

Approval Chart for Curriculum Changes

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

Course Number HIST 310 or Degree Plan(s) _____

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

See attached

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

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

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

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

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

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

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

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

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

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

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

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

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<i>Ron Morgan</i>	Feb. 2, 2021
<i>Signature</i>	<i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

College Academic Council(s)	
<i>Jordanian Camp (Mar 2, 2021 11:27 CST)</i>	
<i>Signature</i>	<i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

Dean(s)	
<i>Gregory Abay</i>	
<i>Signature</i>	<i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

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

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

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

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

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

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

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

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	HIST310
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Tracy M Shilcutt
2	Course Instructor	Tracy M Shilcutt (and others in rotation)
3	Course Title	Topics in Public History
4	Course Abbreviation for Banner if title is more than 30 characters	
5	College	CAS
6	Department or School	History
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	Yes, this course will be required for the Public History track and students interested in this track must enroll in the Topics course two times. Because the course is topical, US and non-US topics can be taught and will help the department fill gaps in our current offerings on the Abilene campus, and can be easily formulated for Study Abroad; for example, on the Abilene campus: Topics in Public History with an emphasis in African American History; at the Oxford Study Abroad location: Topics in Public History with an emphasis on the British Empire.
12	Maximum total number of credit hours a student can earn for this course	9
13	What type of course is this? (Select one option. Please see	☒ Traditional lecture ☐ Traditional lab

	Schedule Type definitions on Page C.)	☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3
15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	In keeping with our current enrollment for upper-level history courses, the maximum enrollment is 20.
17	Catalog Description (50 words or less)	Students experience and understand history through the lens of public history, exploring the ways that particular pasts have been communicated through the creation of public memory via such methods as museums, documentary films, commemorative spaces, etc. Students will examine historiographic debates around the construction of a specific history narrative.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	ENG 111 and 112
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	
20	If the course is cross-listed, specify the Course ID(s)	
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes, all If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☒ No We will offer at least annually, and perhaps more often as we track student need. ☐ Yes all If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?

23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2021
24	Is this course required for a degree/s?	☐ No ☒ Yes – for the addition of the Public History track If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☐ No ☒ Yes ST: HIST340.W1. Spring 2021, 20 students If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

HIST 310 is being created specifically to serve as a requirement to the new Public History track that the Department of History and Global Studies is bringing to councils in Spring 2021. This course builds on HIST 201 (Introduction to Public History) and HIST 301 (Public History Internship, added to catalog in Spring 2020) as a new course that supports this track. Our creation of the track is a response to the increasing demand for emphasis on the study and practice of public history, with an eye towards careers in museums, archives, national parks, and historical societies, that we have seen from students and parents over the last several years. We're seeing more and more students with the ACU History BA go on to a Museum Studies or Public History degree, and to work in the public history profession. This more hands-on, pragmatic career pathway seems very attractive to students and parents as an alternative to an academic career, and amidst national debates about public memory and commemoration, the topic of public history and the creation of historical narratives is more resonant than ever.

As a Topics in Public History course, HIST 310 will allow faculty to help bridge the gap between HIST 201 and HIST 301. Practically, the course will build on the basic skills and practices of the public historian introduced in HIST 201. While HIST 201 has a decidedly broad view of both historiography and Public History methods, HIST 310 narrows historical topics or issues within a framework of public memory and space. In other words, HIST310 requires the student to

understand the intersection of a particular historical narrative, i.e. African American or British Empire, within the framework of public space and memory, i.e. Confederate Memorials or Parthenon (Elgin) Marbles. Ultimately, students will utilize the ideas and skills that they develop during the semester to undertake a historical research project that will culminate in exhibit design and public presentation of their work.

Philosophically, this course will emphasize the processes and debates of historical narrative creation, helping students to see history not simply as "the past" but as an ongoing conversation between many competing voices in which the past is brought to bear on the present and the future. It will also provide a critical continuation of the dialogue begun in HIST 201 concerning the concept of public memory and help students engage intelligently in current debates on how to appropriately memorialize the past, and whether sites of commemoration should ever be changed or removed. Further, HIST310 will allow students to explore the role of historians involved in the preservation and interpretive nature of Public Memory, allowing them to confidently complete the internship requirement of HIST301.

III. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills. This course is open to all students who have completed ENG111 and 112, and, as with HIST 201, we hope that the contemporary resonance of the topic of public history and commemoration may attract some non-majors to the course who are simply interested in the subject matter. Because we want all students to have an opportunity to enroll in this course, we will advise our majors to complete HIST201 in advance, but it is not required.
2. State the overarching course goal(s) in performance terms.
Upon completion of this course the student will better understand the particular topic related to US or non-US history and be able to articulate the intersectionality of the topic, public space and memory, and the field of Public History. They will be able to recognize and describe important public history debates within a framework of historiography and Public History methodology.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	(for all iterations of the course) Describe and analyze ways in which the practices and institutions of public history and commemoration shape, define, and provide context for communities in the present.	The measurement instrument could take any number of forms including, but not limited to: weekly quizzes, discussion board participation; completing the final project.
2	(all iterations) Students will analyze and synthesize secondary and primary sources, evaluate arguments, and develop an understanding of how the public historian's interpretation fits into the larger context of historical inquiry through the process of historical narrative creation in public memory.	Students will research a topic, synthesize materials and historiographic arguments, and present their findings via a multi-assignment final project.

3	(all iterations) Learn and practice how to conduct historical research using published, archival, and digital sources.	Complete assignments required for the discussion boards; critique the required sources in the discussion board; and complete the research for the final artifact.
4	(example of added competency for the <u>Special Topics course on African American history and Public History</u>) The student will demonstrate a fundamental understanding of the major themes and intellectual trends of African-American history during the 20 th Century.	The student will participate in discussions with teammates and Dr. Shilcutt, and complete a presentation on their artifact.

IV. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

required for all iterations:

Cauvin, Thomas. *Public History: A Textbook of Practice*. NY: Routledge, 2016.

Each iteration:

Professors would choose the appropriate readings and supporting materials to accompany the Public History text.

For example, the Spring 2021 requirements include:

White, Deborah Gray, Mia Bay, and Waldo E. Martin, Jr., *Freedom on My Mind: A History of African Americans*, vol. 2, ed. 3, NY: Bedford St. Martins (2017).

And:

Multi-media selections in Canvas related to the interpretation of African American history from various museums, textbooks, biographies of historians, documentaries, issues related to public memory and space, memory creation via sermons, speeches, dance, the arts, poetry, and prose, etc.

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office.

	Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
9	Justification — Attach any documents to which you refer in Section II-B.

Attachment 2a: 310 Course Syllabus

Catalog description: Students will experience and understand history through the lens of public history, exploring the ways that particular pasts have been communicated through the creation of public memory via such methods as museums, documentary films, National Parks, etc. Students will examine historiographic debates around the construction of a specific history narrative.

Abilene Christian University
Syllabus: HIST310 – Topics in Public History
Tracy M Shilcutt, PhD Department of History and Global Studies
Office: Zellner 111, Honors College

Phone number(s): 325-674-2380

Email address: tracy.shilcutt@acu.edu

Office hours/Contact expectations: Students are welcome to make an appointment with me any time, and I encourage them to do so. In general (post Covid), I am available on MW afternoons in my office and negotiated time by appointment via Zoom.

Credit hours: 3

Semester and year: to be offered spring and fall, beginning fall 2021

Meeting time and place: While the course is best served as a face to face course, TR course, meeting in the Special Collections of the Brown Library (Brown Library 100), the spring 2021 ST course on African American History and Public Memory was held online via Canvas and Zoom.

Prerequisites/corequisites: ENG111 and 112 are prerequisites for all students; we will advise majors to complete HIST201 Intro to Public History in the US, but it is not required.

Intended audience: This course is open to all students who have completed ENG 111 and 112, and we hope that the contemporary resonance of the topic of public history, commemoration, and public memory as related to a specific historical context may attract some non-majors to the course who are simply interested in the subject matter. More specifically, this course is geared toward history students who are especially interested in the field of, and eventual careers in, public history.

ACU Mission: 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 endeavors to educate 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 of History and Global Studies Mission: The Department of History and Global Studies strives to provide an understanding of the experiences of humankind; to stimulate thought concerning various institutions, ideas and cultures; and to promote ethical standards in keeping with the Christian faith.

Personal mission statement: *'Tell me and I'll forget. Show me, and I may not remember. Involve me, and I'll understand.'* This Native-American saying characterizes my teaching philosophy. I believe that true education does not occur in a setting where the student is passive; learning involves more than a teacher imparting knowledge in a stagnant classroom environment. Students, who participate in a dynamic exchange of ideas with the teacher and with each other, have opportunities to develop analytical and communication skills. The students leave the class equipped to apply their newfound insight to their own lives.

Unique Christian Perspective: The discipline of history lends itself quite naturally to a holistic learning approach and to a better understanding of that holistic life lived out—an integrated life. Integrating faith and learning is not a list of actions to check off in the classroom, it is a life of integrity that is lived in

relationship with God and God's creation. In the study of history, a study which at its core reveals the nature of people, every discussion lends itself to recognizing more fully the creator and to discovering how we fit into God's story.

Course Content

Outline of topics: Because this is a topics course, each professor who teaches this course will be able to draw on their strengths of subject matter as they are assigned HIST301. This allows students to experience US topics, as well as topics related to public memory within various cultures. In general, professors will use their content knowledge in conversation with public history discourse, as well as commemoration and public memory contributions.

Format of Class

Format of Class: Each professor teaching the course will structure the format of the class using Canvas as a tool to deliver content and assignments based upon departmentally agreed-upon outcomes.

The Spring 2021 Special Topics course on African American History and Public History provides an example of an online delivery system that could be easily transferred to face to face and would generally follow a similar outline. In each Module, students prepare for discussion by examining African American history, general concepts of public history and memory, and at least one example of a public space formation of one telling of African American history. Teams will remain together for the duration of the course in order to build community and trust. Upon completing the assignments, students participate in the discussion board in Canvas by responding to a prompt that helps the student synthesize the assigned material and participate in meaningful and respectful dialogue. Further, they receive feedback from the professor to help clear up misconceptions and/or answer questions.

What follows is a truncated *example of the format of the ST African American History*, and could be easily adapted for virtually any topic.

Module One introduces students to the historiographic issues related to the topic of 20th century African American history, and provides students with definitions and concepts related to African American and public histories. Module Two builds on the introduction by having students explore documentaries, a recently published textbook by an African American scholar, primary sources, and a scholarly explanation of how public memory is formed via the intersection of memory, place and rhetoric.

Module Three invites the student to stretch their understanding of creative spaces and what it means to "read" the Harlem Renaissance from the vantage point of artistic rhetorical arguments created by African American artists via dance, poetry, prose, music, film, and other non-traditional forms of eloquent creations that teach or persuade audiences in meaningful ways.

At this juncture of the course, students begin to think about a topic for their final public history project, which can be, among other things, a documentary; a virtual or a traditional museum exhibition; performance-based interpretation; etc. Modules four through eight continue to follow the pattern of exploration as mentioned above and students meet individually with the professor to discuss their research and final delivery, which will be to the class as a whole.

Instructional Materials

Required Textbook for all iterations of the course: Cauvin, Thomas. *Public History; A Textbook of Practice*. NY: Routledge, 2016.

Topic Related Required Textbook for the ST on African American History: White, Deborah Gray, Mia Bay, and Waldo E. Martin, Jr., *Freedom on My Mind: A History of African Americans*, vol. 2, ed. 3, NY: Bedford St. Martins (2017).

Other materials (optional): Other materials provided in Canvas.

Learning Outcomes

Course goal: Familiarizing students with the intersection of public history, public space, and public memory.

Competencies: The following three competencies would be required for every iteration of the course, with professors free to add up to two more.

	Competency	Measurement Instrument
All iterations	Describe and analyze ways in which the practices and institutions of public history and commemoration shape, define, and provide context for communities in the present.	The measurement instrument could take any number of forms including, but not limited to: weekly quizzes, discussion board participation; completing the final project.
All iterations	Students should think critically about history through selected readings, while applying acquired knowledge to various situations. Students will analyze and synthesize secondary and primary sources, evaluate arguments, and develop an understanding of how the public historian's interpretation fits into the larger context of historical inquiry through the process of historical narrative creation in public memory.	Students will research a topic, synthesize materials and historiographic arguments, and present their findings via a multi-assignment final project.
All iterations	The student will learn and practice how to conduct historical research using published, archival, and digital sources.	Complete assignments required for the discussion boards; critique the required sources in the discussion board; and complete the research for the final artifact.
Example of added competency for the Special Topics course	The student will demonstrate a fundamental understanding of the major themes and intellectual trends of African-American history during the 20th Century.	The student will participate in discussions with teammates and Dr. Shilcutt, and complete a presentation on their artifact.

Assessment activities: The assessment will rest largely with the professor of record who will choose the activities best related to the learning outcomes for their topics course.

Example:

Assessment Activities	Grades Possible	Weighting
Attendance and Participation	100	10%
Five assignments at 100 points each	500	50%
10 Quizzes at 10 points each	100	10%
Mid-term exam and final exam at 100 each	200	20%
Class presentation (100 points)	100	10%
Total	1000 (without bonus)	100%

Final grade calculation:

Range of Points	Final Letter Grade
90%-100%	A
80%- 89%	B
70%-79%	C
60%-69%	D
Below 59%	F

Extra credit opportunity: Extra credit will be left to the discretion of the professor of record.

University Policies

Mask Requirement (as needed):

“Abilene Christian University is committed to providing a safe educational environment for all students, faculty, and staff. In order to create the healthiest environment possible, students and instructors must properly wear face coverings over their mouths and noses while in ACU buildings and while in the classroom. In addition, social distancing should be maintained within all classroom environments. Eating is not allowed in any classroom.

Any student who does not bring a face covering or refuses to wear one will be dismissed from class and be considered absent. If a student who is not wearing a face covering refuses to leave class, the instructor may dismiss in-person class for that day.

A student who refuses to wear a face covering will be subject to disciplinary action through the Student Handbook.”

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 call their office directly at 325-674-2667.

Academic Integrity Policy:

"Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#)."

Anti-Harassment Policy:

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. 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](#).

Attendance : (For face to face) Class attendance and participation are essential elements of a seminar course. Your attendance is required. Students are responsible for their own participation in class discussions. Students who miss more than four (4) class periods will want to confer with the instructor, as that number will be considered excessive. Students who miss more than 20% of the classes can be dropped from the course with a "WF." The only excused absence is granted when I receive a notice from the Provost's Office – you may make up work when you are on university business and you will receive an excused absence.

+Failure to complete the assigned reading response and/or failure to attend class and/or failure to engage in class discussion will result in a penalty to the reading response grade.

(For online): Class participation is the essential element of an online course. Your participation in the discussion boards are required as attendance, and the grade is weighted such that failure to meet this requirement will make it challenging to pass the course; absences from the discussion board cannot be made up and will affect the final grade for the course. Students are responsible for their own participation in class discussions.

Tardiness : (face to face) Tardies will accumulate both for late arrivals and early departures. Every 3 tardies will be considered an absence and will count toward the absences in attendance (see above)

Late assignment/exam : Each professor will stay consistent with their expectations and explain clearly whether they will accept late assignments or exam makeup and any possible effects on the grade.

Technology use: Because the class relies heavily on student preparation and participation, I will ask you to turn off any communication devices during class time. In addition, should you use a computer for note taking, I will ask you to refrain from social networking during class. Disruptive problems with iDevices

and/or computer use will result in a penalty to your grade. Because this class is discussion oriented your focus on the tasks at hand is imperative.

*+Failure to complete the assigned reading response and/or failure to attend class and/or failure to engage in class discussion will result in a penalty to the reading response grade.

Calendar

Due dates will be shown in Canvas in multiple locations, including beneath the syllabus and in the introduction to each of the Modules. Syllabus and assignments are subject to change at the discretion of the professor.

Appendix 2b: HIST340.W1 ST: Topics in African American History and Public Memory

Syllabus HIST340.W1 – ST: Topics in African American History and Public History
Online modality with some classes on zoom announced in advance

Abilene Christian University Spring 2021

Tracy M Shilcutt, PhD. Professor, History & Global Studies

Zoom link:

<https://acuonline.zoom.us/j/95963257105?pwd=cjZ4ZVJZWUtRTHZuZDZuWmU4V0x5QT09>

Appointments available via Email: tracy.shilcutt@acu.edu or zoom link

The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world. **The mission of the Department of History and Global Studies** is to provide a strong academic program designed to prepare students for Christian service through a knowledge of and an appreciation for their own heritage and of peoples throughout the world. This course can be used to fulfill a core or major requirement in history depending on your degree plan. There are no prerequisites.

This Special Topics course provides students with an understanding of the intersectionality between public memory and African-American History during the 20th century. The course is designed to allow students to explore how meaning is created through public commemoration, memorialization, and the continuous re-interpretation of icons, imagery, and narratives. Through a variety of primary and secondary sources, students will be introduced to historiographic trends, public history trends, and the shaping of public memory regarding African American history through each.

Materials:

REQUIRED: Deborah Gray White, et.al Freedom on My Mind: A History of African Americans, Volume 2, Edition 3

REQUIRED: course materials in Canvas

SUGGESTED: Turabian: A Manual for Writers of Term Papers, Theses, and Dissertations

Requirements:

1. Discussion boards: These three-part mini-essays will be posted in Canvas (same team the whole semester) and should include the student's reaction to and analysis of the material based on evidence with occasional editorial comments. This will include three different posts and occasional team meetings with the professor. Full details are in Canvas, but in general the following applies--POST ONE: references to things the student has learned from the material (specifically referencing the materials) and/or criticisms of the content/interpretation, along with any connections to other learning/ classes/ current events, etc. This is not a summary/overview, it is an analysis of the materials. In other words, do not summarize the materials, analyze the materials in response to the given prompt. POST TWO: responding in detail and challenge to each of your teammates; POST THREE: a synthesis of all materials posted to restate/reevaluate/reconsider your first post.

2. Final Project. The final project will be completed in consultation with Dr. Shilcutt and contains multiple components. In general, the student will choose a topic, research the topic, and create an artifact that represents the interpretation of the topic. More details are in Canvas; the student will meet with Dr. Shilcutt for individual tutorials; Tutorial 1 is related to choosing a topic and potential artifact; Tutorial 2 is related to checking early progress on research and refining the artifact choice; Tutorial 3 is related to the finalization of the artifact and how that will be presented to teammates. Finally, the student will refine and rethink the conversations with Shilcutt and then present the artifact to the team.

Expected Learning Competencies:

1. COMPETENCY: The student will interrogate and critique the process of narrative creation in multiple forms of historical interpretation, including written scholarly work, popular history, museums, monuments/memorials, and other public space constructions.

EVALUATION: The student will participate in discussions with teammates and Dr. Shilcutt. The student will create a narrative on a topic related to the intersectionality of African-American history and public memory.

2. COMPETENCY: The student will demonstrate a fundamental understanding of the major themes and intellectual trends of African-American history during the 20th Century.

EVALUATION: The student will participate in discussions with teammates and Dr. Shilcutt, complete a presentation on their artifact.

3. COMPETENCY: The student will demonstrate a fundamental understanding of historical methodology, influences of primary and secondary sources on the historical narrative, and the ways in which the practices of public history and commemoration shape, define, and provide context for communities in the present.

EVALUATION: The student will participate in discussions, complete a presentation.

Grading (no extra credit is offered for this course).

Grading will reflect a traditional 10 point spread between letter grades:

1) Discussions with teammates: 40% of the final grade. Distribution of points will be divided as indicated in the Canvas Rubric.

2) Team discussions with Shilcutt: 15% of the final grade. Distribution of points will be divided as indicated in the Canvas Rubric.

3) Tutorial one: 5% of the final grade.

4) Tutorial two: 5% of the final grade.

5) Tutorial three: 5% of the final grade.

6) Final artifact: 10% of the final grade.

7) Presentation to team: 20% of the final grade.

Attendance and participation: Because this course is being delivered in the online modality, class attendance and participation are essentially the same element for the course. Your "attendance" is required in order for you to contribute to your group discussions and presentations. Students are responsible for their own participation in class discussions. Students who miss any part of more than four (4) discussion boards will want to confer with the instructor, as that number might threaten your ability to maintain progress toward successful completion of the requirements. Students who miss any part of more than six (6) discussion boards will begin to accrue percentages subtracted from your final letter grade. Any portion of the discussions missed up to six will be recorded as a full miss; any part thereafter will be recorded as a percentage missed. By anticipating the unexpected you will make better attendance choices. We are all dealing with something! Do not hesitate to visit with me if you are experiencing extreme life circumstances.

****IMPORTANT:** This syllabus is subject to change; any changes will be announced and the changes will be reflected in an addendum. I strongly encourage students to make an appointment via email for zoom online; whenever they feel there is a need to talk about their progress in the course.

ACADEMIC INTEGRITY: the full policy can be found below. This course teaches the importance of academic integrity and violations will be treated as described in the ACU policy. Please see Canvas for multiple examples of how to avoid plagiarism and how to treat assignments with integrity.

ADA information can be found here ([Links to an external site.](#))

University academic integrity policy ([Links to an external site.](#))

Anti-harassment policy ([Links to an external site.](#))

Title IX Alpha Scholars ([Links to an external site.](#))

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

IMPORTANT INFORMATION ABOUT THE ASSIGNMENTS LISTED BELOW: The assignments listed below show the assignment name, due date, and time due. Clicking on the assignment DOES NOT take you to all of the details for these materials. You must locate the details within the course calendar or each MODULE directions and due dates. The materials below are provided as a way for you to quickly see what is due next, but you must go to the calendar and to the directions within the modules tab to locate the specifics for each assignment.

Dr. Tracy M. Shilcutt
tracy.shilcutt@acu.edu
(325)674 2380

Jan 25, 2021

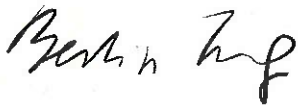
Re: Review of HIST310

Dear Dr. Shilcutt,

Thank you for submitting the application for the course *HIST310: Topics in Public History*. I have reviewed it based on the [ACU New Course Application Guidelines](#). I find the syllabus to be meeting all requirements.

Please note that this letter is not meant to be a final approval in the course application process. Your department chair and members of the council may have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.

A handwritten signature in black ink, appearing to read "Bernice Huff". The signature is fluid and cursive, with the first name "Bernice" and the last name "Huff" clearly distinguishable.

Director of Instructional Design
Adams Center
Abilene Christian University

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: February 24, 2021
TO: Dr. Tracy Shilcutt
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for HIST 310 – Topics in Public History

After reviewing the course application and syllabus, the library can adequately support the proposed course. Please contact Melinda Isbell at mgi12a@acu.edu if there are other resources required in the future in support of the course. Thank you for letting us review the course application.