

Abilene Approval Chart for Curriculum Changes

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

Course Number: **HIST 275 Intro to Africana Studies**

or Degree Plan(s):

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost
	Campus-Level Academic Review¹						
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A
13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

		Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ^{2 3}	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

		Dept./School	College	Dean	AUAC	Provost	UGEC	University Faculty	Senior VPAA	President
	Change to General Education Requirements for Undergraduates (System)									
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

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

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

Department/School Chair(s)	
<u>Ronald J. May</u>	<u>9/15/2023</u>
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
<u>Darl</u>	<u>9/15/2023</u>
Signature	Approval date
Signature	Approval date

Dean(s)	
<u>Darl</u>	<u>9/15/2023</u>
Signature	Approval date
Signature	Approval date

Teacher Education Council	
Chair's signature	Approval date

University General Education Council	
Chair's signature	Approval date

Abilene 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

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.

Updated 8/1/2023

Department/School(s)

Chair Signature	Date
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Chair/Program Director Signature	Date
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College Academic Council(s)

Chair Signature	Date
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Chair Signature	Date
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Dean(s)

Signature	Date
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Signature	Date
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Teacher Education Council

Signature	Date
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**Campus Academic Council:
Abilene Undergraduate or Abilene Graduate**

Signature	Date
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Provost

Signature	Date
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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 a New Course v10.7 – Introduction to Africana Studies HIST 275

I. Systems and Catalog Information Complete each item.

	Course ID (<i>Subject and Number</i>)	HIST 275
1	Course Developer	Theodore Francis
2	Course Instructor	Theodore Francis
3	Course Title	Introduction to Africana Studies
4	Course Abbreviation for Banner if title is more than 30 characters	Introduction to Africana Studies
5	College	CAHSS
6	Department or School	History & Global Studies
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3 hours lecture
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?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ 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	18
17	Catalog Description (50 words or less)	The content of this course introduces students to the origins of the discipline of Africana Studies (also known as Black Studies), giving attention to key scholars, the research they produced, as well as the reception, and application of their ideas.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	No
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)	No
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 If yes: all, even, or odd years? ODD YEARS
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years? EVEN 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>	SPRING 2024
24	Is this course required for a degree/s?	☐ No ☒ Yes [See application for new minor in Africana Stud.] 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>	<u> </u> No <u> X </u> Yes If yes, provide course ID, term, and enrollment: HIST 340, Fall 2022. 12 students enrolled.
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>	Not an issue.

II. Curriculum

- A. Explain the 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.
The course will be added to the History BA, Global Studies BA, and History and Social Studies teaching degree plans as an upper-level course option in US History. Also, the course will be required for the Africana Studies minor and optional for the Gender and Multicultural Studies minor. We also intend to take it through UGEC for inclusion on menus for Cultural Literacy and Arts and Humanities.
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.
The department is launching a minor in Africana Studies that focuses on the African Diaspora and the knowledge produced by African descended people. This course is an introduction to this field of study and required to complete the new minor.

III. Course Design

- A. Audience and Course Goal
- Describe the intended audience, including prerequisite skills. This course is intended for any student of any major who is interested in Africana Studies and/or American history.
- State the overarching course goal(s) in performance terms. See SLOs below.

LEARNING OUTCOMES AND MEASURES

Student Learning Outcomes: <i>After completing this course successfully, students will be able to ...</i>	<i>By means of the following Measures</i>
Describe the origins and development of the discipline of Africana Studies, and name key scholars, organizations, and theories that have shaped the discipline of Africana Studies	Annotated Bibliography & Oral Presentation
Identify key African diaspora locations on a world map, and understand the various historical and contemporary connections and relationships between these Black communities or regions.	Quizzes
Critically analyze various cultural texts produced by, and/or about, members of the African diaspora (e.g.,	Primary document Responses

scholarly texts, newspapers, autobiographies, fiction, music, film, documentaries, etc.) making reference to the research &/ theories of Africana Studies scholars.	
Articulate some of the historical issues that gave rise to the concepts of race and racism (e.g., the European transatlantic trade of enslaved Africans, European colonization in the Americas, Asia, Africa, etc.).	Reading Reflections
Explain how systems of race/racism impact people of African descent in various ways (i.e., interracially & intra-racially) as well as in different areas of society (i.e., education, economics, politics, legal authority, etc.) by making reference to the research &/ theories of Africana Studies scholars.	Oral Presentation
Identify and Analyze the strategies of resistance to racial inequality and/or injustice utilized by African diaspora leaders and/or articulated by Africana Studies scholars.	Reading Reflections

3. 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:

A. full publication information; label **Undergraduate**. The list below is intended to be a sample of some of the texts utilized:

- Mario J. Azevedo, *Africana Studies: A Survey of Africa and the African Diaspora* (Carolina Academic Press, 2019).
- Abdul Alkalimat, *The History of Black Studies* (Pluto Press, 2021)

These two texts are key readings but the course reading list comprises several texts (secondary & primary sources) listed in detail on the attached syllabus.

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.



Introduction to Africana Studies (HIST 275.01)

Spring 2024

Theodore Francis, Ph.D.

ABOUT THE COURSE

Course Number & Title: HIST 275 Introduction to Africana Studies

Credit Hours: 3

Semester & Year: Spring 2023

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

Prerequisites: N/A

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

ABOUT THE INSTRUCTOR

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

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

Gendered Pronouns: he/his/him

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

Contact: tsf22a@acu.edu &/ Canvas Inbox. Whenever you contact me, please begin your email with the salutation, "Dr. Francis/Professor Francis" AND include your class title and section in the message so I can quickly identify you and the class you are inquiring about.

Office Hours: Tuesdays & Thursdays 9:45am – 11am; 1:30-2:30pm; Wednesdays 1-4pm, all other times by appointment please email to set up a meeting.

COURSE CONTENT

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

INSTRUCTIONAL MATERIALS

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

CLASS FORMAT

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

ASSESSMENT & GRADING

Assessment & Grading requirements: your final grade in this course will be based on the successful completion of the following:

1. **Attendance** – showing up consistently to all classes on time, unless excused for an approved reason. And **Class participation** – meaningful participation during each class demonstrated by reading the assigned chapter/article; taking notes; and asking relevant questions or making informed comments pertaining to the lecture. Please make an appointment before midterm & final-exam week so I can check your notes and confirm your participation grade.
2. **Document reflections/responses** – students will write brief response/reflection essays on various Africana Studies texts/primary sources including visual art, poetry, music, etc.
3. **Reading reflections**–students will write short reflective essays on assigned readings from the according to the instructions and deadlines posted on Canvas.

4. **Africana Studies Annotated Bibliography** – students will submit an annotated bibliography of Africana Studies publications from a specific sub-field such as, Black religion, Psychology, Childhood Education, Music, Political Theory, etc.
5. **Presentation** – every student is required to give a brief (8 minute) presentation to the class based on an assigned course reading/topic responding to certain prompts. The sign-up list and assignment instructions will be posted on Canvas and discussed in class before these begin at the instructor's direction.
6. **Quizzes**

Assignment	Percentage of Total Grade	Deadline
Attendance & Class Participation	10%	Assessed daily
Reading Reflections	30%	Each reflection is 10% (x 3 = 30% total). The instructions and deadlines will be posted on Canvas
Primary Document Responses	15%	Each assignment is worth 5% (3x5 = 15% total). The instructions and deadlines will be posted on Canvas
Annotated Bibliography	25%	The instructions & specific deadline dates will be posted on Canvas and discussed in class.
Presentation	15%	Oral presentation on a selected course reading/topic. Presentations follow a schedule that will be posted on Canvas by Week 3
Quizzes	5%	Scheduled & Un-scheduled tests on the assigned readings/documents
TOTAL GRADE	100%	–

Final grade calculation: students will earn a final grade in HIST 275 based on the completion of the required assignments listed above. One's final letter grade will conform to the standards in the chart listed below.

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

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

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

LEARNING OUTCOMES AND MEASURES

Student Learning Outcomes: <i>After completing this course successfully, students will be able to ...</i>	<i>By means of the following Measures</i>
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Identify key African diaspora locations on a world map, and understand the various historical and contemporary connections and relationships between these Black communities or regions.	Quizzes
Critically analyze various cultural texts produced by, and/or about, members of the African diaspora (e.g., scholarly texts, newspapers, autobiographies, fiction, music, film, documentaries, etc.) making reference to the research &/ theories of Africana Studies scholars.	Primary document Responses
Articulate some of the historical issues that gave rise to the concepts of race and racism (e.g., the European transatlantic trade of enslaved Africans, European colonization in the Americas, Asia, Africa, etc.).	Reading Reflections
Explain how systems of race/racism impact people of African descent in various ways (i.e., interracially & intra-racially) as well as in different areas of society (i.e., education, economics, politics, legal authority, etc.) by making reference to the research &/ theories of Africana Studies scholars.	Oral Presentation
Identify and Analyze the strategies of resistance to racial inequality and/or injustice utilized by African diaspora leaders and/or articulated by Africana Studies scholars.	Reading Reflections

MISSION STATEMENTS

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

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

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

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

UNIVERSITY POLICIES

Academic Integrity Policy: Presenting someone else's work as your own, whether intentionally or not, is plagiarism. Plagiarism will result in a zero on the assignment and/or an F in the course. Plagiarism includes, but is not limited to, the following:

- Intentional or unintentional failure to give credit to sources used in a work in an attempt to present the work as one's own.
- Submitting for credit in whole or in part the work of others.
- Submission of paper(s) or project(s) obtained from any source, such as a research service or a club paper file, as one's own.
- See the full university policy on plagiarism at

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

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

Anti-Harassment (racial, sexual, ability, identity, etc.) & Title IX of the 1972 Educational Amendments: harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a

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

For a more in-depth look at the university's anti-harassment policy, full definition of harassment, and procedure for reporting, visit: <http://www.acu.edu/campusoffices/hr/title-ix/anti-harassment-policy.html>

COURSE POLICIES

Attendance – your attendance is required at every class session and I will take attendance at every class. If you are not present then it is your responsibility to see me or email about your absence, get the lecture notes you missed from a classmate and submit any assignments. It is your responsibility to see me, or email, if you know that you have an issue that causes you to arrive late and/or miss class regularly (e.g. off campus job, transportation issues, child care &/ elder care situations). Unexplained/unexcused long-term absences (i.e., 7 classes/three weeks or more) will result in a failing grade. Therefore, if you have any situations that impact your attendance, be proactive and contact me to discuss a solution.

Cell phone etiquette – I prefer that cell phones be switched on silent/vibrate and put away (in backpack, pocket, purse, etc.) during class time. Please do not take notes on your phones or read assigned readings. If you must reply to a phone call or know that you will be engaged in a series of text messages, please leave the room in a quiet manner and return when your conversation is complete and you can focus entirely on class. I will issue a verbal warning to the class whenever I

notice that students are using their phones during lecture. Repeat offenders will be warned and marked absent if they decide to ignore this policy.

Classroom Conduct – In order to foster the best learning environment please be respectful and attentive to the professor while lecturing, and to your fellow students during discussion and questions. During this class, we will read historical texts that use racially insensitive language (e.g., the N-word) so I ask that you be mindful to refrain from saying such terms whenever you are quoting from these texts during class discussions or presentations.

Please note that side-conversations with friends; reading websites, articles, or books from other classes; playing games on your laptop computer/tablet/phone, etc.; listening to audio devices; communicating on social media, or other non-class-related activities, are considered unacceptable behavior. Engaging in these activities repeatedly will negatively affect your class participation grade. Repeat offenders will be warned and marked absent if they decide to ignore this policy.

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

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

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

Schedule of Readings & Lecture topics Jan - May 2024

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

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

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.

Dr. Ron Morgan

rxm03c@acu.edu

Re: Review of HIST 275: Introduction to Africana Studies

Dear Dr. Morgan,

Thank you for the submission of HIST 275: Introduction to Africana Studies. I reviewed the syllabus based on the ACU application requirements and the syllabus meets those requirements. I was left with a couple of questions that may be helpful additions if you choose.

- The semester listed for the course has already happened. Consider listing the next semester the course will be offered instead.
- The professor's phone number is not listed. This might be intentional, but if it is an oversight, you may choose to add that.
- The intended audience is not listed. The syllabus notes that there are no prerequisites, but you might consider adding that the intended audience is connected to the new minor if that seems appropriate or helpful.

The syllabus is exemplary! However, this letter is not meant to be a final approval in the course application process. Instead it is intended as a reference, which will be read by your department chair and members of the council, who may also have questions or comments of their own.

We would like to thank you for allowing the Adams Center team to review your course application. The instructional design team would love to work with you on your syllabus, as well as the design, development or revision of this and other courses. If there is anything else we can do to help you, please feel free to let me know.

Sincerely yours,



Amy Boone
alb17a@acu.edu

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: September 6th, 2023
TO: Dr. Ron Morgan
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for HIST 275 – Introduction to Africana Studies

After reviewing the course application and syllabus, the library can adequately support the proposed course. Please contact Mac Ice, Librarian Liaison for the Department of History and Global Studies, at mxil3a@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.