

Approval Chart for Curriculum Changes

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

Course Number HIST 222 or Degree Plan(s) _____

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

Application to Gen Ed menu: Cultural Literacy

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	UUAC	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	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
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	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

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												
	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								
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
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

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.

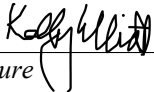
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

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 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
	09/14/2022
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

Application for Cultural Literacy Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Cultural Literacy Description

Courses within this domain provide students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples. Additionally, students will courageously interrogate their own internal processes about diversity and equity. Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application.

Subject code, course number, and title of course:	HIST222 American History 1
Terms offered:	Fall, Spring, Summer
Catalog description:	Survey of cultural, economic and political dimensions of America from 1877 to the present. May be used to satisfy University Requirements.
Course prerequisites:	none
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	N/A
Other general education menus on which the course appears or you are applying for:	Arts and Humanities Menu

Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or less). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

Students will develop skills for participating in informed discourse and understanding the interconnectedness of diverse peoples by exploring the interchange, cooperation, and/or conflict between people groups in the formation of the United States following the American Civil War (1870s-present).

Each week, students will submit summative and analytical posts to a discussion board on assigned historical artifacts, placing emphasis on the relevance of rhetorical claims and then drawing conclusions based on the evidence. For example, one week students will examine immigration artifacts available from the Ellis Island Museum and the National Museum of American History, analyzing said materials based on [“How to Read a Primary Source.”](#)

Students will then work on teams in class, researching and explaining divergent perspectives on cultural phenomena related to historiographic interpretations. In the case of the immigration assignment, they will engage historiographic scholarship such as Alan M. Kraut, *A Century of Scholarship in American Immigration and Ethnic History*. Individual and team exercises culminate with guided reflection on self-awareness on the topic.

Additionally, teams will research and explain divergent perspectives on cultural phenomena related to historiographic interpretations re: aesthetic values during times of war by focusing on the production of fine arts, performing arts, and fiction/poetry from multiple perspectives.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

N/A

Relevant Outcomes

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.

- o Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, “nepotism” in collectivistic contexts, aesthetic values in a certain historical period, etc.).
- o Demonstrate how social and historical contexts shape a community’s worldview or cultural commitments.
- o Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.
- o Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
- o Through measurable assessments, compare the cultural perspectives of another culture with those of a student’s own culture and reflect through adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.
- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
 - o Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
 - o Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
 - o Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - o Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
 - o Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
 - o Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
 - o Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
 - o Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.

- Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).
- B3: Interrogate one's internal and external views and values for greater self-awareness.
 - Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
 - Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace
 - Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
 - Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
 - Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.
 - Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
 - Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
 - No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
 - No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
 - No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
 - Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome.

Outcome	Topic or Activity
Outcome B1	In regular online quizzes and three in-class exams, students will demonstrate how social and historical contexts shape a community's worldview or cultural commitments. In addition, in class, teams of 3 or 4 students will research and

	explain divergent perspectives on cultural phenomena related to historiographic interpretations re: aesthetic values related to multiple US people groups by focusing on the production of fine arts, performing arts, and fiction/poetry born out of particular historical periods: (Harlem Renaissance, the Vietnam Era, 1990s pop culture, etc.).
Outcome B2	Individuals will make weekly summative and analytical posts to a discussion board in Canvas on assigned historical artifacts placing emphasis on the relevance of rhetorical claims and then drawing conclusions based on the evidence. In class, teams of 3 to 4 students will evaluate their findings. Students will self-evaluate their personal worldviews in Canvas by drawing on the team experience and reflecting on their contributions, issues, and conclusions. Many of the documents reflect subaltern perspectives, requiring students to recognize and demonstrate their respect for differences in gender, class, religion, sexuality, disability, age, and race.
Outcome B3	In weekly quizzes and class discussions compare & contrast written and/or visual primary sources expressing a conclusion about potential blind spots involving diverse cultural experiences not typical of mainstream North American culture (subaltern groups, ie: race, class, gender, sexual orientation, ethnicity, religion immigration). In group discussions, students will shed light on the ideological aims of narrative creation through analysis of one of the following: 1) Changing political realities related to public school history curriculum; 2) Ways by which museums create public memory.

Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the activities listed in the Relevant Outcomes section. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome B1	Weekly quizzes, exams, and in class team discussion based on Canvas posts
Outcome B2	Individual contributions to discussion board in Canvas and summative posts from teams

Outcome B3	Weekly quizzes, team discussions posted to Canvas, students will shed light on the ideological aims of narrative creation through analysis of one of the following: 1) Changing political realities related to public school history curriculum; 2) Ways by which museums create public memory.
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Please use the following rubric to perform assessment each year.

Student Learning Outcome B1

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Shows little to no understanding of two or more of the areas of different experiences of diverse populations.	Conversant in experiences of diverse populations.	Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations.

Student Learning Outcome B2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand the interconnectedness of the human experience with a posture of humility.	Shows little to no understanding about connections among people and/or expresses cultural superiority.	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others.	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences.
Celebrate difference among people.	Unable to express value in the differences among individuals and/or cultures.	Able to express value in the differences among individuals and/or cultures.	Expresses persuasive advocacy for valuing human difference.

Student Learning Outcome B3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interrogate one's internal and external views and values for greater self-awareness.	Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective.	Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth.

Abilene Christian University

Hist 222.01 American History I

TR 12:00-1:20 ADMIN 322

Tracy M Shilcutt, PhD, Professor

Department of History and Global Studies

Associate Dean, Honors College

Office hours: by appointment. I strongly urge you to make an appointment with me during office hours, or as needed, at any point during the semester. Please email me for the appointment.

Email: tracy.shilcutt@acu.edu

Note that I will respond to email M-F 7am to 5:30pm; I do not respond to email after 5:30pm or on weekends.

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 an appreciation for their own heritage and of peoples throughout the world.

This course can be used to fulfill a **cultural literacy, arts and humanities requirement**, other general education or major requirement depending on your degree plan. There are no prerequisites. Please check with your advisor if you have questions.

This course is an overview of the stream of US History from the Reconstruction Era to the 21st Century. The student will obtain a better understanding of the multi-cultural historical roots and philosophies that shaped the United States following the Civil War.

Materials:

- Canvas- all required materials are in this environment
- Course Calendar- in Canvas

Integrity: Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy will be addressed as described in the Policy. The full policy is available for review at the Student Life web site [Academic Integrity \(Links to an external site.\)](#)[Links to an external site.](#)

[\(Links to an external site.\)](#)

and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education, and academic departments.

Student Support and Disability Support Services can be found [here \(Links to an external site.\)](#)[Links to an external site.](#)

[\(Links to an external site.\)](#)

Attendance and participation: Class attendance and participation are essential elements of the course.

At the same time, life (covid) happens while you are at college, so I strongly urge you to attend class except for the most important of life circumstances or if you are ill. For example, personal illness, illness of a family member or death of family or friends certainly qualify as important life circumstances. In these instances, *please contact me via email as soon as you know you will miss class-* all emails must be delivered to me within one missed class period. All make-up exams will be completed at 7am on Dead Day.

If you are late to class, or leave class early, it is just like you missed part of the day at work. Therefore, each time you are late or leave class early you incur a ½ day absence. In other words, being late to class twice, leaving early twice, or a combination of the two is equal to an absence. If you exceed a 20 percent level absence (the 7th miss or 6½ miss), you can be dropped from the class with a W or WF depending on your class standing at the time; or you may receive an F in the course at the end of the term- you will be notified by email on the 5th miss. Please stay home if you are ill.

Absences from class due to approved school activities will not count against total attendance. You are considered to be an ACU ambassador on those days. BUT, you must provide an official, signed ACU absence form to me in advance or you will not be allowed on Dead Day to make up work missed while representing ACU.

In many businesses, unused sick leave and annual leave can be redeemed at the time employment ends. Thus, for this class, if you do not miss up to six times, I will award you a half (0.5) of a point for each day redeemed up to a total of three (3) points (six days). The points will be added to your final average after your course grade is calculated. To reiterate: there is no extra credit offered for this course, but good attendance can adjust your final grade by up to three (3) points.

Note: If you add late, you are assessed from the official beginning of the course rather from the day you first attend. Attendance will be recorded at 12:00 noon.

Requirements:

1. Response Assessment Discussion (RAD): TEN RAD assignments (on-line discussion board) will be required during the semester. You will need to respond to the 2-part RAD assignment in Canvas and the RAD assignment is open book/open resource, but must be synthesized in your own words, not copied from the reading materials or other resource materials. RADs are to be completed before the material is addressed in class. Therefore, it is essential that the assigned material be read/watched/listened/analyzed in preparation for the RAD. The reading/watching/etc. will guide the in person discussion and will be eligible for the exam materials. I strongly encourage you to make an appointment with me should you find the reading challenging and should you think that it might affect your in-class discussion grade and/or your exam grade (this assumes you are reading the chapter and still having problems- if you want to improve your grade and are not reading the material, watching the video, listening to the podcast, etc., begin with that step). Note that there are 2 practice RADs so that you can understand better what is expected of you as an individual and as a team member. For each assignment that receives no credit, a penalty will also be applied to the in-class discussion.

2. In class discussion: We will have 13 guided discussions, which will take place each Thursday afternoon. The preparation for these discussions is your RAD post. You should bring with you any notes that you took for the assignment and a device for accessing the internet. We will set parameters for the table discussions as a class- each student will be eligible to lead the discussion for the group for the day. I will not advise you in advance of who will lead discussions. If you did not complete the RAD your discussion grade will be recorded as zero. Justification: for you to contribute unprepared to the discussion is not fair to teammates who wrestled with the material in the discussion posts. If you are absent on Thursday, you will not be awarded discussion points. There will be material presented on discussion days that is eligible for the exams. The in-class discussions cannot be made up. The lowest three (3) in-class discussion grades will be dropped from the gradebook.

3. Exams: There are three exams. You will need to bring one 882-Escantron with you to each exam. You may bring your notes and books with you to the exams, as well (I will explain this in class). Exams are not cumulative, except with regard to repeated information, which is eligible for multiple exams. Your notes and books can be used for six minutes during each exam. If an exam is missed due to sick-leave or a school-sponsored activity, you may make it up

on Dead Day at 7am. However, make-up exams take the form of fill-in-the blank and you may not refer to notes.

Grading (no extra credit is offered for this course)

<u>Performance Areas</u>	<u>Max Grade Points Possible</u>
RADs	100
Thurs. Group discussion	150
Exam I	250
Exam 2	250
Final Exam	250
	<u>1000 points</u>

*You cannot receive discussion points apart from being present on Thursdays; additionally, if you failed to complete the RAD as assigned, your Thursday discussion grade will suffer a penalty.

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

A 900-1000; B 800-899; C 700-799; D 600-699; F 0-599

Additional Comments:

- No extra credit assignments are given; but attendance is rewarded.
- Final grades will be adjusted with regard to points added for attendance thus there will be no “rounding up.” If your final points add to 799, the grade that will be recorded is “C”. You may keep up with your grade in Canvas by referring to the grade weights listed above. Please do not hesitate to make appointments as needed throughout the semester.

Student Competencies, Learning Outcomes, and Rubrics

Expected General Student Competencies:

1. **COMPETENCY:** The student will demonstrate a fundamental factual knowledge of the events important to understanding the history of the US from the Reconstruction Era to the 21st Century.
EVALUATION: The student will complete RADs and participate in class discussions over assigned readings from the text. The student will take three exams.
2. **COMPETENCY:** The student will demonstrate a fundamental understanding of the major themes and intellectual trends of the history of the US from the Reconstruction Era to the 21st Century.
EVALUATION: The student will participate in weekly discussions on primary sources and take examinations over materials discussed in class and in the text.

Overall Learning Outcome & Competencies and Rubrics: Cultural Literacy Requirement

Competency

Measurement

Students will successfully

... through the following exercises.

B1 Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.

In regular online quizzes and three in-class exams, students will demonstrate how social and historical contexts shape a community's worldview or cultural commitments. In addition, in class, teams of 3 or 4 students will research and explain divergent perspectives on cultural phenomena related to historiographic interpretations re: aesthetic values related to multiple US people groups by focusing on the production of fine arts, performing arts, and fiction/poetry born out of particular historical periods: (Harlem Renaissance, the Vietnam Era, 1990s pop culture, etc.).

Shortcomings	Meets Expectations	Points of Excellence
Shows little to no understanding of two or more of the areas of different experiences of diverse populations	Conversant in experiences of diverse populations	Demonstrated exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations

B2 Understand the interconnectedness of the human experience with a posture of humility; celebrate differences among people.

Shortcomings	Meets Expectations	Points of Excellence
Shows little to no understanding about connections among people and/or expresses cultural superiority	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences
Unable to express value in the differences among individuals and/or cultures	Able to express value in the differences among individuals and/or cultures	Expresses persuasive advocacy for valuing human difference

Individuals will make weekly summative and analytical posts to a discussion board in Canvas on assigned historical artifacts placing emphasis on the relevance of rhetorical claims and then drawing conclusions based on the evidence. In class, teams of 3 to 4 students will evaluate their findings. Students will self-evaluate their personal worldviews in Canvas by drawing on the team experience and reflecting on their contributions, issues, and conclusions. Many of the documents reflect subaltern perspectives, requiring students to recognize and demonstrate their respect for differences in gender, class, religion, sexuality, disability, age, and race.

B3 Interrogate one's internal and external views and values for greater self-awareness.

Shortcomings	Meets Expectations	Points of Excellence
Unable to acknowledge having a unique cultural	Expresses self-examination of a cultural viewpoint and	Clearly expresses a thorough self-examination

In weekly quizzes and class discussions compare & contrast written and/or visual primary sources expressing a conclusion about potential blind spots involving diverse cultural experiences not typical of mainstream North American culture (subaltern groups, ie: race, class, gender, sexual orientation, ethnicity, religion immigration). In group discussions, students will shed light on the ideological aims of

viewpoint and/or unable to analyze the factors that contribute to it.	expresses a conclusion about any potential individual blind spots due to that perspective	on of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective and expresses a plan for growth
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narrative creation through analysis of one of the following: 1) Changing political realities related to public school history curriculum; 2) Ways by which museums create public memory.

Overall Learning Outcome & Competencies: Arts and Humanities Requirement

Competency

Measurement

Students will successfully

... through the following exercises.

A2 Listen to, understand, and critically evaluate rhetorical claims.

In regular online discussions and in-class discussions, students will make weekly summative and analytical posts on assigned historical documents/interpretations/artifacts/etc. In addition, in class, teams of 3 or 4 students will research and explain divergent perspectives on cultural phenomena related to historiographic interpretations re: multiple interpretive lenses (ie. traditional, revisionism, post-revisionism).

Shortcomings	Meets Expectations	Points of Excellence
Fails to demonstrate understanding or recognition of rhetorical claims	Demonstrates effective understanding of and ability to critique rhetorical claims	Demonstrates keen analytical abilities and attention to detail in understanding and evaluating rhetorical claims

B1 Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.

Shortcomings	Meets Expectations	Points of Excellence
Shows little to no understanding of two or more of the areas of different experiences of diverse populations	Conversant in experiences of diverse populations	Demonstrated exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations

In regular online quizzes and three in-class exams, students will demonstrate how social and historical contexts shape a community's worldview or cultural commitments. In addition, in class, teams of 3 or 4 students will research and explain divergent perspectives on cultural phenomena related to historiographic interpretations re: aesthetic values related to multiple US people groups by focusing on the production of fine arts, performing arts, and fiction/poetry born out of particular historical periods: (Harlem Renaissance, the Vietnam Era, 1990s pop culture, etc.).

B2 Understand the interconnectedness of the human experience with a posture of humility; celebrate differences among people.

Shortcomings	Meets Expectations	Points of Excellence
Shows little to no understanding about connections among people and/or expresses cultural superiority	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences
Unable to express value in the differences among individuals and/or cultures	Able to express value in the differences among individuals and/or cultures	Expresses persuasive advocacy for valuing human difference

Individuals will make weekly summative and analytical posts to a discussion board in Canvas on assigned historical artifacts placing emphasis on the relevance and aesthetics of rhetorical claims and then drawing conclusions based on the evidence. In class, teams of 3 to 4 students will evaluate their findings. Students will self-evaluate their personal worldviews in Canvas by drawing on the team experience and reflecting on their contributions, issues, and conclusions. Many of the documents reflect subaltern perspectives, requiring students to recognize and demonstrate their respect for differences in gender, class, religion, sexuality, disability, age, and race.

B3 Interrogate one's internal and external views and values for greater self-awareness.

Shortcomings	Meets Expectations	Points of Excellence
Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective	Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective and expresses a plan for growth

In weekly quizzes and class discussions compare & contrast written and/or visual primary sources expressing a conclusion about potential blind spots involving diverse cultural experiences not typical of mainstream North American culture (subaltern groups, ie: race, class, gender, sexual orientation, ethnicity, religion immigration). In group discussions, students will shed light on the ideological aims of narrative creation through analysis of one of the following: 1) Changing political realities related to public school history curriculum; 2) Ways by which museums create public memory.

C2 Analyze data to draw conclusions

Shortcomings	Meets Expectations	Points of Excellence
Lacks sufficient analysis or depth of data or published writing	Analyzes data and/or published writing in an effective manner	Analyzes data and/or published writing in an exemplary manner.

Individuals will analyze primary sources and put their findings into conversation with published scholarly sources (posts to Canvas). In addition, in class, teams of 3 or 4 students will further research and explain divergent perspectives on historiographic interpretations related to the research topic re: multiple interpretive lenses (ie. traditional, revisionism, post-revisionism).

Syllabus is subject to change; any changes will be announced in class. I strongly encourage students to come see me either during office hours or by appointment whenever they feel there is a need to talk about their progress in the course.

Academic integrity Academic Honesty: Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. 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 our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship, and research. Plagiarism by carelessness is still plagiarism.

The full policy is available for review at the Provost's office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education, and academic departments.

Any student with a disability (physical or psychological) who has a documented need for classroom accommodations is eligible to receive services through ACU's Disability Support Services (DSS). DSS assists students with disabilities in obtaining appropriate academic accommodations. Students will also receive assessments of their individual learning styles and study habits with recommendations for adapting study methods to their unique learning characteristics. For full information, qualification, and applications, you may link [here](#)

[\(Links to an external site.\)](#)

He who forms the mountains creates the wind, and reveals His thoughts to man, He who turns dawn to darkness, and treads the high places of the earth—the LORD God Almighty is His name. Amos 4:13