

Abilene Approval Chart for Curriculum Changes

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

Course Number: HIST 329

or Degree Plan(s):

Add new course HIST 329 (African American History from African Origins to the U.S. Civil War & Reconstruction) to the General Education menu for Cultural Literacy.

	Campus-Level Academic Review ¹	I	II	III	IV	V	VI
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses.*						
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	10	11
	Full Review											
	Change to Catalog Information (for Campus)											
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	A	I	
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	A	I	
20.	Requirements for graduating with honors	-	-	-	-	A	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	A	I	
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	A	I	
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	A	I	
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	A	I	
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	A	I	
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	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)

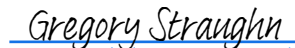
Chair Signature

Date

Chair Signature

Date

Dean(s)


Gregory Straughn (Mar 20, 2024 10:04 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 329 African American History from African Origins to the U.S. Civil War & Reconstruction
Terms offered:	Fall, Even Years
Catalog description:	This course surveys African-descended peoples in the U.S. from the 15 th to 19 th centuries; beginning with their African origins and concluding with the U.S. Civil War and Reconstruction. It traces the experiences of Black people in the colonial Americas and U.S. republic highlighting cultural change, slavery, freedom, resistance and abolition.
Course prerequisites:	ENGL 212
Cross-listed courses:	N/A

*Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	
Other general education menus on which the course appears or for which you are applying:	Arts & 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.

African American History from African Origins to the U.S. Civil War & Reconstruction (HIST 329) surveys the history of African and/or African-descended peoples in the United States, beginning with their 15th century African origins, and concluding with the Civil War and Reconstruction in the 19th century. It traces the experiences, developments, challenges and resistance of African people in colonial America and the United States. It brings balance to university curriculum, improving curricular options for the study of Black history and culture. Course topics engage the history of race, racism, and related structures and institutions in the U.S., as they pertain to people of African descent. Thus, course material and assignments require students to “explore global, historical, and cultural experiences of diverse populations”—i.e., the experiences of African-descended people. The menu applications prepared by the Arts and Humanities committee of 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 a natural fit for this menu. Also, its sister course, HIST 330 (African American History after the Civil War) was accepted recently (2022-23) and is presently on the General Education Arts and Humanities menu.

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 prerequisite for this course (ENGL 112) is 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.

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
Outcome B1	Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.
Outcome B2	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.).
Outcome B3	Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.

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> Presentation - students will address the social and historical contexts of their assigned event/person as they make their presentations.
Outcome B2	<i>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.).</i> Research Essay - students will respond to the assigned question/prompt to draft an essay on some aspect of slavery and/or emancipation

Outcome B3	<i>Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.</i> Reading Review - students will write an analytical summary of an assigned reading on the subject of slavery from an African/African-American perspective.
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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.



**HIST 329: African American History from African Origins
to the U.S. Civil War & Reconstruction – Fall 2022,
Theodore Francis, Ph.D.**

ABOUT THE COURSE

Course Number & Title: HIST 329.01 African American History from African origins to the U.S. Civil War & Reconstruction, abbreviated below as African American History to 1877 (This syllabus was previously taught as Special Topics HIST 340, Fall 2022).

Credit Hours: 3

Semester & Year: Fall, 2022

Meeting Time & Place: Hardin Administration Building Room 322

Prerequisites: N/A

Course Description: Students and graduates should understand the people and communities of the world, if they intend to engage in effective Christian leadership and service. Consequently, this course surveys the history of African and/or African-descended peoples in the United States, beginning with their 15th century African origins, and concluding in the 19th century period of the U.S. Civil War and Reconstruction. It traces the experiences, developments, contributions, and challenges of African-descended people in the colonial Americas and the United States republic. African American History to 1877 is for students seeking to understand the past experiences of African-descended/Black people in North America and provides relevant historical context for complex present-day (21st century) 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.

COURSE CONTENT

This course gives attention to themes including, (but not limited to), the following: African cultural identity outside of, and within, the Americas; the colonial origins of race and African enslavement; the dynamics of racial chattel slavery; uprisings, abolition, and other challenges to slavery; obstacles facing free Blacks in the colonies and American republic; as well as how free Blacks navigated racial marginalization and/or exclusion.

INSTRUCTIONAL MATERIALS

Required Textbook: Elizabeth Stordeur Pryor, *Colored Travelers: Mobility and the Fight for Citizenship Before the Civil War* (Paperback/Softcover) University of North Carolina Press, 2016. ISBN 10: 1469663929

Other Instructional materials/requirements: supplemental readings will be 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.
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. **Quizzes** – scheduled & unscheduled tests on the weeks assigned reading.
5. **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.

Assignment	Percentage of Total Grade	Deadline
Attendance & Class Participation	10%	Assessed daily
Reading Reviews	30%	Each review assignment is worth 6% each (6x5 = 30% total). The instructions and deadlines will be posted on Canvas
Research Essay (first draft + final draft components)	30%	Outline & First Draft (10%) due Week 8/midterm + Final Draft (30%) due Week 13. The instructions & specific deadline dates will be posted on Canvas and discussed in class.
Presentation	20%	Follows schedule that will be posted on Canvas
Quizzes	10%	Scheduled and un-scheduled (4 x 2.5% = 10% total)
TOTAL GRADE	100%	–

Final grade calculation: students will earn a final grade in HIST 329.01 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%
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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.

Student Learning Outcomes (SLOs) and Measures for Gen Ed requirements:

Cultural Literacy

The content and learning outcomes of African American History from African Origins to the U.S. Civil War & Reconstruction meets the following requirements for inclusion on the A&H menu:

Student Learning Outcome (Competency)	Measure (Method of Assessment)
B1: Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.	Presentation - students will address the social and historical contexts of their assigned event/person as they make their presentations.
B2: 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.).	Research Essay - students will respond to the assigned question/prompt to draft an essay on some aspect of slavery and/or emancipation
B3: Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.	Reading Review - students will write an analytical summary of an assigned reading on the subject of slavery or freedom from an African/African-American perspective.

Arts & Humanities

The content and learning outcomes of African American History from African Origins to the U.S. Civil War & Reconstruction meets the following requirements for inclusion on the A&H menu:

Student Learning Outcome (Competency)	Measure (Method of Assessment)
A2: Listen to, understand, and critically evaluate rhetorical claims.	In the Oral Presentation assignment students will demonstrate critical listening skills and show an understanding of their

	historical sources by responding to questions from their peers
B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	In the Reading Review assignment students will demonstrate their historical competency by analyzing and describing the experiences of the African American communities in the assigned reading.
C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.	In the Research Essay students will analyze primary and secondary sources to make a historical argument and draw informed conclusions about their chosen topic in African American history.

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 Aug 30th – Dec 13th 2022

DATE	READING	LECTURE TOPIC
Tue., Aug. 30	N/A	Course Introductions
Thu., Sep. 1	J.H. Franklin, "The History of African American History" in <i>Major Problems in African American History Vol. II</i> edited by E. Barkley Brown & T.C. Holt	What is this discipline (African American History)?
Tue., Sep. 6	D.C. Hine, W.C. Hine & Harrold, <i>African Americans</i> ch.1	Africans: the people of the discipline
Thu., Sep. 8	A.Taylor, <i>American Colonies</i> – ch. 2	Africans in the Era of European Colonization
Tue., Sep. 13	Continue previous reading	
Thu., Sep. 15	A.S. Parent, <i>Foul Means: The Formation of a Slave Society in Virginia, 1660-1740</i> – ch. 4	Origins of Racial Chattel Slavery in the Colonies 1
Tue., Sep. 20	Complete chapter	Origins of Racial Chattel Slavery in the Colonies 2
Thu., Sep. 22	M. Rediker, <i>The Slave Ship: A Human History</i> – Introduction & Chapter 9 (part 1 = pp.263-276)	The Middle Passage & African Resistance 1
Tue., Sep. 27	Complete Rediker chapter	The Middle Passage & African Resistance 2
Thu., Sep. 29	C.Pybus, <i>Epic Journeys of Freedom</i> ch. 1	American Revolution & a Slave Republic 1

Tue., Oct. 4		American Revolution & a Slave Republic 2
Thu., Oct. 6	L. Dubois, Avengers of a New World (see canvas for excerpts)	The Haitian Revolution & Black republicans 1
Tue., Oct. 11	Complete reading	The Haitian Revolution & Black republicans 2
Thu., Oct. 13	E.S. Pryor, Colored Travelers ch. 1 (first half of chapter)	Race & Freedom in the US Republic
Tue., Oct. 18	Complete chapter	Black Responses to Racist Freedom
Thu., Oct. 20	E.S. Pryor, Colored Travelers ch. 2 (first half of chapter)	The Problem of Segregation/Traveling While Black
Tue., Oct. 25	Complete chapter	The Problem of Segregation/TWB 2
Thu., Oct. 27	E.S. Pryor, Colored Travelers ch. 3 (first half of chapter)	Resisting Jim Crow Travel 1
Tue., Nov. 1	Complete chapter	Resisting Jim Crow Travel 2
Thu., Nov. 3	E.S. Pryor, Colored Travelers ch. 4 (first half of chapter)	Racism & the Limits of American Citizenship 1
Tue., Nov. 8	Complete chapter	Racism & the Limits of American Citizenship 2
Thu., Nov. 10	E.S. Pryor, Colored Travelers ch. 5 (first half of chapter)	A Different Middle Passage?
Tue., Nov. 15	The Statements of Southern State secession – South Carolina, Georgia & Texas (read & discuss in class)	Slavery, Race & Secession
Thu., Nov. 17	N/A	Civil War & Black Citizenship
Tue., Nov. 22	I.X. Kendi, Stamped From the Beginning ch. 17	Lincoln, Emancipation & Winning the War
Thu., Nov. 24	Thanksgiving Holiday	University & Public Holiday no class
Tue., Nov. 29	General Granger's June 19, 1865 Statement in Galveston (read & discuss in class)	Reconstruction 1: Freedom in Texas June 19 th
Thu., Dec. 1	N/A	Reconstruction 2: HBCUs & Black Education
Tue., Dec. 6	Reading TBA	Reconstruction 3: White Redemption & Violence
Thu., Dec. 8	C. Anderson, White Rage: The Unspoken Truth of our Racial Divide – ch. 1 (first half of chapter)	Reconstruction 4: A Southern Victory? The demise of Reconstruction
Tue., Dec. 13	N/A	Course Conclusions
Wed., Dec. 14	N/A	FINAL EXAM/ASSIGNMENT

African American History from African Origins to the U.S. Civil War & Reconstruction –Fall 2022, Theodore Francis, Ph.D.

The Republic of Texas, Chapter 7 in GTT

- I. Demographics (for informational purposes; not recited in Lecture)
 - a. Anglos in Texas Republic, 30,000; Mexican Texians in Republic, 3,470; Native Americans in Republic, 14,500; African Americans enslaved in Republics, 5,000
 - b. 1847 incomplete census showed increase of Texas population during Republic of 269%!
 - i. 102,961 Whites (12,000 – 14,000 of Mexican descent; 8,000 of German descent)
 - ii. 38,753 Enslaved African Americans
 - iii. 297 Free African Americans
 - iv. No census in 1847 of Native Americans
- II. Republic – immigration, instability, financial issues
- III. Sam Houston and Antonio Lopez de Santa Anna after Battle of San Jacinto, April 21, 1836
- IV. Interim Government
 - a. David G. Burnet, Interim President
 - i. March 12, 1836 – Commissioned the first office of the Texas Navy; Texas Navy disbanded when Texas was Annexed to Statehood; Between 1837-38, Texas Navy had zero ships!
 - b. Lorenzo de Zavala, Interim vice President
 - c. Constitution of 1836
 - i. Mirrored U. S. Constitution heavily
 - ii. Other provisions:
 1. Immigrants from U. S. could bring enslaved persons with them
 2. Free African Americans were not welcome without consent of Texas Republic Congress
 3. No minister of the Gospel could hold public office.
 - d. Sam Houston, Commander in Chief
 - i. Battle of San Jacinto, April 21, 1836
 - ii. Houston's injury, concerns for violence after end of battle
- V. Problems Following the War
 - a. Troop unrest
 - i. Thomas Jefferson Rusk – new commander of the Army of the Republic; inept
 - b. Dire financial straits
 - i. Money owed to several groups
 - c. Land devastation; Native American attacks on settlements
 - d. Fear of Mexican invasion
 - i. Desire to regain lost territory; hubris of Antonio Lopez de Santa Anna
 - e. Election of December 1836
 - i. Rescheduled for Sept. 1836
 1. Three ballot items
 - a. Ratification of Texas Republic Constitution
 - b. Y/N vote on Annexation to U. S. A.
 - c. Elect new government officials
 - i. Sam Houston, Pres (desire for unity)
 - ii. Mirabeau Lamar, Vice Pres (ran against Houston)
 - iii. Stephen F. Austin, Sec of State (ran against Houston)
 - iv. Thomas Jefferson Rusk, Sec of War
 - v. James Pinckney Henderson, Attorney General
 - vi. William Wharton, ambassador/minister to the U. S. A.
 2. Mandate in favor of annexation to U. S. A.
 - a. Immediate effort to seek diplomatic recognition
 - b. Explosive issues: Slavery in Texas and Abolitionist movement in U. S. hurt immediate annexation by U. S.
 - c. March 3, 1837 - end of President Andrew Jackson's service as U. S. President; Jackson conferred diplomatic recognition of Texas
 3. Desire to establish credibility, sell land, establish the government
 - a. Emissaries sent to England, France and Holland to reach out for diplomatic recognition

4. Transplantation of systems and culture of U. S. A. into region long-dominated by Native Americans, Spaniards and Mexico
- f. Finances of the Republic under Houston
 - i. Money owed to veterans, elected officials, bureaucrats
 - ii. 1.25 million in additional debt owed.
 - iii. 1837 – TX Repub. Printed paper money
 1. Depreciation
 2. Houston favored strict, frugal econ policy and targeted defense for budget cuts
 - a. Avoid campaigns against Native Americans when possible
 - b. Offer to furloughed soldiers
 - i. 280 acres of land to settle in Texas OR free transport to New Orleans
 - c. Houston set new Republic in right direction
- g. Taxation – all difficult to collect (see this list; not recited in lecture, but informational)
 - i. Import tax; Foreign vessel tax at TX ports; General property tax; Various license taxes
 - ii. Poll tax (related to voting)
- h. First meeting of Congress of the Texas Republic
 - i. Set Boundaries for TX Rep
 - ii. Encouraged immigration through headright system (live in TX 3 years and improve land)
 1. Settlers, not land speculators
 - iii. New Forms of Defense
 1. Small Navy, Local Militia in lieu of disbanded army
 2. Corps of Fighters, later named the Texas Rangers
 - a. Volunteer militia, one expedition and returned home
- i. Second administration – Mirabeau Lamar ran against Sam Houston
 - i. Factions – Houston wanted someone who shared his political beliefs
 1. Issue: Native American attacks and Houston's disbanding of army
 2. Houston's treaties with Cherokee – Lamar disagreed
 3. "Lack of success with foreign policy objectives"
 4. Lamar opposed annexation to U. S.; saw TX as destined for Great Nation
 5. Houston blamed for financial probs
 6. Lamar won fairly easily against Houston
- j. Lamar Presidency
 - i. High points
 1. Public education system
 2. Set aside lands for future public university system
 3. Legislation for Texans to protect from seizure for repayment of debt
 - ii. Low points
 1. Viewed native peoples as "uncivilized"
 2. Sent militia forces to chase and defeat Cherokee out of TX, violating treaties
 - 3.
- k. Sam Houston's second term as President of Texas Republic
- l. Anson Jones and Annexation of Texas to United States of America

VI. Problems with Mexico

- A. Invasion of Texas
- B. Mier Expedition

VII. Annexation details

- a. Overview
 - i. Certainly, there was some bad blood between Texas and Mexico
 - ii. Mexico refused to accept the Treaty of Velasco, 1836 b/c negotiated with Santa Anna as POW & continued to assert that Texas was merely a province in rebellion
- b. Most Texans assumed quick annexation by USA
 - i. 1837 vote – Texans favored annexation overwhelmingly
 1. But, John Quincy Adams led an anti-slavery faction in USA to defeat any plans for annexing TX

2. Concerns in USA that attempts to annex TX would be interpreted as war declaration against Mexico also lessened enthusiasm about TX
- c. Texas received diplomatic recognition from USA and most major European powers
- d. 9-year existence fraught with problems
 - i. Ethnic conflict
 - ii. Deflated economy
 - iii. Political strife
 - iv. Border tensions
 1. Mier Expedition, 1842-43 (forced Texans to reconsider life as a republic; strengthened arguments favoring annexation; showed Texas as vulnerable)
 - a. Mexican force invaded and captured San Antonio for a few days, then left.
 - b. President Houston decided to strengthen Texas forces
 - c. September, Mexican General Adrian Woll invaded again, held Goliad and SA for over a week
 - d. Houston sent Texas force to drive Mexican force beyond Rio Grande River; Woll left and Texan force camped at Texas bank of Rio Grande
 - e. 300+ Texans crossed Rio Grande into Mexico to attack town of Mier Winter/Spr 1843; 2000 Mexican troops; 176 Texans captured; Mexican leaders decide to kill every tenth man and have captive Texans draw beans (black bean = death; white bean = life & confinement in Mex City)
 - v. Annexation (influenced by spirit of Manifest Destiny in U. S.)
 1. 1837 vote: Texans overwhelmingly favored Annexation to U. S.
 2. Election of 1844 (D-Polk; Whig-Henry Clay; Polk won)
 - a. Polk – expansionist
 - b. December 1844: John Tyler as outgoing President recommended that U. S. Congress pass a point-resolution requiring a simply majority of both houses for annexation of Texas.
(No need for 2/3 Senate approval)
 3. Mar. 1, 1845 – President Tyler signed treaty annexing Texas
 - a. Texas kept control of public lands as a means to repay debts
 - b. U. S. would settle boundary disputes
 - c. Texas ceded public property (Forts, posts, navy, armaments)
 - d. With consent of the people of Texas, may divide into as many as four additional states
 - e. Slavery permitted