

Abilene Approval Chart for Curriculum Changes

A = Approve

I = Information Item

R = Respond In Writing

Course Number: HIST 329 African American History to 1877

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

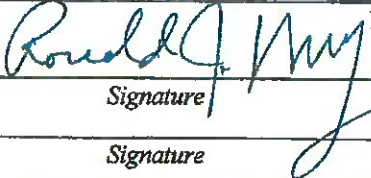
		Dept./School	College	Dean	TEC	AUAC/Grad	Provost	Campus Faculty	Senior VPAA	President
	Full Review									
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	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)	
 Signature	9/15/2023 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	9/15/2023 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	9/15/2023 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
-----------------	------

Chair/Program Director Signature	Date
----------------------------------	------

College Academic Council(s)

Chair Signature	Date
-----------------	------

Chair Signature	Date
-----------------	------

Dean(s)

Signature	Date
-----------	------

Signature	Date
-----------	------

Teacher Education Council

Signature	Date
-----------	------

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

Signature	Date
-----------	------

Provost

Signature	Date
-----------	------

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Application for a New Course v10.7 – HIST 329 African American History from African Origins to the U.S. Civil War & Reconstruction

I. Systems and Catalog Information Complete each item.

	Course ID (<i>Subject and Number</i>)	HIST 329
1	Course Developer	Theodore Francis
2	Course Instructor	Theodore Francis
3	Course Title	African American History from African Origins to the U.S. Civil War & Reconstruction
4	Course Abbreviation for Banner if title is more than 30 characters	African American History to 1877
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)	This course surveys African-descended peoples in the U.S. from the 15 th to 19 th centuries; beginning with their African origins and concluding with the U.S. Civil War and Reconstruction. It traces the experiences of Black people in the colonial Americas and U.S. republic highlighting cultural change, slavery, freedom, resistance and abolition.
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?
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>	Fall 2024
24	Is this course required for a degree/s?	☒ No ☐ Yes 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?	☒ No ☐ Yes If yes, provide rationale:

	<i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	
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>	See attached statement from Dr. Kelly Elliott.

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 an option for the Africana Studies minor and the Gender and Multicultural Studies minor. The course content satisfies the General Education requirements 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 already has a course listed on the history of African Americans from Reconstruction to the Civil rights movement, HIST 330. This course addresses the History program's content gap on African American history for the first period of US History, i.e., from African origins to the U.S. Civil War and Reconstruction.

III. Course Design

- A. Audience and Course Goal
1. 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.
 2. State the overarching course goal(s) in performance terms. See SLOs below.

LEARNING OUTCOME

Overall Learning Outcome & Competencies

After completing this course successfully, students will be able to:

Student <i>Learning Outcome & Competencies</i> (SLOs)	Measures (Assessment)
Demonstrate broad knowledge of key historical events, persons, movements and ideologies, relevant to the historical	

field of African American History	
Explain important historical factors that shaped the development of American notions of identity, particularly the systems of race and racial chattel slavery.	
Identify major periods that are relevant to African American History	
Analyze and interpret historical documents on African American life experiences.	
Identify and describe strategies of resistance to racial chattel slavery utilized by enslaved Africans making reference to historical examples and/or relevant scholarship on the topic.	

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:

- D.C. Hine, W.C. Hine & S. Harrold, *African Americans: A Concise History* (Pearson Prentice Hall: New Jersey, 2013).
- M. Rediker, *The Slave Ship: A Human History* (Viking – Penguin Group Press: New York, 2007).
- E.S. Pryor, *Colored Travelers: Mobility and the Fight for Civil Rights before the Civil War* (University of North Carolina Press: Chapel Hill, 2016)
- J.H. Franklin, "The History of African American History" (article) *Major problems in African-American History : Documents and Essays* (Houghton and Mifflin: Boston, 2000)

However, 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.



HIST 329: African American History from African Origins to the U.S. Civil War & Reconstruction – Fall 2022

Theodore Francis, Ph.D.

ABOUT THE COURSE

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

Credit Hours: 3

Semester & Year: Fall, 2022

Meeting Time & Place: Hardin Administration Building Room 322

Prerequisites: N/A

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

ABOUT THE INSTRUCTOR

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

Biography: Dr. Francis joined the faculty of ACU in summer 2022 and has taught courses on African-American, Caribbean, Latin American, and United States Histories for over seven years. Born and raised in the British Caribbean island of Bermuda, Dr. Francis graduated from Morehouse College, before earning his M.A. and Ph.D. in History at the University of Chicago in 2015. His current research focuses on 20th century Black Travel and Tourism, and he is presently writing a manuscript exploring the role of African American tourism during the civil rights struggle to desegregate Bermuda.

Gendered Pronouns: he/his/him

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

Contact: tsf22a@acu.edu &/ Canvas Inbox. Whenever you contact me, please begin your email with the salutation, "Dr. Francis/Professor Francis" AND include your class title and section in the message so I can quickly identify you and the class you are inquiring about.
Office Hours: Tuesdays & Thursdays 10am – 12pm; all other times by appointment please email to set up a meeting.

COURSE CONTENT

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

INSTRUCTIONAL MATERIALS

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

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

CLASS FORMAT

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

ASSESSMENT & GRADING

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

1. **Attendance** – showing up consistently to all classes on time, unless excused for an approved reason. And **Class participation** – meaningful participation during each class demonstrated by reading the assigned chapter/article; taking notes; and asking relevant questions or making informed comments pertaining to the lecture.
2. **Reading reviews**–students will draft short analytical summaries of five assigned readings according to the instructions and deadlines posted on Canvas.
3. **Research essay** – students must complete a research essay that uses a primary source and selected secondary sources. The instructions and deadlines for the essay(s) will be posted on Canvas and discussed in class.

4. **Quizzes** – scheduled & unscheduled tests on the weeks assigned reading.
5. **Presentation** – every student is required to give a brief (8 minute) presentation to the class based on an assigned historical event/person using powerpoint/google slides/canva/prezi. The sign-up list and assignment instructions will be posted on Canvas and discussed in class before these begin at the instructor's direction.

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

Final grade calculation: students will earn a final grade in HIST 329.01 based on the completion of the required assignments listed above. One's final letter grade will conform to the standards in the chart listed below.

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

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

Overall Learning Outcome & Competencies

After completing this course successfully, students will be able to:

Student <i>Learning Outcome & Competencies</i> (SLOs)	Measures (Assessment)
Demonstrate broad knowledge of key historical events, persons, movements and ideologies, relevant to the historical field of African American History	Reading Reviews
Explain important historical factors that shaped the development of American notions of identity, particularly the systems of race and racial chattel slavery.	Research Essay
Identify major periods that are relevant to African American History	Quizzes
Analyze and interpret historical documents on African American life experiences.	Research Essay
Identify and describe strategies of resistance to racial chattel slavery utilized by enslaved Africans making reference to historical examples and/or relevant scholarship on the topic.	Presentation

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/titles/anti-harassment-policy.html>

COURSE POLICIES

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

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

Classroom Conduct – In order to foster the best learning environment please be respectful and attentive to the professor while lecturing, and to your fellow students during discussion and questions. During this class, we will read historical texts that use racially insensitive language

(e.g., the N-word) so I ask that you be mindful to refrain from saying such terms whenever you are quoting from these texts during class discussions or presentations.

Please note that side-conversations with friends; reading websites, articles, or books from other classes; playing games on your laptop computer/tablet/phone, etc.; listening to audio devices; communicating on social media, or other non-class-related activities, are considered unacceptable behavior. Engaging in these activities repeatedly will negatively affect your class

participation grade. Repeat offenders will be warned and marked absent if they decide to ignore this policy.

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

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

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

Therefore, if you are experiencing any class difficulties, visit during office hours as soon as you notice the problem so we can try to address it.

Schedule of Readings & Lecture topics Aug 30th – Dec 13th 2022

DATE	READING	LECTURE TOPIC
Tue., Aug. 30	N/A	Course Introductions
Thu., Sep. 1	J.H. Franklin, "The History of African American History" in <i>Major Problems in African American History Vol. II</i> edited by E. Barkley Brown & T.C. Holt	What is this discipline (African American History)?
Tue., Sep. 6	D.C. Hine, W.C. Hine & Harrold, <i>African Americans</i> ch.1	Africans: the people of the discipline
Thu., Sep. 8	A.Taylor, <i>American Colonies</i> – ch. 2	Africans in the Era of European Colonization
Tue., Sep. 13	Continue previous reading	
Thu., Sep. 15	A.S. Parent, <i>Foul Means: The Formation of a Slave Society in Virginia, 1660-1740</i> – ch. 4	Origins of Racial Chattel Slavery in the Colonies 1
Tue., Sep. 20	Complete chapter	Origins of Racial Chattel Slavery in the Colonies 2
Thu., Sep. 22	M. Rediker, <i>The Slave Ship: A Human History – Introduction & Chapter 9 (part 1 = pp.263-276)</i>	The Middle Passage & African Resistance 1
Tue., Sep. 27	Complete Rediker chapter	The Middle Passage & African Resistance 2
Thu., Sep. 29	C.Pybus, <i>Epic Journeys of Freedom</i> ch. 1	American Revolution & a Slave Republic 1
Tue., Oct. 4		American Revolution & a Slave Republic 2
Thu., Oct. 6	L. Dubois, <i>Avengers of a New World</i> (see canvas for excerpts)	The Haitian Revolution & Black republicans 1
Tue., Oct. 11	Complete reading	The Haitian Revolution & Black republicans 2
Thu., Oct. 13	E.S. Pryor, <i>Colored Travelers</i> ch. 1 (first half of chapter)	Race & Freedom in the US Republic
Tue., Oct. 18	Complete chapter	Black Responses to Racist Freedom
Thu., Oct. 20	E.S. Pryor, <i>Colored Travelers</i> ch. 2 (first half of chapter)	The Problem of Segregation/Traveling While Black
Tue., Oct. 25	Complete chapter	The Problem of Segregation/TWB 2
Thu., Oct. 27	E.S. Pryor, <i>Colored Travelers</i> ch. 3 (first half of chapter)	Resisting Jim Crow Travel 1
Tue., Nov. 1	Complete chapter	Resisting Jim Crow Travel 2
Thu., Nov. 3	E.S. Pryor, <i>Colored Travelers</i> ch. 4 (first half of chapter)	Racism & the Limits of American Citizenship 1
Tue., Nov. 8	Complete chapter	Racism & the Limits of American Citizenship 2
Thu., Nov. 10	E.S. Pryor, <i>Colored Travelers</i> ch. 5 (first half of chapter)	A Different Middle Passage?
Tue., Nov. 15	The Statements of Southern State secession – South Carolina, Georgia & Texas (read & discuss in class)	Slavery, Race & Secession
Thu., Nov. 17	N/A	Civil War & Black Citizenship
Tue., Nov. 22	I.X. Kendi, <i>Stamped From the Beginning</i> ch. 17	Lincoln, Emancipation& Winning the War
Thu., Nov. 24	Thanksgiving Holiday	University & Public Holiday no class
Tue., Nov. 29	General Granger's June 19, 1865 Statement in Galveston (read & discuss in class)	Reconstruction 1: Freedom in Texas June 19 th
Thu., Dec. 1	N/A	Reconstruction 2: HBCUs & Black Education
Tue., Dec. 6	Reading TBA	Reconstruction 3: White Redemption & Violence

Thu., Dec. 8	C. Anderson, White Rage: The Unspoken Truth of our Racial Divide – ch. 1 (first half of chapter)	Reconstruction 4: A Southern Victory? The demise of Reconstruction
Tue., Dec. 13	N/A	Course Conclusions
Wed., Dec. 14	N/A	FINAL EXAM/ASSIGNMENT



20 January 2023

Statement of content overlap for proposed new course, African American History I: Africa through Emancipation.

HIST 329 African American History I: African through Civil War and Reconstruction covers roughly the same chronological time frame and geographic areas as our standard broad US history survey course, HIST 221 (American History I, which examines the colonial era through the Civil War/Reconstruction), but rather than providing a general introductory survey to first- and second-year students seeking to fulfill a Gen Ed requirement, HIST 329 focuses specifically on the history and culture of African-descended/Black people in the United States.

Designed for history and global studies majors/minors, Africana studies minors, and other students who wish to explore African diaspora and African American history, HIST 329 provides instruction and research mentoring at a 300-level, giving students the opportunity to delve into the subject matter in an upper level course context, with high expectations in terms of reading load, discussion of historiography, and student research.

Importantly, HIST 329 (roughly 1600-1870) will provide content coverage that is not currently supplied by our existing catalog course HIST 330: African American History from Emancipation through Civil Rights (roughly 1863-1970). Together, these two courses will examine the full chronological sweep of African American history. I see Dr. Francis's creation and teaching of this course as a long-needed response to ACU student requests for this content, and as one way for our department to help fulfill ACU's mission, as well as our current strategic plan.

Kelly R. Elliott, PhD
Chair, History and Global Studies

A handwritten signature in black ink, appearing to read 'Kelly Elliott'.

Dr. Ron Morgan

rxm03c@acu.edu

Re: Review of HIST 329: African American History I: Africa to the U.S. Civil War & Reconstruction

Dear Dr. Morgan,

Thank you for the submission of HIST 329: African American History I: Africa to the U.S. Civil War & Reconstruction. 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: February 17, 2023
TO: Dr. Kelly Elliott
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for HIST 329 – African American History I

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.