

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: HIST 275 or Degree Plan(s):

Add new course HIST 275 (Introduction to Africana Studies) to the General Education menu for Cultural Literacy.

	Campus-Level Academic Review ¹	1	2	3	4	5	6
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
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 (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	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 restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	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
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		1	2	3	4	5	6	7	8	9
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ^{2 3}	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

	Change to General Education Requirements for Undergraduates (System)	1	2	3	4	5	6	7	8	9
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Department/School(s)


Chair Signature

5 March 2024
Date

Chair/Program Director Signature

Date

College Academic Council(s)

Chair Signature

Date

Chair Signature

Date

Dean(s)


Gregory Straughn (Mar 20, 2024 10:05 CDT)

Mar 20, 2024

Signature

Date

Signature

Date

Teacher Education Council

Signature

Date

Campus Academic Council:
Abilene Undergraduate or Abilene Graduate

Signature

Date

Provost



Mar 21, 2024

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

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:	HIST 275 Introduction to Africana Studies
Terms offered:	Spring, annually
Catalog description:	The content of this course introduces students to the origins of the discipline of Africana Studies (also known as Black Studies), giving attention to key scholars, the research they produced, as well as the reception, and application of their ideas. (3 hours credit)
Course prerequisites:	-
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	-

Other general education menus on which the course appears or you are applying for:	History, Arts & Humanities
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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.

Africana Studies is a multidisciplinary field focused on the experiences of African and African-descended peoples throughout the diaspora with the purpose of utilizing such knowledge for Black liberation and development. Grounded in the intellectual histories and cultural traditions of Black communities, Africana Studies sheds light on how experiences of racialization in various regions of the global diaspora (i.e., North, South, and Central America, the Caribbean, the Pacific, Asia, and/or Europe) have contributed to the formation of regional & global Black identities. The intellectual and cultural traditions of African and African-descended people have given rise to Black politics, social systems, artistry, travel networks, educational systems, economies, religions/spiritualities, gender, and family dynamics which must be studied and understood as unique entities within their geographic and/or national setting. In addition, it explores how Blackness has been defined, politicized, commodified, and contested within various societal contexts and how changing understandings of Black identity inform Africana Studies research. As noted on the menu applications prepared by the Arts and Humanities committee the American Academy of Arts and Sciences' list of humanities disciplines includes both History and Area Studies (e.g. African Diaspora Studies), making this course (an introductory survey of Africana Studies) a natural fit for this menu. In addition, its inclusion onto the General Education Cultural Literacy menu would increase ACU's curricular options for the study of Black history and culture.

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).

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.).

- 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.
 - o 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	Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.
Outcome B2	Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.

Outcome B3	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.
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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	<i>Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.</i> Reading Reflections - students will write a reflection on an assigned course reading with prompts directing them to engage a specific Black community's cultural/sociopolitical worldview
Outcome B2	<i>Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.</i> Document Responses - students will respond to a prompt/questions to evaluate the styles and historically contextualize the messages conveyed by assigned primary texts (e.g., religious text/theology, visual art, literature &/ poetry, or selection of music) created by an author of African descent.
Outcome B3	<i>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.</i> Oral Presentation - students will present on an assigned topic &/ reading guided by assignment prompts requiring them to critically examine their own identity, social location, religious/political/ethical beliefs, etc. in relation to the Africana Studies scholar, activist, or historical events, they are presenting.

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	Shows little to no understanding of two or more of the	Conversant in experiences of diverse populations.	Demonstrates exceptional depth of understanding in discourse in all three areas

experiences of diverse populations.	areas of different experiences of diverse populations.		of different experiences of diverse populations.
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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.



**Syllabus for Introduction to Africana Studies
(HIST 275.01)
Spring 2024
Theodore Francis, Ph.D.**

ABOUT THE COURSE

Course Number & Title: HIST 275 Introduction to Africana Studies

Credit Hours: 3

Semester & Year: Spring 2023, Spring 2024 (offered as HIST 240)

Meeting Time & Place: 12-1:20PM Hardin Administration Building Room 322

Prerequisites: N/A

Course Description: Africana Studies (also known as – Black Studies or African Diaspora Studies, etc.) is a multidisciplinary field focused on the experiences of African and African-descended peoples throughout the diaspora with the purpose of utilizing such knowledge for Black liberation and development. Grounded in the intellectual histories and cultural traditions of Black communities, Africana Studies sheds light on how experiences of racialization in various regions of the global diaspora (i.e., North, South, and Central America, the Caribbean, the Pacific, Asia, and/or Europe) have contributed to the formation of regional & global Black identities. The intellectual and cultural traditions of African and African-descended people have given rise to Black politics, social systems, artistry, travel networks, educational systems, economies, religions/spiritualities, gender, and family dynamics which must be studied and understood as unique entities within their geographic and/or national setting. In addition, it explores how Blackness has been defined, politicized, commodified, and contested within various societal contexts and how changing understandings of Black identity inform Africana Studies research.

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, and earned his M.A. and Ph.D. in History at the University of Chicago. 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 9:45am – 11am; 1:30-2:30pm; Wednesdays 1-4pm, all other times by appointment please email to set up a meeting.

COURSE CONTENT

The content of this course introduces students to the origins of the discipline of Africana/Black Studies, giving attention to key scholars, the research they produced, as well as the reception, and application of their ideas. It also surveys the histories of African and/or African-descended peoples in Africa and various regions of the African Diaspora (e.g., the United States, Caribbean, Europe, Latin America).

INSTRUCTIONAL MATERIALS

Instructional materials/requirements: course readings will be drawn from various articles and selected book chapters posted on **Canvas** in the **Files folder** & identified in the **syllabus** so that students may know when to read the article or document. It is also important to have reliable internet/WiFi access to view online sources that may be referenced in class and submit assignments on Canvas.

CLASS FORMAT

Format of Class: This class meets twice a week and I will introduce new topics with a comprehensive lecture on Tuesday (or whatever date the new topic is scheduled to begin) with periodic breaks for questions and comments. Lectures are based on an assigned reading identified on the syllabus, unless stated otherwise. On the second day of the week, I will highlight key points about the topic, and devote time for in-class questions and/or discussion of the week's assigned reading. This may be done through oral, or written questions, as well as small-group, or open, discussions. Students are expected to take notes during lectures to identify key terms, historical events, and/or interpretations of the readings, in preparation for assignments. Students are expected to participate in the discussions, and in-class question responses, to the best of their ability.

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. Please make an appointment before midterm & final-exam week so I can check your notes and confirm your participation grade.

2. **Document responses** – students will respond to a prompt/questions to evaluate the style, and historically contextualize the messages conveyed by an assigned primary text (e.g., religious text/theology, visual art, literature &/ poetry, or selection of music) created by an author of African descent. The purpose is to Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
3. **Reading reflections**–students will write a reflection on an assigned course reading with prompts directing them to engage a specific Black community’s cultural/sociopolitical worldview. The purpose is to demonstrate how social and historical contexts shape a community’s worldview or cultural commitments.
4. **Africana Studies Annotated Bibliography** – students will submit an annotated bibliography of Africana Studies publications from a specific sub-field such as, Black religion, Psychology, Childhood Education, Music, Political Theory, etc.
5. **Oral Presentation** – every student is required to give a brief (8 minute) presentation to the class based on an assigned course reading/topic responding to certain prompts. Students will present on an assigned topic &/ reading guided by assignment prompts requiring them to critically examine their own identity, social location, religious/political/ethical beliefs, etc. in relation to the Africana Studies scholar, activist, or historical events, they are presenting. The purpose of this is for 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. The sign-up list and assignment instructions will be posted on Canvas and discussed in class before these begin at the instructor’s direction.
6. **Quizzes**

Assignment	Percentage of Total Grade	Deadline
Attendance & Class Participation	10%	Assessed daily
Reading Reflections	30%	Each reflection is 10% (x 3 = 30% total). The instructions and deadlines will be posted on Canvas
Document Responses	15%	Each assignment is worth 5% (3x5 = 15% total). The instructions and deadlines will be posted on Canvas
Annotated Bibliography	25%	The instructions & specific deadline dates will be posted on Canvas and discussed in class.
Oral Presentation	15%	Oral presentation on a selected course reading/topic. Presentations follow a schedule that will be posted on Canvas by Week 3
Quizzes	5%	Scheduled & Un-scheduled tests on the assigned readings/documents

TOTAL GRADE	100%	-
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Final grade calculation: students will earn a final grade in HIST 275 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, performing arts experiences, 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 time to have this conversation.

GENERAL EDUCATION LEARNING OUTCOMES FOR CULTURAL LITERACY

Cultural Literacy - The content and learning outcomes of Africana Studies meets the following requirements for inclusion on the Cultural Literacy menu:

- It will assist students to explore global, historical, and cultural experiences of diverse populations (i.e., people of African descent in the Americas and other parts of the diaspora)
- It will help students to interrogate their internal and external views and values for greater self-awareness.
- 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.

Student Learning Outcome (Competency)	Measure (Method of Assessment)
Outcome B1: Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.	Reading Reflections - Students will write a reflection on an assigned course reading with prompts directing them to engage a specific Black community's cultural/sociopolitical worldview

Outcome B2: Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.	Document Responses - Students will respond to a prompt/questions to evaluate the style, and historically contextualize the messages conveyed by an assigned primary text (e.g., religious text/theology, visual art, literature &/ poetry, or selection of music) created by an author of African descent.
Outcome B3: 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.	Oral Presentation - Students will present on an assigned topic &/ reading guided by assignment prompts requiring them to critically examine their own identity, social location, religious/political/ethical beliefs, etc. in relation to the Africana Studies scholar, activist, or historical events, they are presenting.

GENERAL EDUCATION LEARNING OUTCOMES FOR HISTORY

History [Note: no narrative explanation required here for menu fit as was the case for Cultural Literacy. HIST 100-299 are automatically on this menu.]

Student Learning Outcome (Competency)	Measure (Method of Assessment)
Demonstrate broad knowledge of key historical events, personalities, movements, themes, patterns, and ideas that have influenced human civilizations, including issues of gender and social diversity.	N/A
Analyze primary sources in their historical context.	
Discuss broad historical themes of causation, continuity, and change and apply these themes to significant turning points in history.	
Recognize and critique the process of historical narrative creation in public memory (i.e., in museums, public memorials, canons, and historiography).	

GENERAL EDUCATION LEARNING OUTCOMES FOR ARTS & HUMANITIES

Arts & Humanities [Note: no narrative explanation required here for menu fit as was the case for Cultural Literacy. HIST 100-299 are automatically on this menu.]

Student Learning Outcome (Competency)	Measure (Method of Assessment)
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A2: Listen to, understand, and critically evaluate rhetorical claims.	N/A
Choose one of the following, delete others: B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations. B2: Understand the interconnectedness of the human experience with a posture of humility while celebrating difference. B3: Interrogate one's internal and external views and values for greater self-awareness.	
C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.	

MISSION STATEMENTS

ACU Mission: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

College of Arts & Sciences Mission: The mission of the College of Arts and Sciences is to engage students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.

Department Mission: The mission of the Department of History and Global Studies is to provide a strong academic program designed to prepare students for Christian service through a knowledge of and appreciation for their own heritage and the heritage of peoples throughout the world.

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.*

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/anti-harassment-policy.html>

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.

Course Textbook & Readings – I expect each student to have their own copy of the textbook. The supplementary readings posted on Canvas, should be downloaded onto tablets, ipads, laptops, kindles, etc. and these will be acceptable for in-class usage.

Class Participation – involves showing up to class having read the assigned material, taking notes and being engaged in the lecture by asking or answering questions and/or making intelligent contributions to the discussion.

Office Hours – I expect to see every single student at least once preferably before midterm (weeks 7 or 8) so that we can discuss your progress, determine if you are having any challenges and make plans to enhance your success, or solve any difficulties. Please do not wait until the final weeks of the term to contact me to discuss problems with assignments and/or grades because this may not allow us enough time to rectify your situation. Therefore, if you are experiencing any class difficulties, visit during office hours as soon as you notice the problem so we can try to address it.

Schedule of Readings & Lecture topics Jan - May 2024

DATE	Lecture Topic	Reading – article, book, chapter, primary source
Tue., Jan. 16	Introductions – Defining the Discipline	Manning Marable “Introduction: Black Studies and the Racial Mountain” <i>Dispatches from the Ebony Tower: Intellectuals Confront the African American Experience</i>
Thu., Jan. 18	Continue the previous topic	Molefi Kete Asante, “A Discourse on Black Studies: Liberating the Study of African People in the Western Academy” <i>Journal of Black Studies</i> Volume 36 No. 5
Tue., Jan. 23	Historical Origins of the Discipline	Ibram Rogers, “The Black Campus Movement and the Institutionalization of Black Studies, 1965-1970” <i>Journal of African American Studies</i> , March 2012, Vol. 16, No. 1
Thu., Jan. 25	Historical Origins of the Discipline	Nathan Hare, “The Battle for Black Studies” <i>The Black Scholar</i> , May 1972, Vol. 3, No. 9
Tue., Jan. 30	Contextualizing the discipline: Understanding race, racism & Eurocentric Universalism	Audrey Smedley, Brian D. Smedley, “Race as Biology Is Fiction, Racism as a Social Problem Is Real: Anthropological and Historical Perspectives on the Social Construction of Race”
Thu., Feb. 1	Contextualizing the discipline: Understanding race, racism & Eurocentric Universalism II	Barbara J. Fields, “Ideology and Race in American History” selected from <i>Region, Race, and Reconstruction: Essays in Honor of C. Vann Woodward</i>
Tue., Feb. 6	Intersectional Scholarship: Gender, Sexuality & Black Women’s Studies	Gloria T. Hull & Barbara Smith, “The Politics of Black Women’s Studies” <i>A Turbulent Voyage: Readings in African American Studies</i> by F.W. Hayes III In-class reading of <i>Combahee River Collective Statement 1977</i>
Thu., Feb. 8	Continue the previous topic	M. Marable, “Groundings with my Sisters: Patriarchy and the Exploitation of Black Women” <i>How Capitalism Underdeveloped Black America</i> – selected pages
Tue., Feb. 13	Africa & African Societies <u>before</u> European Conquest	Michael A. Gomez <i>Reversing Sails: A History of The African Diaspora</i> – selected pages from Chapters 1 & 2
Thu., Feb. 15	Africa & African Societies <u>after</u> European Conquest	W. Rodney, <i>How Europe Underdeveloped Africa</i> – selected pages
Tue., Feb. 20	The Transatlantic Slave Trade: Developing the West & Underdeveloping Africa?	C.L.R. James, “The Atlantic Slave Trade and Slavery: Some Interpretations of their Significance in the Development of the United States and the Western World” <i>A Turbulent Voyage: Readings in African American Studies</i> by F.W. Hayes III – selected pages
Thu., Feb. 22	The Transatlantic Slave Trade: Developing the West & Underdeveloping Africa? II	Eric Williams, <i>Capitalism and Slavery</i> – selected pages
Tue., Feb. 27	African Resistance to Slavery & the Limits of Emancipation I	Selected excerpts from the following – M. Rediker, <i>The Slave Ship: A Human History</i> , Chapter 9 & Hilary Beckles, <i>Natural Rebels: A Social History of Enslaved Women in Barbados</i> Chapter 8
Thu., Feb. 29	African Resistance to Slavery & the Limits of Emancipation II	T.C. Holt, “An Empire over the Mind: Emancipation, Race, and Ideology in the British West Indies and the American South” from <i>Region, Race, and Reconstruction: Essays in Honor of C. Vann Woodward</i>
Tue., Mar. 5	Early Critiques of the American Legal System	Ida B. Wells “The Convict Lease System” from <i>The Reason why the colored American is not in the World's Columbian Exposition</i> , 1893

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Thu., Mar. 7	Contemporary Critiques of the American Legal System – Race & Mass Incarceration	Michelle Alexander, <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> The New Press Publishing, 2010 – (selected excerpts)
Mar. 11-15	SPRING BREAK	UNIVERSITY HOLIDAY
Tue., Mar.19	Black Spirituality & Religion	Maulana Karenga, “Black Religion” from <i>African American Religious Studies: An Interdisciplinary Anthology</i> pages 85-102
Thu., Mar. 21	Experiences of Black Spirituality: Rasta & Ethiopianism	Horace Campbell, <i>Rasta and Resistance: From Marcus Garvey to Walter Rodney</i> Chapter 3 – selected pages
Tue., Mar. 26	The Black Church: Christianity & the Problem of White Supremacy	Giles Conwill, “Is God a White Racist?: A Brief Overview of African American Religious History” from <i>Writing and Defining the African American Community: Family, Church, Politics & Culture</i> pages 67-84
Thu., Mar. 28	Black Christian Critiques of Racism in the Church	In class readings of primary documents e.g. Frederick Douglass, “The Church and Prejudice” 1841 sermon & Rev. Martin Luther King, “Letter from a Birmingham City Jail”
Tue., Apr. 2	Competing Visions of Black Education: The Washington Dubois Debate	Booker T. Washington, “Industrial Education for the Negro” speech October 1903 & W.E.B. DuBois, “The Talented Tenth” from <i>The Negro Problem: A Series of Articles by Representative Negroes Today</i> , 1903
Thu., Apr. 4	Black Education and Critiques of Public-schooling	Jawanza Kunjufu, <i>Countering the Conspiracy to Destroy Black Boys</i> , African American Images Press, 1985 – (selected excerpts)
Tue., Apr. 9	Black Music Artistic Expression & Activism I	“Jimi Henrix” from Greg Tate, <i>Flyboy 2: The Greg Tate Reader</i> Duke University Press 2016
Thu., Apr. 11	Black Music Artistic Expression & Activism II	Chuck D, <i>Chuck D Presents This Day in Rap and Hip-Hop History</i> Black Dog & Leventhal Press, 2017– (selected excerpts from chapters on the 1980s origins)
Tue., Apr. 16	Black Literature, Artistic Expression & Activism I	Alice Dunbar Nelson, selected works from <i>The AME Church Review</i>
Thu., Apr. 18	Black Literature, Artistic Expression & Activism II	Ta Nehisi Coates, <i>Between the World and Me</i> Random House Publishing, 2015 – (selected excerpts)
Tue., Apr. 23	Black Voices in International Human Rights I	Selected excerpts from the following documents: The NAACP “An Appeal to the World” 1947 William Patterson, The CRC “We Cry Genocide” Petition 1951 Anti-Apartheid Campaign literature (TBA) Black Lives Matter 2013 Founding Statement
Thu., Apr. 25	Black Voices in International Human Rights II	Continue in-class activities on previous readings
Tue., Apr. 30	Black Studies & Continuing Controversy: From Afrocentricity to Texas Senate Bill No. 3	Molefi Kete Asante, <i>Afrocentricity: A theory of Social Change</i> – selected pages
Thu., May 2	The Struggle Continues? Making a Place for Africana Studies	Course Conclusions

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		FINAL EXAM/ASSIGNMENT