

Approval Chart for Curriculum Changes

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

Course Number HIST 330 or Degree Plan(s) _____

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

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

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

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	A
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	A
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	A
11.	Cross list with another department: U or G level	A	A	A	A				A	A
12.	Department of record	A	A	A	A				A	A
13.	Open or close a course	A	A	A	A				A	A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A

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Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

	Change to a Degree Plan	Dept./School	College Academic	Deans	COUNCIL ³			Provost	Faculty	President	Board of Trustees
					T	U	U				
1.	University Requirements — Change in approved course content ⁶	A	A	A		A		A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A		A		A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--		A		A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A		A		A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A		A		A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A		A		A	--	A	--
7.	Major — Add ^{4,5}	A	A	A		A		A	A	A	I
8.	Major — Discontinue (proposed by the department or college)	A	A	A		A		A	A	A	I
9.	Major — Discontinue (proposed by the Provost)	See below.									
10.	GPA — Revise major or cumulative requirement	A	A	A		A		A	A	A	--
11.	Minor — Revise course selection	A	A	A		I		I	--	I	--
12.	Minor — Add	A	A	A		A		A	--	A	--
13.	Minor — Discontinue (proposed by the department or college)	A	A	A		A		A	--	A	--
14.	Minor — Discontinue (proposed by the Provost)	See below.									
15.	Degree — Add	A	A	A		A		A	A	A	I
16.	Degree — Discontinue (proposed by the department or college)	A	A	A		A		A	A	A	I
17.	Degree — Discontinue (proposed by the Provost)	See below.									
18.	Any change to a graduate degree program	A	A	A		A		A	--	A	--

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

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COUNCIL³

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

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

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

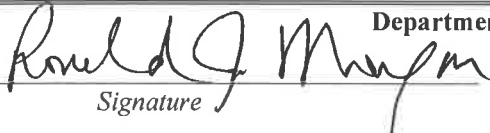
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 3-8-17

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	1/5/20 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Dean(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

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

Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisite and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3).

Compliance: Like a number of courses in the University Requirements menu, HIST 330 is listed at a 300-level. As such, it will provide an upper-level course credit for History majors and a variety of minors, as well as a challenging Historical Literacy experience for non-majors. Free of pre- and co-requisites, it appeals to students from any major, and focuses on the sorts of critical thinking and writing skills that any History Literacy must convey, as per the UGEC/UUAC criteria that follow:

As approved by the UGEC and UUAC in January 2016, courses that satisfy the 3-hour Historical Literacy Requirement must fulfill the following criteria.

1. Students will 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.
2. Students will encounter and analyze primary sources in their historical context.
3. Students will discuss broad historical themes of causation, continuity, and change and apply these themes to significant turning points in history.
4. Students will recognize and critique the process of historical narrative creation in public memory (i.e. in museums, public memorials, canons, and historiography).

Student Learning Outcomes & Measurement for HIST 330

Historical Literacy: Competency	Historical Literacy: Measure
<i>Students will successfully</i>	<i>... through the following exercises.</i>
Demonstrate knowledge of events, personalities, institutions and ideologies in African-American history from slavery to the civil rights movement.	Class discussion, an in-class presentation, quizzes and written essay exams.
Analyze causality, continuity and change, and periodization of modern global history.	Written essay exams.
Develop the analytical skills required to interpret competing historical sources in their original context.	Written posts, oral discussions, group presentation, analytical essay exam.
Effectively assimilate and explain historical scholarship.	Class discussion and analytical essay on a scholarly debate in African American historiography.
Interpret and critique public historical discourse, with focus on Public History representation (museums, documentary, etc.) of issues in African American history.	Student presentations.

Saved as “Morgan HIST 330 Add to Historical Literacy (UGEC)”

Satisfying University Requirement competencies:

Course Name and Number	African American History: From Emancipation to Civil Rights (HIST 330)
University Requirement Menu	Historical Literacy
General Education Competency	Competency 4.C: Social Issues: recognize social issues when they are presented in complex contexts
Assessment Method	Analytical writing and classroom discussion of primary sources on Reconstruction, Jim Crow, racial segregation, and civil rights <i>will require students to explore diverse perspectives on those key social issues, including how such perspectives were shaped by different social locations.</i>
Acceptable Goal	75% of students will score 85% or higher.
Ideal Goal	85% of students will score 85% or higher.
Results for the year	

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

Spring 2019

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

Abilene Christian University

Jeremy Elliott, Assistant Professor

Office: Admin 212C (hours as according to the semester)

Email: jeremy.elliott@acu.edu

Cell: +44 7948 051527 (don't call or text after 8)

My intended student audience includes individuals seeking to fulfill the University Requirement for Historical Literacy with a challenging 300-level course. It also serves all majors in History, Social Science teaching, Global Studies. I welcome students from any major who are interested in the topic. Prerequisites include ENGL 111, ENGL 112, and Cornerstone.

Mission Statements

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

College of Arts and Sciences Mission: The College of Arts and Sciences at ACU educates students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Department Mission: The ACU Department of History and Global Studies seeks to examine the experiences of humankind, stimulate thought concerning historic ideas, movements, and institutions, and promote ethical standards in keeping with the Christian faith.

Personal: If you have to tell someone that something is true about yourself, it's probably not.

Professor's Perspective on Faith and Learning

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

Course Objectives

This course considers African American history from emancipation to the Civil Rights Movement. We begin by examining the conditions (economic and social) of slavery and reconstruction. Following this, we turn to oppressive responses to newfound freedom. These responses are both de jure and de facto, that is, based in oppressive law structures (Jim Crow) and carried out in social acts that were designed to intimidate and enforce certain behaviors. This dual response to the freedom offered under reconstruction offers us an opportunity to consider the difference between social and legal realities. From there, we move to pioneers in African American education, focusing primarily on the differing philosophies of W. E. B. Du Bois and Booker T. Washington. Growing from this newly educated class, we see the emergence of a new art movement—the Harlem Renaissance. Finally, we move into the Civil Rights Movement—both the optimism of the early movement, and the more disaffected movement, following King’s assassination.

Required Texts

Narrative of the Life of a Slave, Frederick Douglass. (feel free to read an online version, if you don’t want to buy it)

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

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

The Fire Next Time. James Baldwin.

Overall Learning Outcome Competencies & Measures

Historical Literacy: Competency	Historical Literacy: Measure
<i>Students will successfully</i>	<i>... through the following exercises.</i>
Demonstrate knowledge of events,	Class discussion, an in-class

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

Cultural Awareness: Outcome	Cultural Awareness: Measurement
Consider the historical perspectives of others with differing world views ^(SEP)	Class discussion of primary sources on Reconstruction, Jim Crow, racial segregation, and civil rights will require students to explore diverse perspectives on those topics. On final exam, compare and contrast differing approaches to social resistance that characterized the major strands of the Civil Rights Movement.
Ask complex questions about the beliefs, values, and practices of other cultures; articulate answers to those questions that reflect flexible cultural understanding	Same as above
Demonstrate ability to reflect on own cultural rules and biases	Explain portions of the autobiography of ML King, Jr., in which he discusses how his cultural and theological preconceptions were challenged as he came into contact with influential intellectuals from a variety of disciplines and religious traditions. In response to Dr. King's self-disclosure,

	student will then explore how his/her cultural biases were challenged by readings and themes in the course.
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Participation

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

General course policies

Late Paper Policy

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

Attendance policy

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

Late Work

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

Grading

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

Graded Assignments

Papers—350

Midterm—250

Final—250

Participation—150

Assignments:

Paper:

Consider an act of protest/resistance. What is the historical context from which this act emerged, and what was the effect? For example, while most people are familiar with King's "Letter from a Birmingham Jail," a greater understanding of the letter might be gained through the context of African American preaching traditions, non-violent resistance, legal policy, etc. Moreover, what changed when people read this letter?

or...

Consider the role of religion on either the side of oppression or resistance.

Midterm/Final:

You can see an example exam on the course blog. The tests you take will follow the form of the example exactly.

Participation:

How to get a good participation grade: make insightful, helpful comments frequently in class.

How to get a decent participation grade: make good comments occasionally.

How to get a somewhat less than decent participation grade: don't ever say anything.

How to get a bad participation grade: play on your phone/laptop, talk to people around you about things that aren't class related.

Grading Criteria

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

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

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

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

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

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

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

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

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

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

OR A paper that contains any form of dishonesty.

Special Needs:

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please contact Alpha Scholars Program at: (325)674-2667

Academic Integrity:

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

Sexual Harassment:

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Therefore ACU has an anti-harassment policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies

to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth look at the university's anti-harassment policy, full definition of harassment, and procedure for reporting, visit: <http://www.acu.edu/campusoffices/hr/title-ix/anti-harassment-policy.html>