                |
| 7.  | Major — Add <sup>4,5</sup>                                                                                  | A            | A                | A     |                      |  |  |  | A       | A       | A         | I                 |
| 8.  | Major — Discontinue (proposed by the department or college)                                                 | 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         | --                |
| 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         | I                 |
| 16. | Degree — Discontinue (proposed by the department or college)                                                | 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         | --                |

|    | Provost-Proposed Change                                        | Provost | Department | Dean | COUNCIL <sup>3</sup> |  | Faculty | President | Board of Trustees |
|----|----------------------------------------------------------------|---------|------------|------|----------------------|--|---------|-----------|-------------------|
| 1. | Major/Graduate Program — Discontinue (proposed by the Provost) | A       | R          | R    |                      |  | A       | A         | I                 |
| 2. | Minor — Discontinue (proposed by the Provost)                  | A       | R          | R    |                      |  | --      | A         | --                |
| 3. | Degree — Discontinue (proposed by the Provost)                 | A       | R          | R    |                      |  | A       | A         | I                 |

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### COUNCIL<sup>3</sup>

|    | 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 <sup>7</sup> | --           | --               | --    |      | 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         |

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

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.

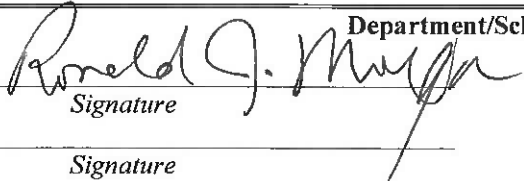
<sup>5</sup> Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

<sup>6</sup> 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.

<sup>7</sup> 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 3-8-17

# Curriculum/Catalog Changes Signature Page

|                                                                                               |                         |
|-----------------------------------------------------------------------------------------------|-------------------------|
| <b>Department/School Chair(s)</b>                                                             |                         |
| <br>Signature | 1/5/20<br>Approval date |
| _____<br>Signature                                                                            | _____<br>Approval date  |

|                                    |                        |
|------------------------------------|------------------------|
| <b>College Academic Council(s)</b> |                        |
| _____<br>Signature                 | _____<br>Approval date |
| _____<br>Signature                 | _____<br>Approval date |

|                    |                        |
|--------------------|------------------------|
| <b>Dean(s)</b>     |                        |
| _____<br>Signature | _____<br>Approval date |
| _____<br>Signature | _____<br>Approval date |

|                                  |                        |
|----------------------------------|------------------------|
| <b>Teacher Education Council</b> |                        |
| _____<br>Chair's signature       | _____<br>Approval date |

|                                  |                        |
|----------------------------------|------------------------|
| <b>General Education Council</b> |                        |
| _____<br>Chair's signature       | _____<br>Approval date |

|                                       |                        |
|---------------------------------------|------------------------|
| <b>Undergraduate Academic Council</b> |                        |
| _____<br>Chair's signature            | _____<br>Approval date |

|                            |                        |
|----------------------------|------------------------|
| <b>Graduate Council</b>    |                        |
| _____<br>Chair's signature | _____<br>Approval date |

|                    |                        |
|--------------------|------------------------|
| <b>Provost</b>     |                        |
| _____<br>Signature | _____<br>Approval date |

|                                  |                        |
|----------------------------------|------------------------|
| <b>Faculty</b>                   |                        |
| _____<br>Chair of faculty senate | _____<br>Approval date |

|                    |                        |
|--------------------|------------------------|
| <b>President</b>   |                        |
| _____<br>Signature | _____<br>Approval date |

**Proposal: Add HIST 330 (African American History from Emancipation to Civil Rights) to University Requirements Menu for Cultural Awareness.**

In 2018 the Dept. of History and Global Studies created HIST 330 and added it to the catalog and to our degree plans. The course also fulfills requirements in the recently-revised minor in Gender and Multicultural Studies. HIST 330 not only explores more than a century and a half of African American experience, but also provides critical background to contemporary issues of racial, social inclusion, and subaltern agency and resistance to power. It challenges students to consider historical processes and events as the product of multivalent interactions, as well as to explore a variety of cultural *interpretations* of those same historical processes. Finally, because of the subject matter this course attracts a diverse body of students and naturally creates a racially integrated classroom. Thus by its own nature, the course forces students to regularly engage with and learn from peers whose racial backgrounds are different from their own.

Course Description: Survey of African American history from Emancipation through the Civil Rights movement and into the present day with attention given to movements in education, religion, resistance, and arts. No pre-requisites, but it is recommended that students take ENGL 111 and 112 prior to enrolling in this course.

Purpose of this course: A primary goal of HIST 330 is to help students think critically about African American experiences in the United States, including various responses to oppressive legal and social structures. It also examines how African American identities have been constructed in the face of those structures. *The course also seeks to promote global citizenship, historical curiosity and cultural sensitivity. By examining the historic processes that shaped the United States, the course should foster empathy and a sense of shared humanity.*

Course Goals/Student Outcomes and Competencies: Upon completion of this course, students will be able to demonstrate knowledge and skills in keeping with Terrel L. Rhodes's recommendations (which are italicized):

Through study of historical institutions like American slavery and the Jim Crow south, as well as the actions and voices of the victims of said structures, the student will be challenged to *reflect on own cultural rules and biases and to critically engage those biases in writing*. Similarly, such historical engagement will prepare them *to consider experiences and issues from the perspectives of others with differing worldviews*. Indeed, stepping back in time, students will *interact with individual(s) from culture(s) [and social experiences] other than her own*. Through the comparative study of diverse African American responses to oppression and exclusion, students will *raise complex questions* about the workings of power and resistance, *resulting in deeper and more flexible cultural understanding*. In short, the cultivation of such sensitivities and skills should result in *cultural humility*, a valuable human and Christian quality.

**Learning Outcomes: Cultural Awareness**

| Competencies                                        | Applications                                                                                                               | Measurements                                                                                                                  |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Ability to reflect on own cultural rules and biases | It is important to note first that this competency seems to presuppose that the student is distinct from the culture under | Graded in-class discussion (15% of total grade) of all readings, including the following topics: convict-lease system and its |

|                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                | <p>study (e.g. that the students in this course are white). The authors of all primary sources and many of the secondary sources assigned in the course are persons of color. Thus for both white students and students of color, course readings and graded in-class discussions based on those readings entail reflection on and encounter with their own cultural rules and biases, and how those assumptions differ from those of their classmates.</p> | <p>development over time into present-day mass incarceration, African-American culture and the LGBTQ community, especially in Jazz Age Harlem, early 20<sup>th</sup> century divide between "folk" culture and the new urban black culture of the Great Migration. Relevant assigned readings: <i>The Half Has Never Been Told</i>, "Blood;" Alain Locke, "The New Negro," Zora Neale Hurston, "How It Feels to Be Colored Me."</p> <p>Both midterm and final exam questions require students to critically reflect on the readings and explain how the writers of these texts contributed to the development and challenging of American thought about race and liberty. In particular, exam questions ask students to define and articulate the ways in which black writers <i>defined themselves</i> in contrast to received narratives that were imposed on them.</p> |
| <p>[Ability to] consider experiences and issues from the perspectives of others with differing world views</p> | <p>This competency clearly goes hand in hand with competency #1, as students often come to reflect on their own assumptions and biases when they encounter different assumptions among others. A constant refrain of this course is the presentation of familiar ideas and narratives from an African-American point of view—a point of view that often contrasts with mainstream received stories around these themes.</p>                                 | <p>Graded in-class discussion of "Blood" – which casts the Texas Revolution not as a narrative about the gaining of freedom for Texans, but of the establishment of a new and critical slave state as the South sought to maintain the dominance of slavery.</p> <p>Graded in-class discussion and exam questions required students to articulate differences between the views of Garvey, King, and Malcolm X on what freedom looked like.</p> <p>On final exam, students will explain portions of the autobiography of ML King, Jr., in which he discusses how his cultural and theological preconceptions were challenged as he came into contact with influential intellectuals from a variety of disciplines and religious traditions. In response to Dr. King's self-disclosure, student will then explore how his/her cultural biases were</p>                     |

|                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | challenged by readings and themes in the course.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| [Ability to] articulate understanding of cultural differences in verbal and nonverbal communication                                                                                  | A central theme of the course is self-definition and definitions of freedom, across time and across a number of different (and often opposing) viewpoints within the black community. Such viewpoints were articulated within and against both black and white cultural contexts, all against the backdrop of a changing United States from the late 19 <sup>th</sup> century into the present day.                                                                                                | <p>Students researched and wrote papers on a major African-American artist or thinker who worked before 1968, examining the question of how this person defined and understood freedom, and how their answer to that question shaped their work and their place in both African-American culture and broader U.S. culture and history.</p> <p>Students complete in-class oral presentations on a major African-American artist, writer, or cultural contributor examining how that figure defines freedom. This allows the students to extend their analysis of cultural development over time from the Jim Crow and Civil Rights era into the present.</p> |
| [Ability to] ask complex questions about the beliefs, values, and practices of other cultures and articulate answers to those questions that reflect flexible cultural understanding | <p>A sub-theme of the course was the role multiple and various religious movements played in shaping African-American culture, including Rastafarianism, Nation of Islam, the Hebrew Israelite movement, the African Methodist Episcopal church, and voodoo.</p> <p>Another sub-theme emphasized education, what it should look like for African-American communities as defined by specific thought leaders, and who education is for and what it should achieve, according to these leaders.</p> | <p>Graded in-class discussion of "The Nation of Islam and the Five Percenters: Race, Religion, and Hip-Hop" and mid-term and final exam questions centered around religion and self-definition.</p> <p>Graded class discussion of and midterm and final exam questions related to the writings of Bethune, du Bois, Booker T. Washington, and Hurston.</p>                                                                                                                                                                                                                                                                                                  |
| [Ability to] Initiate and develop interactions with individuals from cultures that differ from that of the student                                                                   | Because of its subject matter, this course attracts a diverse body of students and naturally creates a racially integrated classroom. Thus by its own nature, the course forces students to regularly engage with and learn from peers whose racial backgrounds are different from their own.                                                                                                                                                                                                      | The last final exam question requires each student to explain how they have changed their mind about one thing this semester because of something another student in the class has said.                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## **HIST 330: African American History: From Emancipation to Civil Rights/3 credit hours**

Spring 2019. TR: 1:30-2:50, Hardin Admin. Building 321

Jeremy Elliott, PhD Assistant Professor (to be taught Spring 2021 by Tracy Shilcutt, PhD, Professor of History and Global Studies and Assistant Dean of the Honors College)

### **Course Description**

This course considers African American history from emancipation through the Civil Rights Movement and into the present day. We begin by examining the economic and social conditions of slavery and reconstruction, looking at the cultural assumptions that shaped responses to the Civil War and the economic stresses that followed it. Following this, we turn to oppressive responses to newfound freedom. These responses are both de jure and de facto, that is, based in oppressive law structures (Jim Crow) and carried out in social acts that were designed to intimidate and enforce certain behaviors. This dual response to the freedom offered under reconstruction offers us an opportunity to consider the difference between social and legal realities, and to examine the diverging viewpoints both within and outside the African American community about appropriate responses to oppression, and how to creatively build culture in spite of such structural inequality. From there, we move to pioneers in African American education and culture-building, focusing primarily on the differing philosophies of W. E. B. Du Bois and Booker T. Washington. Growing from this newly educated class, we see the emergence of a new arts movement—the Harlem Renaissance. Finally, we move into the Civil Rights Movement—both the optimism of the early movement, and the more disaffected movement, following King’s assassination. The course concludes with student presentations that will link pre-1968 African-American ideals, values, and cultural responses to oppression to post-1968 creativity and thought, bringing us up to conversation and reflection how race relations, black cultures, and structural oppressions have developed into the present time.

### **Intended audience:**

The intended student audience includes individuals seeking to fulfill the University Requirement for Historical Literacy or Cultural Awareness with a challenging 300-level course. It also serves all majors in History, Social Science teaching, and Global Studies as an upper-level U.S. history course. The class is designed to appeal to students from any major who are interested in the topic; assignments contain sufficient flexibility to forward the goals of history majors while remaining accessible and achievable for non-majors. There are no pre-requisites to this course, but students should be prepared to read and write critically from both primary and secondary sources. It is recommended that students complete basic composition courses (ENGL 111 and 112, or equivalent credit) before enrolling in this course.

### **Required Texts**

*Narrative of the Life of a Slave*, Frederick Douglass.

*The Strange Career of Jim Crow*, C. Vann Woodward.

*Martin & Malcolm & America: A Dream or a Nightmare?* James Cone.

*The Fire Next Time*. James Baldwin.

Additional primary and secondary sources will be available on Canvas. See the course schedule for links and details.

## Mission Statements

The Mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. The College of Arts and Sciences at ACU educates students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education. The ACU Department of History and Global Studies seeks to examine the experiences of humankind, stimulate thought concerning historic ideas, movements, and institutions, and promote ethical standards in keeping with the Christian faith.

## Professor's Perspective on Faith and Learning

As a Christian, it is my duty to be the hands and feet of Christ. I cannot do this effectively if I do not understand the context in which I am working. Thus, a socially and culturally focused history course is not simply an academic pursuit, but a way to understand others, examine yourself, and prepare yourself to better serve those around you. Moreover, the critical thinking, writing, and verbal engagement skills developed in this course likewise can and should prepare you to be a more effective servant of Christ.

## Learning Outcomes: Cultural Awareness

| Competencies                                        | Applications                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Measurements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ability to reflect on own cultural rules and biases | It is important to note first that this competency seems to presuppose that the student is distinct from the culture under study (e.g. that the students in this course are white). The authors of all primary sources and many of the secondary sources assigned in the course are persons of color. Thus for both white students and students of color, course readings and graded in-class discussions based on those readings entail reflection on and encounter with their own cultural rules and biases, and how those assumptions differ from those of their classmates. | Graded in-class discussion (15% of total grade) of all readings, including the following topics: convict-lease system and its development over time into present-day mass incarceration, African-American culture and the LGBTQ community, especially in Jazz Age Harlem, early 20 <sup>th</sup> century divide between "folk" culture and the new urban black culture of the Great Migration. Relevant assigned readings: <i>The Half Has Never Been Told</i> , "Blood;" Alain Locke, "The New Negro," Zora Neale Hurston, "How It Feels to Be Colored Me."<br><br>Both midterm and final exam questions require students to |

|                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                      | critically reflect on the readings and explain how the writers of these texts contributed to the development and challenging of American thought about race and liberty. In particular, exam questions ask students to define and articulate the ways in which black writers <i>defined themselves</i> in contrast to received narratives that were imposed on them.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| [Ability to] consider experiences and issues from the perspectives of others with differing world views | This competency clearly goes hand in hand with competency #1, as students often come to reflect on their own assumptions and biases when they encounter different assumptions among others. A constant refrain of this course is the presentation of familiar ideas and narratives from an African-American point of view—a point of view that often contrasts with mainstream received stories around these themes. | <p>Graded in-class discussion of “Blood” – which casts the Texas Revolution not as a narrative about the gaining of freedom for Texans, but of the establishment of a new and critical slave state as the South sought to maintain the dominance of slavery.</p> <p>Graded in-class discussion and exam questions required students to articulate differences between the views of Garvey, King, and Malcolm X on what freedom looked like.</p> <p>On final exam, students will explain portions of the autobiography of ML King, Jr., in which he discusses how his cultural and theological preconceptions were challenged as he came into contact with influential intellectuals from a variety of disciplines and religious traditions. In response to Dr. King’s self-disclosure, student will then explore how his/her cultural biases were challenged by readings and themes in the course.</p> |
| [Ability to] articulate understanding of cultural differences in verbal and nonverbal communication     | A central theme of the course is self-definition and definitions of freedom, across time and across a number of different (and often opposing) viewpoints within the black community. Such viewpoints were articulated within and against both black and white cultural contexts, all against the backdrop of a changing United States from the late 19 <sup>th</sup> century into the present                       | Students researched and wrote papers on a major African-American artist or thinker who worked before 1968, examining the question of how this person defined and understood freedom, and how their answer to that question shaped their work and their place in both African-American culture and broader U.S. culture and history.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                      | day.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Students complete in-class oral presentations on a major African-American artist, writer, or cultural contributor examining how that figure defines freedom. This allows the students to extend their analysis of cultural development over time from the Jim Crow and Civil Rights era into the present.                                                  |
| [Ability to] ask complex questions about the beliefs, values, and practices of other cultures and articulate answers to those questions that reflect flexible cultural understanding | <p>A sub-theme of the course was the role multiple and various religious movements played in shaping African-American culture, including Rastafarianism, Nation of Islam, the Hebrew Israelite movement, the African Methodist Episcopal church, and voodoo.</p> <p>Another sub-theme emphasized education, what it should look like for African-American communities as defined by specific thought leaders, and who education is for and what it should achieve, according to these leaders.</p> | <p>Graded in-class discussion of "The Nation of Islam and the Five Percenters: Race, Religion, and Hip-Hop" and mid-term and final exam questions centered around religion and self-definition.</p> <p>Graded class discussion of and midterm and final exam questions related to the writings of Bethune, du Bois, Booker T. Washington, and Hurston.</p> |
| [Ability to] Initiate and develop interactions with individuals from cultures that differ from that of the student                                                                   | Because of its subject matter, this course attracts a diverse body of students and naturally creates a racially integrated classroom. Thus by its own nature, the course forces students to regularly engage with and learn from peers whose racial backgrounds are different from their own.                                                                                                                                                                                                      | The last final exam question requires each student to explain how they have changed their mind about one thing this semester because of something another student in the class has said.                                                                                                                                                                   |

#### Learning Outcomes: Historical Literacy

| Historical Literacy: Competency                                                                                                                    | Historical Literacy: Measure                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Demonstrate knowledge of events, personalities, institutions and ideologies in African-American history from slavery to the civil rights movement. | Class discussion, an in-class presentation, quizzes and written essay exams. |

|                                                                                                             |                                                                                                           |
|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Analyze causality, continuity and change, and periodization of modern global history.                       | Written essay exams.                                                                                      |
| Develop the analytical skills required to interpret competing historical sources in their original context. | Written posts, oral discussions, group presentation, analytical essay exam.                               |
| Effectively assimilate and explain historical scholarship.                                                  | Class discussion and analytical essay on a scholarly debate in African American historiography.           |
| Interpret and critique public historical discourse.                                                         | Analytical comparison of readings that present contrasting perspectives on historical problems or events. |

### **Participation**

As described in the ACU Learning Covenant, I pledge to “stretch the minds of students as [I] teach, lead and serve them effectively as Christian scholars and professionals, calling students and colleagues to a rigorous life of learning.” Your response is “to stretch [your] mind in and beyond the classroom by reading, questioning, exploring and committing [yourself] to a rigorous life of learning.” Thus, you should always complete your reading before class, and be prepared to discuss it. If the idea of speaking in class intimidates you, you may find it useful to note your ideas and questions about the texts as you read. In fact, even if you aren’t nervous, this is probably a good idea.

### **General course policies**

#### **Late Paper Policy**

Unless otherwise noted on the syllabus, papers are due at the beginning of the class period. All work is due on the assigned date at the assigned time unless you make arrangements with me in advance. The late penalty is 10 percent per day, up to one week later. Any assignment not turned in will count as a 0.

#### **Attendance policy**

Attendance is imperative. In calculating the Participation grade, I will factor in Attendance and Tardiness. (Note: If you must miss class for medical or family emergency reasons, you must present documentary proof. And if you do miss class for such reasons, that's all the more reason to NOT MISS any additional class meetings.)

### **Late Work**

No extensions permitted on small assignments (quiz, reading post). Late larger assignments will be penalized 10 % for the first 24 hours and 10% for each additional day up to 72 hours, after which I will not accept it.

### **Grading**

The course is graded on a 1000 point scale, distributed as described below:

Papers and Presentation—350

Midterm—250

Final—250

Participation—150

### **Assignments**

**Paper:** Consider an act of protest/resistance associated with a specific African-American writer, cultural leader, artist, or political leader. What is the historical context from which this act emerged, and what was the effect? For example, while most people are familiar with King's "Letter from a Birmingham Jail," a greater understanding of the letter might be gained through the context of African American preaching traditions, non-violent resistance, legal policy, etc. Moreover, what changed when people read this letter? How did religious and/or cultural norms, values, and practices shape this act of protest? Topics will be approved in advance in consultation with the professor.

**Presentation:** The oral presentation requires each student to select an African-American thinker, artist, or political/thought/religious leader who has worked in the era after 1968, and extend our analysis of the disparate ideas of what it means to be free, what the best way forward is for education in the black community, how religion can and does shape African-American values and culture, and whether/the degree to which black leaders should work with white leaders into the present context. Topics should be chosen in consultation with the professor, but options might include: Barack Obama, Ariana Grande, Beyonce, Oprah, Kirk Franklin, Ta-Nehisi Coates, Austin Channing Brown, Jay-Z, Toni Morrison, LeBron James, Kendrick Lamar, Ishmael Reed, Cornell West, Henry Louis Gates Jr., Jesse Jackson, Louis Farrakhan, Tupac Shakur, Ice

Cube/NTA, Maya Angelou, Alice Walker, Clarence Thomas, Ryan Coogler, Janelle Monáe, Kanye West, Aaron McGruder, Jordan Peele, Donald Glover, Ernest J. Gaines, Serena Williams.

### **Midterm/Final:**

You can see an example exam on the course blog. The tests you take will follow the form of the example exactly. The primary goal of exams is to give students the opportunity to write critical extended reflections and responses to the texts encountered in class, placing them in the wider context of our broader class narrative and reflecting on how these views do or do not support other perspectives, both within the African-American community and in wider U.S. culture at the time. Some exam questions will ask the student to speak directly to her/his individual background and views on these topics, as well, and reflect on how our own cultural perspectives relate to others'.

**Participation:** Engagement with fellow students, reflection on your own background and assumptions, and critical discussion of assigned texts are crucial components of this course. As such, in-class participation will be graded and makes up 15% of your final grade. Students should plan to read assigned texts and come to class with comments and questions already prepared. Be ready to disagree civilly with classmates, and to be surprised by some of the perspectives you will encounter. Take the opportunity to listen to and learn from voices that are different from your own, whether among the assigned texts or among your peers in class. Students who miss more than 20% of the course will be dropped with a grade of WF, in keeping with department policy. In order to get an A grade in participation, you should plan to attend class and speak thoughtfully every day. Students who attend but do not contribute at all will not receive a passing participation grade.

### **Grading Criteria**

A + (100-97), A (96-93), A- (92-90) Exceptional college-level. The work offers an exceptional response to the assignment. Its overall pattern of organization is appropriate; transitions are smooth. It uses effective introductions, body paragraphs, and conclusions. Paragraphs are well developed, supported with references to text or secondary sources, and logical. The paper is well written, interesting, and easy to read. It shows sophistication or originality in content, development, details, or word choice. It has fluent sentences with few if any structural weaknesses. It is free of all major and almost all minor errors in grammar, mechanics, organization, documentation, and development. It follows instructions completely.

B+ (89-87), B (86-83), B- (82-80) Good college-level work. The work offers an effective response to the assignment; it shows some quality of ideas and/or knowledge of subject matter. It shows some skill in the use of effective introductions, body paragraphs, and conclusions. Paragraphs have adequate support, and logic is appropriate. The writing style is clear, concise, and friendly. It may have a few minor mechanical or documentation errors, but basically it is well written. It follows instructions completely.

C+ (79-77), C (76-73), C- (72-70) Satisfactory college-level work. The work offers an acceptable response to the assignment; it uses an acceptable pattern of organization; the writing follows the conventions of Standard English. There may be minor errors in style, sentence structure, tone, organization, format, punctuation, documentation, or mechanics. Some paragraphs may not be developed fully. It generally follows instructions.

OR A good (B) paper with a major flaw in one of the following: the content, organization, tone, or writing style.

OR A good (B) paper with multiple minor errors in proofreading or documentation.

D+ (69-67), D (66-63), D- (62-60) Inferior, but passing. The work is a satisfactory (C) paper with a major flaw in one of the following: the content, organization, tone, format or writing style.

OR A poor paper which shows some evidence of attempting to respond to the assignment, but which has many minor errors in organization, development, word choice, style, tone, format, punctuation, documentation, or mechanics. None of these alone would necessarily doom the paper; however, together they make the paper unsatisfactory.

F (59-0) Completely unacceptable. The work is a poor (D) paper with a major flaw in one of the following: the content, organization, tone, or writing style.

OR A paper that violates the basic features explicitly given in the assignment.

OR A paper that is marred by an unacceptable number of errors in organization, development, word choice, style, tone, format, documentation, and mechanics.

OR A paper that contains any form of dishonesty.

### **Special Needs:**

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 contact Alpha Scholars Program at: (325)674-2667

#### **Academic Integrity:**

Abilene Christian University is a community of learners that supports the quest for knowledge and truth through intellectual and personal integrity and honesty in learning, instruction, research and service. Its educational programs, faculty and staff, administration, and student environment all exist to educate students for Christian service and leadership throughout the world. Violations of academic integrity and other forms of cheating involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying. For definition of academic integrity, process for addressing integrity violations, roles of students and faculty, the appeal process, and other policies and procedures related to academic integrity, please check the policy at this URL: <http://www.acu.edu/academics/provost/documents/academic-integrity-policy.pdf>

#### **Sexual Harassment:**

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Therefore ACU has an anti-harassment policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth look at the university's anti-harassment policy, full definition of harassment, and procedure for reporting, visit: <http://www.acu.edu/campusoffices/hr/title-ix/anti-harassment-policy.html>

#### **Course Schedule:**

|        |                                                       |
|--------|-------------------------------------------------------|
| 15-Jan | Introduction                                          |
| 17-Jan | <b><u>Frederick Douglass</u></b>                      |
| 22-Jan | <b><u>Frederick Douglass</u></b>                      |
| 24-Jan | <b><u>Harriet Jacobs</u></b>                          |
| 29-Jan | Freedom, Literacy, and Witness (lecture and response) |

|        |                                                                                     |
|--------|-------------------------------------------------------------------------------------|
| 31-Jan | <i>The Half has Never Been Told, <u>"Blood"</u></i>                                 |
| 5-Feb  | <u>Ida B. Wells-Barnett</u>                                                         |
| 7-Feb  | <u>Strange Career of Jim Crow</u>                                                   |
| 12-Feb | <u>Booker T. Washington</u>                                                         |
| 14-Feb | <u>W. E. B. Du Bois</u>                                                             |
| 19-Feb | <u>W. E. B. Du Bois</u><br>William Trotter/Niagara/ NAACP<br>(lecture and response) |
| 21-Feb | <u>First issue of <i>The Crisis</i></u>                                             |
| 26-Feb | Alain Locke, <u>"Enter the New Negro"</u>                                           |
| 28-Feb | Jean Toomer, <u><i>Cane</i></u>                                                     |
| 5-Mar  | Hurston, <u><i>Their Eyes</i></u> and <u>"How it Feels to be Colored Me"</u>        |
| 7-Mar  | Midterm                                                                             |
| 12-Mar | Spring break                                                                        |
| 14-Mar | Spring break                                                                        |
| 19-Mar | Bethune                                                                             |
| 21-Mar | Garvey <u>"Objects," "Address," "Whirlwind"</u>                                     |
| 26-Mar | Jack Johnson/Joe Louis/Ali <u>"Between the Ropes"</u>                               |
| 28-Mar | Hoover/Cointelpro (lecture and response)                                            |
|        | MLK & co.                                                                           |
| 2-Apr  | <u>Letter from a Birmingham Jail</u><br>MLK & co.                                   |
| 4-Apr  | <u>My Pilgrimage</u>                                                                |
|        | Religious movements                                                                 |
| 9-Apr  | <u>Nation of Islam</u><br>Malcolm X                                                 |
| 11-Apr | <u>"The Ballot or the Bullet"</u>                                                   |
| 16-Apr | <i>Vanguard of the Revolution</i>                                                   |
| 18-Apr | <i>Vanguard of the Revolution</i> & paper due                                       |

|        |                                                        |
|--------|--------------------------------------------------------|
| 23-Apr | Stokely Carmichael/Elaine Brown (lecture and response) |
| 25-Apr | Final exam                                             |
| 30-Apr | Presentations                                          |
| 2-May  | Presentations                                          |
| 8-May  | Presentations                                          |