

Approval Chart for Curriculum Changes

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

Course Number HIST 330 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

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COUNCIL³

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

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.

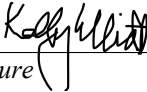
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

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)	
 _____ <i>Signature</i>	09/14/2022 _____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of faculty senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

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:	HIST 330 African American History from Emancipation through Civil Rights
Terms offered:	Spring, odd years
Catalog description:	Survey of African American history from Emancipation through the Civil Rights movement, with attention given to movements in education, resistance, and arts.
Course prerequisites:	ENGL 111, ENGL 112
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	None
Other general education menus on which the course appears or you are applying for:	Humanities

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.

HIST 330 surveys African American history from the era of Emancipation through the Civil Rights movement. It is one of the only curricular options at ACU for the study of Black history and culture. As such, it brings needed balance to our university curriculum and provides an underrepresented perspective within the broader university curriculum. All of the topics covered in this course engage students with the history of race and the structures, institutions, and policies built around race in the United States. Student research, as presented in both essay and presentation forms, engage the topics of racial difference, structural oppression, navigation, and resistance. Assigned readings and other materials, including documentaries, also emphasize these themes. As such, course material and assignments require students to “explore global, historical, and cultural experiences of diverse populations”—in this case the experiences of Black/African-descended people— “and interrogate [their] internal and external views and values for greater self-awareness,” by reflecting on how their own experience and perspectives may align or diverge from the histories we engage in class.

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).

The prerequisites for this course (ENGL 111 and 112) are intended only to ensure that students in the class are prepared for academic writing (e.g., primarily to aid students and advisors in sequencing.) HIST 330 is intended for students of any major who are seeking to understand the past experiences of African descended/Black people in North America and provides relevant historical context for complex present-day issues such as, antiblack racial discrimination and recent social justice protests. These topics are relevant and indeed critical to forming students, regardless of major or vocation, for Christian service and leadership in our present environment.

This course contributes to ACU students’ breadth of knowledge in the following ways:

- HIST 330 provides one of very few curricular options at ACU for the study of Black history and culture. The class brings needed balance and provides an underrepresented perspective within the broader university curriculum.
- HIST 330 surveys examples of multiple types of racial segregation, as well as negotiation and resistance to racial inequality--individually, collectively, and across gender lines. Examination of Black icons, institutions, and organizations such as HBCUs and Black Churches allows students to engage along multiple axes, including race, gender, religion, and culture.

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.
 - 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.).
 - Demonstrate how social and historical contexts shape a community’s worldview or cultural commitments.
 - Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.
 - 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.
 - 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.
 - Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
 - Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
 - Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - 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.
 - 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.
 - 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.).
 - 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.

- 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
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Outcome B1	o Through a survey of African American experiences of the oppression and exclusion of American life during the late nineteenth through the mid-twentieth centuries, students will <i>raise complex questions</i> about the workings of power and resistance, <i>resulting in deeper and more flexible cultural understanding</i>. In written posts and oral discussions responding to writers such as Ida B. Wells-Barnett, John Hope Franklin, and G. Sorin (<i>Driving While Black</i>), students will “demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.”
Outcome B2	o By examining Black icons, institutions and organizations (e.g., HBCUs, the Black Churches, sporting leagues, etc.) and how these people and groups worked towards liberation and/or civil rights empowerment, students will have the opportunity to “understand the interconnectedness of human experience,” and connect Black acts of resistance to oppression and building of distinctive cultural institutions to the experience of other communities that have faced structural inequality, promoting empathy and humility.
Outcome B3	o Students will “Interrogate [their] internal and external views and values for greater self-awareness” in the final exam essay, which requires them to describe and critique how Christian writers thought “Christianly” about slavery, civil rights, or social injustice. Critique the Christian record from one’s own faith location.

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	Written posts and oral discussions responding to Ida B. Wells-Barnett, John Hope Franklin, and G. Sorin (<i>Driving While Black</i>)
Outcome B2	Written posts responding to “Wilberforce University: A Squandered Treasure” and the Marcus Garvey documentary film
Outcome B3	Final exam essay. Students must describe and critique how Christian writers thought “Christianly” about slavery, civil rights, or social injustice. Critique the Christian record from one’s own faith location.

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.

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

Spring 2023. TR: 1:30-2:50, Hardin Admin. Building 322

Professor: Theodore S. Francis, PhD

3 credit hours

Catalog Description: Survey of African American history from Emancipation through the Civil Rights movement, with attention given to movements in education, resistance, and arts.

Detailed Course Description/Goals: This course surveys the history of people of African descent in the United States giving attention to social, cultural, political and economic developments between Reconstruction in the nineteenth century and the era of civil rights in the mid- to late twentieth century (i.e. 1870s-1960s). Students will survey African American experiences during the late nineteenth through the mid-twentieth centuries, including the dynamics of systemic antiblack racial inequality in the United States of America (e.g., examples of multiple types of racial segregation – educational, transport, employment, residential, etc.). In addition the course covers the historical ways that African Americans negotiated, accommodated, repurposed, confronted, and resisted racial inequity – individually, collectively, and across gender lines. Students will survey Black icons, institutions and organizations during this period (e.g., HBCUs, the Black Churches, sporting leagues, etc.) and how these people and groups worked towards liberation and/or civil rights empowerment.

Pre-requisites to the course (ENGL 111, ENGL 112) are intended only to indicate sequencing. HIST 330 is intended for students of any major or career path who are seeking to understand the past experiences of African descended/Black people in North America and provides relevant historical context for complex present-day issues such as, antiblack racial discrimination and recent social justice protests.

ABOUT THE INSTRUCTOR

Professor's name, title & rank: Theodore Francis, Ph.D., Associate Professor of History and Global Studies

Biography: Dr. Francis joined the faculty of ACU in summer 2022 and has taught courses on African-American, Caribbean, Latin American, and United States Histories for over seven years. Born and raised in the British Caribbean island of Bermuda, Dr. Francis graduated from Morehouse College, before earning his M.A. and Ph.D. in History at the University of Chicago in 2015. His current research focuses on 20th century Black Travel and Tourism, and he is presently writing a manuscript exploring the role of African American tourism during the civil rights struggle to desegregate Bermuda.

Gendered Pronouns: he/his/him

Office: Department of History and Global Studies, Room 324F, Hardin Building, ACU

Contact: tsf22a@acu.edu &/ Canvas Inbox.

Whenever you contact me, please begin your email with the salutation, “Dr. Francis/Professor Francis” AND include your class title and section in the message so I can quickly identify you and the class you are inquiring about.

Office Hours: Tuesdays & Thursdays 10am – 12pm; all other times by appointment. Please email to set up a meeting.

Required Texts

D.C. Hine, W.C. Hine, S. Harrold, *African Americans: A Concise History*.

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.

Personal Christian/faith-informed Perspective: As a historian of the African Diaspora during the nineteenth and twentieth centuries, I research historical subjects that faced various kinds of social exclusion caused by racism, colonialism, class discrimination, poverty, gender, lack of formal education, etc. And though these historical subjects lived on the periphery of societal power and official authority, I believe they are worthy of scholarly attention because their presence, voices, and activities exuded significant influence on the development of society. Similarly, the biblical ministry of Jesus gave attention to people on the social margins (e.g., the poor, physically-challenged, women, foreigners, etc.) often demonstrating the transformative potential of their lives. Therefore, studying ‘history from below’ (i.e., including and prioritizing the perspectives of marginalized people) allows us to better appreciate how diverse peoples and communities shaped the past. Hopefully, this method helps us to recognize the value and humanity of similarly marginalized people and communities in the present. Indeed, how we appreciate and study the past, informs the ways we value and live in the present.

Learning Outcomes

Upon completion of this course, students will be able to demonstrate knowledge and skills in keeping with Terrel L. Rhodes’s recommendations (*italicized*). Through a survey of African American experiences of the oppression and exclusion of American life during the late nineteenth through the mid-twentieth centuries, students will *raise complex questions* about the workings of power and resistance, *resulting in deeper and more flexible cultural understanding*. The realities referenced by the designation “oppression and exclusion” are exemplified by (but not limited to) the dynamics of systemic antiblack racial inequality in an American republic professing democracy and freedom (e.g.,

examples of multiple types of racial segregation – educational, transport, employment, residential, etc.). The constellation of “African American responses” studied in this course can include historical ways that African Americans negotiated, accommodated, repurposed, confronted, and resisted the aforementioned systems – individually, collectively, and across gender lines.

In the process, students will encounter and seek to understand the purposes of historical Black institutions and organizations that nurtured, developed, and even entertained African Americans during this period (e.g., HBCUs, the Black Church, Black sporting leagues, etc.). Such historical engagement will prepare students *to consider experiences and issues from the perspectives of people and communities with differing worldviews within the United States*. Indeed, stepping back in time, students will *interact with individual(s) from culture(s) [and social experiences] other than her own, as well as reflect on their own cultural rules and biases and to critically engage those biases in writing*. In short, the cultivation of such sensitivities and skills should result in *cultural humility*, a valuable human and Christian quality. [See outcomes/measures grid below.]

Cultural Literacy: Outcome	Cultural Literacy: Measurement
Students will “demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.”	In written posts and oral discussions responding to writers such as Ida B. Wells-Barnett, John Hope Franklin, and G. Sorin (<i>Driving While Black</i>), students will “demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.”
By examining Black icons, institutions and organizations (e.g., HBCUs, the Black Churches, sporting leagues, etc.) and how these people and groups worked towards liberation and/or civil rights empowerment, students will have the opportunity to “understand the interconnectedness of human experience,” and connect Black acts of resistance to oppression and building of distinctive cultural institutions to the experience of other communities that have faced structural inequality, promoting empathy and humility.	Written posts responding to “Wilberforce University: A Squandered Treasure” and the Marcus Garvey documentary film.
Students will “Interrogate one’s internal and external views and values	In final exam essay, describe and critique how Christian writers thought “Christianly” about

for greater self-awareness.”	slavery, civil rights, or social injustice. Critique the Christian record from one’s own faith location.
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ASSESSMENT & GRADING Assessment & Grading requirements: your final grade in this course will be based on the successful completion of the following:

1. Attendance – showing up consistently to all classes on time, unless excused for an approved reason. And Class participation – meaningful participation during each class demonstrated by reading the assigned chapter/article; taking notes; and asking relevant questions or making informed comments pertaining to the lecture.
2. Reading reviews–students will draft short analytical summaries of five assigned readings according to the instructions and deadlines posted on Canvas.
3. Research essay – students must complete a research essay that uses a primary source and selected secondary sources. The instructions and deadlines for the essay(s) will be posted on Canvas and discussed in class.
4. Presentation – every student is required to give a brief (8 minute) presentation to the class based on an assigned historical event/person using powerpoint/google slides/canva/prezi. The sign-up list and assignment instructions will be posted on Canvas and discussed in class before these begin at the instructor’s direction.

Final grade calculation: students will earn a final grade in HIST 330 based on the completion of the required assignments listed above. One’s final letter grade will conform to the standards in the chart listed below.

Final Letter Grade Points Range

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

Extra credit opportunity: students will be able to earn one or two points of extra credit by attending and writing short reflections on various events during the term such as, specific chapel speakers, on-campus lecturers, local art/museum exhibitions, etc. Extra credit events will be announced in class/email/canvas notification. Extra credit is not mandatory and students who do not attend extra credit events will not be penalized.

Recommendations for discussing grades: if you have questions about your grade, or overall performance in the class, please email me, or ask in person at the end of class. Since your grades are personal and private information, I prefer to discuss these details during office hours, or via email – not in front of your classmates. Therefore, keep these facts in mind and choose a suitable

COURSE POLICIES

Attendance – your attendance is required at every class session and I will take attendance at every class. If you are not present then it is your responsibility to see me or email about your absence, get the lecture notes you missed from a classmate and submit any assignments. It is your responsibility to see me, or email, if you know that you have an issue that causes you to arrive late and/or miss class regularly (e.g. off campus job, transportation issues, child care &/ elder care situations). Unexplained/unexcused long-term absences (i.e., 7 classes/three weeks or more) will result in a failing grade. Therefore, if you have any situations that impact your attendance, be proactive and contact me to discuss a solution. Cell phone etiquette – I prefer that cell phones be switched on silent/vibrate and put away (in backpack, pocket, purse, etc.) during class time. Please do not take notes on your phones or read assigned readings. If you must reply to a phone call or know that you will be engaged in a series of text messages, please leave the room in a quiet manner and return when your conversation is complete and you can focus entirely on class.. I will issue a verbal warning to the class whenever I notice that students are using their phones during lecture. Repeat offenders will be warned and marked absent if they decide to ignore this policy.

Classroom Conduct – In order to foster the best learning environment please be respectful and attentive to the professor while lecturing, and to your fellow students during discussion and questions. During this class, we will read historical texts that use racially insensitive language (e.g., the N-word) so I ask that you be mindful to refrain from saying such terms whenever you are quoting from these texts during class discussions or presentations. Please note that side-conversations with friends; reading websites, articles, or books from other classes; playing games on your laptop computer/tablet/phone, etc.; listening to audio devices; communicating on social media, or other non-class-related activities, are considered unacceptable behavior. Engaging in these activities repeatedly will negatively affect your class participation grade. Repeat offenders will be warned and marked absent if they decide to ignore this policy.

UNIVERSITY POLICIES **Academic Integrity Policy**: Presenting someone else's work as your own, whether intentionally or not, is plagiarism. Plagiarism will result in a zero on the assignment and/or an F in the course. Plagiarism includes, but is not limited to, the following: - Intentional or unintentional failure to give credit to sources used in a work in an attempt to present the work as one's own. - Submitting for credit in whole or in part the work of others. - Submission of paper(s) or project(s) obtained from any source, such as a research service or a club paper file, as one's own. - See the full university policy on plagiarism at

<https://cdn01.acu.edu/content/dam/community/documents/cas/cas-academic-integrity.pdf>

ADA Compliance Policy: Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented

disability and wish to discuss academic accommodations, please email alpha@acu.edu OR call their office directly at 325-674-2667.

Anti-Harassment (racial, sexual, ability, identity, etc.) & Title IX of the 1972

Educational Amendments: 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, the university has an anti-harassment policy to maintain a work and academic environment that is free of harassment, sexual, racial, ability, or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. As a professor I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the ACU Counseling Center. All of your options are available for review by clicking on the link to ACU's policy. 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/antiharassment-policy.html>

Mon., Aug. 29	Course overview	N/A
Wed., Aug. 31	Defining African American History?	See Canvas – J. Hope Franklin, “The History of African American History”
Fri., Sep. 2	Why African American History Matters Current Controversies	See Canvas - Texas Tribune News – “What is critical race theory? Explaining the discipline that Texas' governor wants to abolish” https://www.texastribune.org/2021/06/22/texas-critical-race-theory-explained/
Mon., Sep. 5	Reconstruction & Postemancipation America 1865-1880s	Canvas - D.C. Hine, W.C. Hine, S. Harrold, <i>African Americans: A Concise History</i> ch. 12
Wed., Sep. 7	Reconstruction & Postemancipation	D.C. Hine, W.C. Hine, S. Harrold, <i>African Americans: A Concise History</i> ch. 13
Fri., Sep. 9	Reconstruction III	Continue previous readings
Mon., Sep. 12	Making Free Lives: Juneteenth	Discuss & review sources in class

Wed., Sep. 14	Making Free Lives: Black Education & HBCUs	Canvas - C. Pierce-Burnette, “Wilberforce University: A Squandered Treasure” University of Pennsylvania dissertation 2015 – pp. 32-43
Fri., Sep. 16	Black Education & HBCUs II	C. Pierce-Burnette, “Wilberforce University: A Squandered Treasure” University of Pennsylvania dissertation 2015 – pp. 44-54
Mon., Sep. 19	Black Citizenship in Post-Reconstruction America 1877-1900s	T.C. Holt, <i>Children of Fire: A History of African Americans</i> ch. 5 pp. 185-203
Wed., Sep. 21	Post-Reconstruction America: The Plessy Case	T.C. Holt, <i>Children of Fire: A History of African Americans</i> ch. 5 pp. 204-218
Fri., Sep. 23	Post-Reconstruction America III	Continue previous reading
Mon., Sep. 26	Before #BLM? Lynching, Convict Leasing & Black Experiences with the American Justice System 1870s-1910s	Canvas – I.B. Wells-Barnett, <i>The Red Record Tabulated Statistics and Alleged Causes of Lynching in the United States</i> ch. 5 “Lynched for Anything or Nothing” https://www.gutenberg.org/files/14977/14977-h/14977-h.htm#chap5
Wed., Sep. 28	Before #BLM: Convict Leasing	View & discuss documentary – D.A. Blackmon, <i>Slavery By Another Name: The Re-enslavement of Black Americans from the Civil War to World War II</i>
Fri., Sep. 30	Before #BLM: Convict Leasing	Continue previous media
Mon., Oct. 3	Challenges of the Great (WW1) War Period 1900-1919	D.C. Hine, W.C. Hine, S. Harrold, <i>African Americans: A Concise History</i> ch. 16 pp. 373-389
Wed., Oct. 5	Racial Violence & Migration	D.C. Hine, W.C. Hine, S. Harrold, <i>African Americans: A Concise History</i> ch. 16 pp. 390-401
Fri., Oct. 7	Racial Violence & Migration II	Continue previous reading
Mon., Oct. 10	Before Ivy Park & Savage X Fenty: Black Business from 1900-1930	J.E.K. Walker, <i>The History of Black Business in America: Capitalism, Race, Entrepreneurship</i> ch. 7 pages 182-196 & 218-224
Wed., Oct. 12	Business Before IP & SXF II	Continue previous reading
Fri., Oct. 14	Mid Term Break	University Holiday Classes will not meet
Mon., Oct. 17	Radicals & Race Leaders of the Harlem Renaissance Era 1918-1930s	View & discuss media sources in class
Wed., Oct. 19	Radicals & Race Leaders of the Harlem Renaissance Era II	Marcus Garvey Documentary viewed & discuss in class

Fri., Oct. 21	Black Migration in Harlem Renaissance Era	Selected Black Newspapers read & discussed in class – Chicago Defender & New York Age
Mon., Oct. 24	Double Victory in World War Two?	Editorial & American Negro in the United States Army from <i>The Crisis</i> February 1942 pp. 47-60 https://books.google.com/books?id=HVSEAAAMBAJ&q=Wilkins#v=onepage&q=Editorial&f=false
Wed., Oct. 26	Double Victory in World War Two?	Continue previous reading
Fri., Oct. 28	Double Victory III	Continue previous reading
Mon., Oct. 31	Black Travel & Sundown Towns	G. Sorin, <i>Driving While Black: African American Travel and the Road to Civil Rights</i> ch. 7 pp. 176-191
Wed., Nov. 2	Black Travel	G. Sorin, <i>Driving While Black: African American Travel and the Road to Civil Rights</i> ch. 7 pp. 192-204
Fri., Nov. 4	Case Study of Black Travel – Navigating Texas cities/towns during Jim Crow	The Negro Motorist's Green Book https://digitalcollections.nypl.org/items/51514e90-856e-0132-01a0-58d385a7b928/book#page/1/mode/2up https://digitalcollections.nypl.org/items/2be68510-92d0-0132-24d6-58d385a7b928/book#page/1/mode/2up
Mon., Nov. 7	Civil Rights Struggles on Campus: SC State	Q. Swan, <i>Pauulu's Diaspora: Black Internationalism and Environmental Justice</i> ch. 2 pp. 43-53
Wed., Nov. 9	Civil Rights Struggles on Campus II	Q. Swan, <i>Pauulu's Diaspora: Black Internationalism and Environmental Justice</i> ch. 2 pp. 54-63
Fri., Nov. 11	School Desegregation The NAACP LDEF & Brown	Excerpts from <i>The Crisis</i> December 1952 & US Supreme Court Opinion May 1954 excerpts
Mon., Nov. 14	Women's Leadership & Bus Desegregation - The Montgomery AL Bus Boycott 1955	B. Ransby, <i>Ella Baker and the Black Freedom Movement: A Radical Democratic Vision</i> ch. 6
Wed., Nov. 16	The Montgomery AL Bus Boycott 1955	Continue previous reading
Fri., Nov. 18	The Montgomery AL Bus Boycott	Continue previous reading

Mon., Nov. 21	The Recy Taylor Case Violence Against Women in the Jim Crow Era	D.L. McGuire, <i>At the Dark End of the Street: Black Women, Rape, and Resistance</i> ch. 4 pp. 135-146
Wed., Nov. 23	Violence Against Women in the Jim Crow Era	D.L. McGuire, <i>At the Dark End of the Street: Black Women, Rape, and Resistance</i> ch. 4 pp. 147-159
Fri., Nov. 25	Thanksgiving Break	University Holiday Classes will not meet
Mon., Nov. 28	Christian Clergy & Direct Action Protest Struggles	M.L. King "Letter From a Birmingham City Jail" April 1963
Wed., Nov. 30	Islamic Clergy, Civil Rights & Black Nation-making	Malcolm X, The Ballot or the Bullet speech April 1964
Fri., Dec. 2	Christian Clergy & Armed Resistance – Williams & the Deacons for Defense	R. Williams, <i>Negroes with Guns</i> - Introduction & Ch. 2 pp. 13-20
Mon. Dec. 5	The Promised Land? Civil Rights Successes & Stalemates	N/A
	FINAL EXAM PERIOD	