American History
(UPPER)
Texas A&M University

Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Africana Studies Program & History

2. Course prefix and number: AFST/HIST 300

3. Texas Common Course Number: N/A

4. Complete course title: Blacks in the US, 1607-1877

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

   □ Communication
   □ Mathematics
   □ Life and Physical Sciences
   □ Language, Philosophy and Culture
   □ Creative Arts
   □ American History
   □ Government/Political Science
   □ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

   □ Yes       □ No       N/A

8. How frequently will the class be offered? at least once a year

9. Number of class sections per semester: 1

10. Number of students per semester: 45

11. Historic annual enrollment for the last three years:

    2012-2013=96
    2011-2012=103
    2010-2011=23

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:
    Course Instructor
    Date: 5/28/2013

14. Department Head
    Date: 6/29/13

15. College Dean/Designee
    Date: 6/29/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Foundational Component Area: American History

In the box below, describe how this course meets the Foundational Component Area description for American History. Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction of individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

HIST 300/AFST 300: Blacks in the United States, 1607-1877 addresses the foundational component area of American history by considering the experience of people of African descent in North America from the first transport of Africans in 1607 to the end of Reconstruction following the US Civil War. Through an analysis of significant events, individuals and issues it considers how individuals of African descent adjusted as individuals and collectively to the developing American society, their struggle against political oppression, the dynamic nature of their group life, the development of black institutions, the status of free blacks and the impact of the American Revolution, Civil War and Reconstruction on their social, political and economic roles in the United States and abroad.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

This course develops the core objective of critical thinking by asking students to interpret and connect lecture material; analyze, discuss and craft written arguments based on course readings; and evaluate visual images and maps. They will do so based on material that concerns, for example, how individuals of African descent adjusted as individuals and collectively to the developing American society, their struggle against political oppression and the impact of the American Revolution, Civil War and Reconstruction on their social, political and economic roles in the United States and abroad. Student learning will be evaluated through quizzes, discussion, mid-course essay exams, and a final essay exam.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

This course develops the core objective of communication by asking students to analyze and discuss lecture and reading material (including maps) and to craft written responses to questions about topics such as the dynamic nature of African American group life, the development of black institutions, and the status of free blacks in colonial America. Student learning will be evaluated through quizzes, discussion, mid-course essay exams, and a final essay exam.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

This course will address social responsibility by requiring students to identify (in lectures and reading materials) cultural differences between diverse populations, including those of European and African descent, who came into contact in North America from 1607 to 1877. Students will be asked to reflect on how those interactions influenced social and economic structures in colonial America, the early National period, the Civil War and Reconstruction and the United States's relationship with other slave-holding European empires. Student learning will be evaluated through discussion, quizzes, mid-course essay exams, and a final essay exam.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

This course will address personal responsibility by requiring students to recognize (in lectures and reading materials) and articulate (through quizzes and essay exams) how the decisions made by and about people of African descent influenced political structures and economic opportunities in the colonial, early national, Antebellum, Civil War and Reconstruction periods. In discussion, students will be asked to reflect on how they might apply the ethical decision making processes discussed in class to their own contemporary experiences. Student learning will be evaluated through discussion, quizzes, mid-course essay exams and a final essay exam.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
HIST/AFST 300: Blacks in the United States, 1607-1877
Fall, 2012
MWF 12:40-1:30
Glasscock 008

Professor Al Broussard
Glasscock Bldg. 103C
Office phone: 845-7151
Office Hrs. 11:15AM -12:00PM daily
a-broussard@tamu.edu

Course Description;
This course examines, through significant topics, individuals, and issues, the collective experience of African-Americans. The course's scope is the historical continuum from African origins to the end of Reconstruction in the United States; its focus, the people of the African continent, uprooted and enslaved, who continually grappled with the problem of how to preserve their dignity and identity in a hostile environment. The African-Americans' adjustment to American society, their struggle against political oppression, the dynamic nature of their group life, the development of black institutions, the status of free blacks, and the impact of the American Revolution, Civil War, and reconstruction are some of the issues that the course will explore.

Prerequisites:
Junior or senior classification

Core Objectives for American History Foundational Component Area

Critical Thinking (to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information).

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication)

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities)

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making)

Student Learning Outcomes:
Through this course, students will be able to:
1) evaluate and synthesize secondary historical writings related to the history of Africans in America from 1607-1877
2) express their own ideas effectively in written and oral form.
3) identify historical and social contexts that created diversity in the American past, in present-day America and in human cultures more generally.
4) apply knowledge about the human condition - in the American past and present - to their personal lives and studies.

Required Texts:

Solomon Northup, *Twelve Years a Slave*
Wilma King, *Stolen Childhood*
James Roark and Michael Johnson, *Black Masters*

Course Assessment:

Your grade will be based on:

two mid-term, non-cumulative essay exams that incorporate lecture, reading materials and class discussion. These essay exams address the following core objectives: critical thinking, written and visual communication, social responsibility.

one final essay exam that incorporates lecture, reading materials and class discussion. This essay exam addresses the following core objectives: critical thinking, written and visual communication, social responsibility.

five in-class quizzes that incorporate lecture, reading materials and class discussion. These quizzes address the following core objectives: critical thinking, written and visual communication and social responsibility.

Grading Summary

Exam 1: 100 pts.
Exam 2: 100 pts.
Final Exam: 100 pts.
Quizzes (5): 10 pts x 5 = 50 pts.

Total points possible = 450 pts.

Grading Scale (by percentage):

90-100 A
Class discussion:

Although this class does not have a graded discussion component, several times during the semester we will discuss connections among readings, lecture and your own contemporary experiences. I will incorporate these discussions into the course midterms, final and in-class quizzes.

Attendance:

Attendance is required, and students who miss more than three class periods (unexcused absences) will be penalized one letter grade from their final grade. Thus you are urged to be diligent about attending class on a regular basis and completing all class assignments. Students will be required to submit an excused absence in the event that you miss an examination. There will be no exceptions. All assigned articles have been placed on two hour reserve in Evans library and can be downloaded from a personal computer. I will handle all excused absences and work related to them according to Student Rule 7. http://student-rules.tamu.edu/rule7.htm

ADA- Students with Disabilities:
The Americans with Disabilities Act is a federal anti-discrimination law that provides civil rights protection for persons with disabilities. Among other things, this law requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that they have a disability requiring accommodation, they should contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall (campus phone 845-1637). For additional information visit http://disability.tamu.edu

Academic Integrity:
"An Aggie does not lie, cheat or steal, or tolerate those who do." Students are expected to be aware of and adhere to the Aggie Honor Council Rules and Procedures, available at http://aggiehonor.tamu.edu

Calendar of Topics and Readings
(Please complete all reading assignments by Monday)

Aug. 27-31: The Impact of the Atlantic Slave Trade on the Western World Wright, chapter 1

Sept. 3-7: The Evolution and Development of Slavery in Colonial America, part 1
Wright, chapter 2 (first ¼)

Sept. 10-14: The Evolution and Development of Slavery in Colonial America, part 2
Wright, chapter 2 (second ¼)

Sept. 17-21: The Growth and Maturation of Plantation Slavery
Wright, chapter 3

Sept. 24-28: Slavery, Race, and the American Revolution
Jordan, "Thomas Jefferson: Self and Society," (reserve)
Wright, chapter 4

Oct. 1: Exam 1 (Blue Books are required)

Oct. 3-5 The Slave Community, part 1
Northrup's, Twelve Years a Slave (first ½)

Oct. 8-12: The Slave Community, part 2
Northrup's, Twelve Years a Slave (second ½)

Oct. 15-19: Family and Gender Roles in the Slave Community, part 1
King, Stolen Childhood (first ½)

Oct. 22-26: Family and Gender Roles in the Slave Community, part 2
King, Stolen Childhood (second ½)

Oct. 29: Exam 2 (Blue Books are required)

Oct. 31-Nov. 2 Protest, Resistence, and Revolution, part 1
Articles on e-Learning

Nov. 5-9: Protest, Resistence, and Revolution, part 2
Articles on e-Learning

Nov. 12-16: The Status of Free African-Americans in Northern and Southern Society, part 1
Black Masters, ch. 1 & 2

Nov. 19-21: The Status of Free African-Americans in Northern and Southern Society, part 2
Black Masters, chapter 3 & 4

Nov. 22-23: Thanksgiving Holiday

Nov. 26-30: The Impact of the Civil War and Reconstruction on the Lives of African-Americans, part 1
Black Masters, chapter 5 & 6

Dec. 3: The Impact of the Civil War and Reconstruction on the Lives of African-Americans, part 2
Black Masters, chapter 7 & 8

Dec. 10: Final Examination 10:30-12:30 p.m.
Texas A&M University

Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Africana Studies/History

2. Course prefix and number: AFST/HIST 301

3. Texas Common Course Number: N/A

4. Complete course title: Blacks in the US since 1877

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

- [ ] Communication
- [x] American History
- [ ] Creative Arts
- [ ] Mathematics
- [ ] Government/Political Science
- [ ] Life and Physical Sciences
- [ ] Social and Behavioral Sciences
- [ ] Language, Philosophy and Culture

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

- [ ] Yes
- [ ] No

8. How frequently will the class be offered? at least once a year

9. Number of class sections per semester: 1

10. Number of students per semester: 45

11. Historic annual enrollment for the last three years: 2012-2013=88 2011-2012=45 2010-2011=74

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:

   [Signature]

   [Date]

   [Instructor]

   [Department Head]

   [College Dean/Designee]

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See form instructions for submission/approval process.
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: American History

In the box below, describe how this course meets the Foundational Component Area description for American History. Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction of individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

HIST 301/AFST 301: Blacks in the United States, 1877 to the present addresses the foundational component area of American history by considering the experiences of people of African descent in the United States from Reconstruction (1877) to the present day. Through an analysis of significant events, individuals and issues it considers how African Americans - former slaves, freedmen and their progeny - contributed to the economic, social and political position for after centuries of chattel slavery and continued racial discrimination. It considers such topics as the political ideologies of black leaders, disenfranchisement, lynching, the quest for equality in the 1950s and 1960s, the global Black Power and global Black Consciousness movements of the 1970s and 1980s, affirmative action and the establishment of the EEOC.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

This course develops the core objective of critical thinking by asking students to interpret and connect lecture material; analyze, discuss and craft written arguments based on course readings; and evaluate visual images. They will do so based on material that concerns, for example, the struggle to secure the vote, the quest for economic equality in the 1950s and 1960s, and Supreme Court cases related to affirmative action initiatives. Student learning will be evaluated through discussion, quizzes and essay exams.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

This course develops the core objective of communication by asking students to analyze and discuss lecture and reading material (including political cartoons) and to craft written responses to essay questions about topics such as how African Americans, former slaves and freedmen and their progeny, worked to improve their economic, social and political position in American society and their role in the global Black Power and global Black Consciousness movements of the 1970s and 1980s and the establishment of the US EEOC. Student learning will be evaluated through discussion, quizzes and essay exams.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

This course will address social responsibility by requiring students to identify (in lectures and reading materials) how shifting cultural, economic and political contexts in the northern and southern United States influenced African Americans' access to things like the vote, office holding, home ownership and educational opportunities. Students also will be asked to consider how these changes shaped and were shaped by the changing geopolitical context and in particular decolonization in Africa. Student learning will be evaluated through discussion, quizzes and essay exams.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

This course will address personal responsibility by requiring students to recognize (in lectures and reading materials) and articulate (through quizzes and essay exams) how the decisions made by and about people of African descent influenced political structures and economic opportunities for African Americans in different regions. In discussion, students will be asked to reflect on how Supreme Court decisions—like those establishing integrated education and equal protection under the law—influence their own lives. Student learning will be evaluated through discussion, quizzes and essay exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
BLACKS IN THE UNITED STATES, 1877-PRESENT

HIST/AFST 301-500
Spring, 2013
TTR 2:20-3:35
008 Glasscock

Professor Al Broussard
Glasscock 103C
a-broussard@tamu.edu
945-7151
Office Hours: 11:15-12:00PM daily or by appointment

**Course Description:**

This course will examine, through significant topics, personalities, and issues, the collective experience of African Americans in the United States. The course's scope is the century following the end of Reconstruction to the present; its focus, the African Americans, both former slaves and freedmen, who attempted to maintain their dignity and to improve their lives after more than two centuries of bondage and racial discrimination.

**Prerequisites:**
Junior or Senior classification

**Core Objectives for American History Foundational Component Area**

- **Critical Thinking** (to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information).
- **Communication** (to include effective development, interpretation and expression of ideas through written, oral and visual communication)
- **Social Responsibility** (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities)
- **Personal Responsibility** (to include the ability to connect choices, actions and consequences to ethical decision-making)

**Student Learning Outcomes:**

Through this course, students will be able to:

1) evaluate and synthesize historical writings related to the history of African Americans since 1877.

2) express their own ideas effectively in written and oral form.
3) identify historical and social contexts that created diversity in the American past, in present-day America and in human cultures more generally.

4) apply knowledge about the human condition- in American past and present- to their personal lives and studies.

5) articulate the significance of continuity and change over time as it relates to major themes in African American history.

The following books are required and should be purchased: Adam Fairclough, Better Day Coming; William Tuttle, Race Riot; Maya Angelou, I Know Why the Caged Bird Sings; Richard Wright, Black Boy; Harvard Sitkoff, Pilgrimage to the Mountaintop

Course Assignments:

Your grade will be based on three essay examinations (30% each= 90% total) and two in-class quizzes (5% each= 10% total).

Grading Scale (by percentage):

90-100 A
86-89 B
70-79 C
60-69 D
59 & below F

Attendance:

Attendance is strongly encouraged and students who miss more than three classes (without a university approved excuse) will be penalized the equivalent of ten points or one letter grade from their final course grade. Chronic absentees (students with six or more unexcused absences) will be penalized two letter grades. I will handle all excused absences and work related to them according to Student Rule 7. [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm)

Class Discussion:

I expect you to complete the reading in a timely fashion and participate in class discussions, which we will hold twice during the semester. In these discussions, we will discuss the connections among the material we have covered in lecture and reading and also how that material might inform your own contemporary choices. Thus, although there is not a class
discussion/participation graded component to this course, I strongly encourage you to participate fully and to visit during my office hours to discuss any course related matter. I also can be reached by e-mail on a regular basis.

ADA- Students with Disabilities:
The Americans with Disabilities Act is a federal anti-discrimination law that provides civil rights protection for persons with disabilities. Among other things, this law requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that they have a disability requiring accommodation, they should contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall (campus phone 845-1637). For additional information visit http://disability.tamu.edu

Academic Integrity:

Students are required to silence and put away cell phones during the class period and refrain from texting or using electronic devices with the exception of tablets or personal computers.

History majors who wish to explore career ideas are encouraged to contact our history department undergraduate advisors, Dr. Philip Smith (pms@tamu.edu) or Robyn Konrad (robyn-konrad@tamu.edu), in Room 105, Glasscock Bldg., or the Career Advisor for Liberal Arts, Tricia Barron (patricia@careercenter.tamu.edu) in room 209 Koldus for more information.

Course Schedule:
Jan. 15&17  The Aftermath of Reconstruction and the Search for a Place in American Society, part 1  
Better Day Coming, ch. 1 (first half)

Jan. 22&24: The Aftermath of Reconstruction and the Search for a Place in American Society, part 2  
Better Day Coming, ch. 1 (second half)

Jan. 29&Jan. 31 The Age of Booker T. Washington  
Better Day Coming, chs. 2 and 3 (first half)

Feb. 5:  Discussion & Quiz

Feb. 7:  The Age of Booker T. Washington  
Better Day Coming, ch. 3 (second half)  
Louis Harlan, "A Separate Peace" (reserve)
Feb. 12&14: The Color Line in Twentieth Century America
Wright, *Black Boy*

Feb. 19: Examination

Feb. 21&Feb. 26 War, Migration, and the Rise and Fall of Marcus Garvey, part 1
Tuttle, *Race Riot*

Feb. 28&Mar. 5&Mar 7: War, Migration, and the Rise and Fall of Marcus Garvey, part 2
Better Day Coming, ch.

6. Mar. 11-15: Spring Break

Mar. 19&21: African Americans in the Great Depression and New Deal
Angelou, *I Know Why the Caged Bird Sings*
Better Day Coming, ch. 7.

Mar. 26&28: World War II and the Struggle for Civil Rights
Better Day Coming, ch.

9. April 2: Examination

April 4&9: Civil Rights, Martin Luther King, Jr., and the Nonviolent Revolution, part 1
Better Day Coming, chs. 11-12.
“Letter from a Birmingham Jail” (reserve)

April 11 &16: Civil Rights, Martin Luther King, Jr., and the Nonviolent Revolution, part 2

Apr. 18: Discussion & Quiz

April 23&25: The Rise and Fall of Black Power and the Legacy of Malcolm X
Sitkoff, *Pilgrimage to the Mountaintop*

Apr 30: Discussion of *Pilgrimage to the Mountaintop*

May 8: Final Examination 1-3 p.m.
BLACKS IN THE UNITED STATES, 1877-PRESENT

HIST/AFST 301-500
Spring, 2013
TTR 2:20-3:35
008 Glasscock

Professor Al Broussard
Glasscock 103C
a-broussard@tamu.edu
845-7151
Office Hours: 11:15-12:00PM daily or by appointment

Course Description:

This course will examine, through significant topics, personalities, and issues, the collective experience of African Americans in the United States. The course’s scope is the century following the end of Reconstruction to the present; its focus, the African Americans, both former slaves and freedmen, who attempted to maintain their dignity and to improve their lives after more than two centuries of bondage and racial discrimination.

Prerequisites:
Junior or Senior classification

Core Objectives for American History Foundational Component Area

Critical Thinking (to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information).

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication)

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities)

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making)

Student Learning Outcomes:

Through this course, students will be able to:

1) evaluate and synthesize primary and secondary historical writings related to the history of African Americans since 1877.

2) express their own ideas effectively in written and oral form.
3) Identify historical and social contexts that created diversity in the American past, in present-day America and in human cultures more generally.

4) Apply knowledge about the human condition in American past and present to their personal lives and studies.

5) Articulate the significance of continuity and change over time as it relates to major themes in African American history.

The following books are required and should be purchased:
- Adam Fairclough, *Better Day Coming*
- William Tuttle, *Race Riot*
- Maya Angelou, *I Know Why the Caged Bird Sings*
- Richard Wright, *Black Boy*
- Harvard Sitkoff, *Pilgrimage to the Mountaintop*

**Course Assignments:**

Your grade will be based on three essay examinations (30% each = 90% total) and two in-class quizzes (5% each = 10% total).

**Grading Scale (by percentage):**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>59 &amp; below</td>
<td>F</td>
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</tbody>
</table>

**Attendance:**

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**Class Discussion:**

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discussion/participation graded component to this course, I strongly encourage you to participate fully and to visit during my office hours to discuss any course related matter. I also can be reached by e-mail on a regular basis.

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Better Day Coming, ch. 1 (first half)

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Better Day Coming, ch. 1 (second half)

Jan. 29&Jan. 31 The Age of Booker T. Washington
Better Day Coming, chs. 2 and 3 (first half)

Feb. 5: Discussion & Quiz

Feb.7: The Age of Booker T. Washington
Better Day Coming, ch. 3 (second half)
Louis Harlan, "A Separate Peace" (reserve)

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Wright, Black Boy

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9. April 2: Examination

April 4&9: Civil Rights, Martin Luther King, Jr., and the Nonviolent Revolution, part 1
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X Sitkoff, Pilgrimage to the Mountaintop

Apr 30: Discussion of Pilgrimage to the Mountaintop

May 8: Final Examination 1-3 p.m.
Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): History & Africana Studies Program

2. Course prefix and number: HIST/AFST 300

3. Texas Common Course Number: N/A

4. Complete course title: Blacks in the US, 1607-1877

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences
   - D Communication
   - D American History

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No
   - N/A

8. How frequently will the class be offered? at least once a year

9. Number of class sections per semester: 1

10. Number of students per semester: 45

11. Historic annual enrollment for the last three years: 2012-2013=96 2011-2012=103 2010-2011=23

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. Date

13. Submitted by

14. Department Head

15. College Dean/Designee

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: American History

In the box below, describe how this course meets the Foundational Component Area description for American History. Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction of individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

**HIST 300 / AFST 300: Blacks in the United States, 1607-1877** addresses the foundational component area of American history by considering the experience of people of African descent in North America from the first transport of Africans in 1607 to the end of Reconstruction following the US Civil War. Through an analysis of significant events, individuals and issues it considers how individuals of African descent adjusted as individuals and collectively to the developing American society, their struggle against political oppression, the dynamic nature of their group life, the development of black institutions, the status of free blacks and the impact of the American Revolution, Civil War and Reconstruction on their social, political and economic roles in the United States and abroad.

**Core Objectives**

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

This course develops the core objective of critical thinking by asking students to interpret and connect lecture material; analyze, discuss and craft written arguments based on course readings; and evaluate visual images and maps. They will do so based on material that concerns, for example, how individuals of African descent adjusted as individuals and collectively to the developing American society, their struggle against political oppression and the impact of the American Revolution, Civil War and Reconstruction on their social, political and economic roles in the United States and abroad. Student learning will be evaluated through quizzes, discussion, mid-course essay exams, and a final essay exam.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

This course develops the core objective of communication by asking students to analyze and discuss lecture and reading material (including maps) and to craft written responses to questions about topics such as the dynamic nature of African American group life, the development of black institutions, and the status of free blacks in colonial America. Student learning will be evaluated through quizzes, discussion, mid-course essay exams, and a final essay exam.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

This course will address social responsibility by requiring students to identify (in lectures and reading materials) cultural differences between diverse populations, including those of European and African descent, who came into contact in North America from 1607 to 1877. Students will be asked to reflect on how those interactions influenced social and economic structures in colonial America, the early National period, the Civil War and Reconstruction and the United States’s relationship with other slave-holding European empires. Student learning will be evaluated through discussion, quizzes, mid-course essay exams, and a final essay exam.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

This course will address personal responsibility by requiring students to recognize (in lectures and reading materials) and articulate (through quizzes and essay exams) how the decisions made by and about people of African descent influenced political structures and economic opportunities in the colonial, early national, Antebellum, Civil War and Reconstruction periods. In discussion, students will be asked to reflect on how they might apply the ethical decision making processes discussed in class to their own contemporary experiences. Student learning will be evaluated through discussion, quizzes, mid-course essay exams and a final essay exam.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Course Description:
This course examines, through significant topics, individuals, and issues, the collective experience of African-Americans. The course's scope is the historical continuum from African origins to the end of Reconstruction in the United States; its focus, the people of the African continent, uprooted and enslaved, who continually grappled with the problem of how to preserve their dignity and identity in a hostile environment. The African-Americans' adjustment to American society, their struggle against political oppression, the dynamic nature of their group life, the development of black institutions, the status of free blacks, and the impact of the American Revolution, Civil War, and reconstruction are some of the issues that the course will explore.

Prerequisites:
Junior or senior classification

Core Objectives for American History Foundational Component Area

Critical Thinking (to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information).

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication)

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities)

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making)

Student Learning Outcomes:
Through this course, students will be able to:
1) evaluate and synthesize secondary historical writings related to the history of Africans in America from 1607-1877

2) express their own ideas effectively in written and oral form.

3) identify historical and social contexts that created diversity in the American past, in present-day America and in human cultures more generally.

4) apply knowledge about the human condition- in the American past and present- to their personal lives and studies.

Required Texts:

Solomon Northup, *Twelve Years a Slave*
Wilma King, *Stolen Childhood*
James Roark and Michael Johnson, *Black Masters*

Course Assessment:

Your grade will be based on:

**Two** mid-term, non-cumulative essay exams that incorporate lecture, reading materials and class discussion. These essay exams address the following core objectives: critical thinking, written and visual communication, social responsibility.

**One** final essay exam that incorporates lecture, reading materials and class discussion. This essay exam addresses the following core objectives: critical thinking, written and visual communication, social responsibility.

**Five** in-class quizzes that incorporate lecture, reading materials and class discussion. These quizzes address the following core objectives: critical thinking, written and visual communication and social responsibility.

Grading Summary

Exam 1: 100 pts.
Exam 2: 100 pts.
Final Exam: 100 pts.
Quizzes (5): 10 pts x 5 = 50 pts.

Total points possible = 450 pts.

Grading Scale (by percentage):

90-100 A
Class discussion:

Although this class does not have a graded discussion component, several times during the semester we will discuss connections among readings, lecture and your own contemporary experiences. I will incorporate these discussions into the course midterms, final and in-class quizzes.

Attendance:

Attendance is required, and students who miss more than three class periods (unexcused absences) will be penalized one letter grade from their final grade. Thus you are urged to be diligent about attending class on a regular basis and completing all class assignments. Students will be required to submit an excused absence in the event that you miss an examination. There will be no exceptions. All assigned articles have been placed on two hour reserve in Evans library and can be downloaded from a personal computer. I will handle all excused absences and work related to them according to Student Rule 7. http://student-rules.tamu.edu/rule7.htm

ADA- Students with Disabilities:
The Americans with Disabilities Act is a federal anti-discrimination law that provides civil rights protection for persons with disabilities. Among other things, this law requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that they have a disability requiring accommodation, they should contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall (campus phone 845-1637). For additional information visit http://disability.tamu.edu

Academic Integrity:

Calendar of Topics and Readings
(Please complete all reading assignments by Monday)

Aug. 27-31: The Impact of the Atlantic Slave Trade on the Western World
Wright, chapter 1

Sept. 3-7: The Evolution and Development of Slavery in Colonial America, part 1
Wright, chapter 2 (first ½)

Sept. 10-14: The Evolution and Development of Slavery in Colonial America, part 2
Wright, chapter 2 (second ½)

Sept. 17-21: The Growth and Maturation of Plantation Slavery
Wright, chapter 3

Sept. 24-28: Slavery, Race, and the American Revolution
Jordan, "Thomas Jefferson: Self and Society," (reserve)
Wright, chapter 4

Oct. 1: Exam 1 (Blue Books are required)

Oct. 3-5 The Slave Community, part 1
Northrup's, Twelve Years a Slave (first ½)

Oct. 8-12: The Slave Community, part 2
Northrup's, Twelve Years a Slave (second ½)

Oct. 15-19: Family and Gender Roles in the Slave Community, part 1
King, Stolen Childhood (first ½)

Oct. 22-26: Family and Gender Roles in the Slave Community, part 2
King, Stolen Childhood (second ½)

Oct. 29: Exam 2 (Blue Books are required)

Oct. 31-Nov. 2 Protest, Resistance, and Revolution, part 1
Articles on e-Learning

Nov. 5-9: Protest, Resistance, and Revolution, part 2
Articles on e-Learning

Nov. 12-16: The Status of Free African-Americans in Northern and Southern Society, part 1
Black Masters, ch. 1 & 2

Nov. 19-21: The Status of Free African-Americans in Northern and Southern Society, part 2
Black Masters, chapter 3 & 4

Nov. 22-23: Thanksgiving Holiday

Nov. 26-30: The Impact of the Civil War and Reconstruction on the Lives of African-Americans,
part 1
Black Masters, chapter 5 & 6

Dec. 3: The Impact of the Civil War and Reconstruction on the Lives of African-Americans, part 2
Black Masters, chapter 7 & 8

Dec. 10: Final Examination 10:30-12:30 p.m.
Texas A&M University
Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): History/Africana Studies

2. Course prefix and number: HIST/AFST 301

3. Texas Common Course Number: N/A

4. Complete course title: Blacks in the US since 1877

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences
   - Communication
   - American History
   - Creative Arts

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No
   - N/A

8. How frequently will the class be offered? at least once a year

9. Number of class sections per semester: 1

10. Number of students per semester: 45

11. Historic annual enrollment for the last three years: 2012-2013=88 2011-2012=45 2010-2011=74

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by
   
   Course Instructor

14. Department Head

15. College Dean/Designee

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: American History

In the box below, describe how this course meets the Foundational Component Area description for American History. Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction of individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

HIST 301/AFST 301: Blacks in the United States, 1877 to the present addresses the foundational component area of American history by considering the experiences of people of African descent in the United States from Reconstruction (1877) to the present day. Through an analysis of significant events, individuals and issues it considers how African Americans - former slaves, freedmen and their progeny - contributed to the economic, social and political position after centuries of chattel slavery and continued racial discrimination. It considers such topics as the political ideologies of black leaders, disenfranchisement, lynching, the quest for equality in the 1950s and 1960s, the global Black Power and global Black Consciousness movements of the 1970s and 1980s, affirmative action and the establishment of the EEOC.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

This course develops the core objective of critical thinking by asking students to interpret and connect lecture material; analyze, discuss and craft written arguments based on course readings; and evaluate visual images. They will do so based on material that concerns, for example, the struggle to secure the vote, the quest for economic equality in the 1950s and 1960s, and Supreme Court cases related to affirmative action initiatives. Student learning will be evaluated through discussion, quizzes and essay exams.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

This course develops the core objective of communication by asking students to analyze and discuss lecture and reading material (including political cartoons) and to craft written responses to essay questions about topics such as how African Americans, former slaves and freedmen and their progeny, worked to improve their economic, social and political position in American society and their role in the global Black Power and global Black Consciousness movements of the 1970s and 1980s and the establishment of the US EEOC. Student learning will be evaluated through discussion, quizzes and essay exams.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):
This course will address social responsibility by requiring students to identify (in lectures and reading materials) how shifting cultural, economic and political contexts in the northern and southern United States influenced African Americans' access to things like the vote, office holding, home ownership and educational opportunities. Students also will be asked to consider how these changes shaped and were shaped by the changing geopolitical context and in particular decolonization in Africa. Student learning will be evaluated through discussion, quizzes and essay exams.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

This course will address personal responsibility by requiring students to recognize (in lectures and reading materials) and articulate (through quizzes and essay exams) how the decisions made by and about people of African descent influenced political structures and economic opportunities for African Americans in different regions. In discussion, students will be asked to reflect on how Supreme Court decisions—like those establishing integrated education and equal protection under the law— Influence their own lives. Student learning will be evaluated through discussion, quizzes and essay exams.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
BLACKS IN THE UNITED STATES, 1877-PRESENT

HIST/AFST 301-500  
Spring, 2013  
TTR 2:20-3:35  
008 Glasscock

Professor Al Broussard  
Glasscock 103C  
a-broussard@tamu.edu  
845-7151  
Office Hours: 11:15-12:00PM daily or by appointment

Course Description:

This course will examine, through significant topics, personalities, and issues, the collective experience of African Americans in the United States. The course’s scope is the century following the end of Reconstruction to the present; its focus, the African Americans, both former slaves and freedmen, who attempted to maintain their dignity and to improve their lives after more than two centuries of bondage and racial discrimination.

Prerequisites:
Junior or Senior classification

Core Objectives for American History Foundational Component Area

Critical Thinking (to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information).

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication)

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities)

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making)

Student Learning Outcomes:

Through this course, students will be able to:

1) evaluate and synthesize historical writings related to the history of African Americans since 1877.

2) express their own ideas effectively in written and oral form.
3) identify historical and social contexts that created diversity in the American past, in present-day America and in human cultures more generally.

4) apply knowledge about the human condition- in American past and present- to their personal lives and studies.

5) articulate the significance of continuity and change over time as it relates to major themes in African American history.

The following books are required and should be purchased: Adam Fairclough, *Better Day Coming* William Tuttle, *Race Riot*
Maya Angelou, *I Know Why the Caged Bird Sings*
Richard Wright, *Black Boy*
Harvard Sitkoff, *Pilgrimage to the Mountaintop*

**Course Assignments:**

Your grade will be based on three essay examinations (30% each= 90% total) and two in-class quizzes (5% each= 10% total).

**Grading Scale (by percentage):**

90-100 A
80-89 B
70-79 C
60-69 D
59 & below F

**Attendance:**

Attendance is strongly encouraged and students who miss more than three classes (without a university approved excuse) will be penalized the equivalent of ten points or one letter grade from their final course grade. Chronic absentees (students with six or more unexcused absences) will be penalized two letter grades. I will handle all excused absences and work related to them according to Student Rule 7. [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm)

**Class Discussion:**

I expect you to complete the reading in a timely fashion and participate in class discussions, which we will hold twice during the semester. In these discussions, we will discuss the connections among the material we have covered in lecture and reading and also how that material might inform your own contemporary choices. Thus, although there is not a class
discussion/participation graded component to this course, I strongly encourage you to participate fully and to visit during my office hours to discuss any course related matter. I also can be reached by e-mail on a regular basis.

**ADA- Students with Disabilities:**
The Americans with Disabilities Act is a federal anti-discrimination law that provides civil rights protection for persons with disabilities. Among other things, this law requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that they have a disability requiring accommodation, they should contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall (campus phone 845-1637). For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

**Academic Integrity:**
"An Aggie does not lie, cheat or steal, or tolerate those who do." Students are expected to be aware of and adhere to the Aggie Honor Council Rules and Procedures, available at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

Students are **required** to silence and put away cell phones during the class period and **refrain** from texting or using electronic devices **with the exception** of tablets or personal computers.

History majors who wish to explore career ideas are encouraged to contact our history department undergraduate advisors, Dr. Philip Smith (pms@tamu.edu) or Robyn Konrad (robyn-konrad@tamu.edu), in Room 105, Glasscock Bldg., or the Career Advisor for Liberal Arts, Tricia Barron (patriciafb@careercenter.tamu.edu) in room 209 Koldus for more information.

**Course Schedule:**

Jan. 15&17  The Aftermath of Reconstruction and the Search for a Place in American Society, part 1
            *Better Day Coming*, ch. 1 (first half)

Jan. 22&24: The Aftermath of Reconstruction and the Search for a Place in American Society, part 2
            *Better Day Coming*, ch. 1 (second half)

Jan. 29&Jan. 31 The Age of Booker T. Washington
            *Better Day Coming*, chs. 2 and 3 (first half)

Feb. 5:     Discussion & Quiz

Feb.7:     The Age of Booker T. Washington
            *Better Day Coming*, ch. 3 (second half)
            Louis Harlan, "A Separate Peace" (reserve)
Feb. 12&14:  The Color Line in Twentieth Century America  
Wright, Black Boy

Feb. 19:  Examination

Feb. 21&Feb. 26  War, Migration, and the Rise and Fall of Marcus Garvey, part 1  
Tuttle, Race Riot

Feb. 28&Mar. 5&Mar 7:  War, Migration, and the Rise and Fall of Marcus Garvey, part 2  
Better Day Coming, ch.

6. Mar. 11-15:  Spring Break

Mar. 19&21:  African Americans in the Great Depression and New Deal  
Angelou, I Know Why the Caged Bird Sings  
Better Day Coming, ch. 7.

Mar. 26&28:  World War II and the Struggle for Civil Rights  
Better Day Coming, ch.

9. April 2:  Examination

April 4&9:  Civil Rights, Martin Luther King, Jr., and the Nonviolent Revolution, part 1  
Better Day Coming, chs. 11-12.  
“Letter from a Birmingham Jail” (reserve)

April 11 &16:  Civil Rights, Martin Luther King, Jr., and the Nonviolent Revolution, part 2  

Apr. 18:  Discussion & Quiz

April 23&25:  The Rise and Fall of Black Power and the Legacy of Malcolm X  
Sitkoff, Pilgrimage to the Mountaintop

Apr 30:  Discussion of Pilgrimage to the Mountaintop

May 8:  Final Examination 1-3 p.m.
BLACKS IN THE UNITED STATES, 1877-PRESENT

HIST/AFST 301-500
Spring, 2013
TTR 2:20-3:35
008 Glasscock

Professor Al Broussard
Glasscock 103C
a-broussard@tamu.edu
845-7151
Office Hours: 11:15-12:00PM daily or by appointment

Course Description:

This course will examine, through significant topics, personalities, and issues, the collective experience of African Americans in the United States. The course's scope is the century following the end of Reconstruction to the present; its focus, the African Americans, both former slaves and freedmen, who attempted to maintain their dignity and to improve their lives after more than two centuries of bondage and racial discrimination.

Prerequisites:
Junior or Senior classification

Core Objectives for American History Foundational Component Area

Critical Thinking (to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information).

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication)

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities)

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making)

Student Learning Outcomes:

Through this course, students will be able to:

1) evaluate and synthesize primary and secondary historical writings related to the history of African Americans since 1877.

2) express their own ideas effectively in written and oral form.
3) identify historical and social contexts that created diversity in the American past, in present-day America and in human cultures more generally.

4) apply knowledge about the human condition- in American past and present- to their personal lives and studies.

5) articulate the significance of continuity and change over time as it relates to major themes in African American history.

The following books are required and should be purchased: Adam Fairclough, Better Day Coming William Tuttle, Race Riot
Maya Angelou, I Know Why the Caged Bird Sings Richard Wright, Black Boy
Harvard Sitkoff, Pilgrimage to the Mountaintop

Course Assignments:

Your grade will be based on three essay examinations (30% each= 90% total) and two in-class quizzes (5% each= 10% total).

Grading Scale (by percentage):

90-100 A
80-89 B
70-79 C
60-69 D
59 & below F

Attendance:
Attendance is strongly encouraged and students who miss more than three classes (without a university approved excuse) will be penalized the equivalent of ten points or one letter grade from their final course grade. Chronic absentees (students with six or more unexcused absences) will be penalized two letter grades. I will handle all excused absences and work related to them according to Student Rule 7. http://student-rules.tamu.edu/rule7.htm

Class Discussion:
I expect you to complete the reading in a timely fashion and participate in class discussions, which we will hold periodically throughout the semester. In these discussions, we will discuss the connections among the material we have covered in lecture and reading and also how that material might inform your own choices. Thus, although there is not a class
discussion/participation graded component to this course, I strongly encourage you to participate fully and to visit during my office hours to discuss any course related matter. I also can be reached by e-mail on a regular basis.

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        *Better Day Coming*, ch. 1 (first half)

Jan. 22&24: The Aftermath of Reconstruction and the Search for a Place in American Society, part 2
        *Better Day Coming*, ch. 1 (second half)

Jan. 29&Jan. 31 The Age of Booker T. Washington
        *Better Day Coming*, chs. 2 and 3 (first half)

Feb. 5:        **Discussion & Quiz**

Feb.7:       The Age of Booker T. Washington
        *Better Day Coming*, ch. 3 (second half)
Louis Harlan, “A Separate Peace” (reserve)

Feb. 12&14: The Color Line in Twentieth Century America
Wright, Black Boy

Feb. 19: Examination

Feb. 21&Feb. 26 War, Migration, and the Rise and Fall of Marcus Garvey, part 1
Tuttle, Race Riot

Feb. 28&Mar. 5&Mar 7: War, Migration, and the Rise and Fall of Marcus Garvey, part 2
Better Day Coming, ch.

6. Mar. 11-15: Spring Break

Mar. 19&21: African Americans in the Great Depression and New Deal
Angelou, I Know Why the Caged Bird Sings
Better Day Coming, ch. 7.

Mar. 26&28: World War II and the Struggle for Civil Rights
Better Day Coming, ch.

9. April 2: Examination

April 4&9: Civil Rights, Martin Luther King, Jr., and the Nonviolent Revolution, part 1
Better Day Coming, chs. 11-12.
“Letter from a Birmingham Jail” (reserve)

April 11 &16: Civil Rights, Martin Luther King, Jr., and the Nonviolent Revolution, part 2

Apr. 18: Discussion & Quiz

April 23&25: The Rise and Fall of Black Power and the Legacy of Malcolm X
Sitkoff, Pilgrimage to the Mountaintop

Apr 30: Discussion of Pilgrimage to the Mountaintop

May 8: Final Examination 1-3 p.m.
Texas A&M University

Core Curriculum

Initial Request for a lower division course included in the current Core Curriculum
to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): History

2. Course prefix and number: HIST 304

3. Texas Common Course Number: N/A

4. Complete course title: Mexican-American Frontier to 1848

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences
   - Communication
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences
   - Communication
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No
   - N/A

8. How frequently will the class be offered? at least once a year

9. Number of class sections per semester: 1

10. Number of students per semester: 45

11. Historic annual enrollment for the last three years: 2012-2013=46 2011-2012=114 2010-2011=46

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department

submitting request should be in attendance when considered by the Core Curriculum Council.


14. Department Head: [Signature] Date: 5/24/13

15. College Dean/Designee: [Signature] Date: 5/24/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: American History

In the box below, describe how this course meets the Foundational Component Area description for American History. Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction of individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

HIST 304: Mexican-American Frontier to 1848 provides students with a survey of Chicano (Mexican-American) history from pre-Columbian times to 1848 (the time of the Mexican American War). The course's main goal is to give students a better understanding of the history of Mexican Americans within the broader scope of American history and society. The class is structured chronologically and explores broader historical themes related to Mexican American history such as ethno-racial formation, conquest and colonization, gender relations, environmental exploitation, cultural and identity formation, as well as labor relations.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

This course develops the core objective of critical thinking by asking students to interpret, discuss and connect course lecture and reading materials, including maps and material culture, complete a primary source analytical essay and a book review to craft written essays on topics such as religion in the early Mesoamerican period, the status of women in New Spain and the establishment of the Texas borderlands. Student learning will be evaluated through class discussion, a book review, a short analytical essay, a midterm and a final exam.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

This course develops the core objective of communication by asking students to evaluate and synthesize lecture and reading materials (including material artifacts such as Kiva dolls and maps), to discuss their relationships, and to write responses to essay questions about topics such as mestizaje in the Texas borderlands, early Mexicano life and society and anglo immigration to the Southwestern United States. Student learning will be evaluated through class discussion, a book review, a short analytical essay, a midterm and a final exam.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):
Texas A&M University
Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

This course will address social responsibility by requiring students to develop a foundation for understanding racial and political dynamics in the Southwestern United States by focusing on the political, social, legal and economic history of this area under Spanish and then Mexican colonial rule. Student learning will be evaluated through class discussion, a book review, a short analytical essay, a midterm and a final exam.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

This course will address personal responsibility by requiring students to recognize (in lectures and reading materials) and articulate (in discussion, an analytical review and essay exams) how the blending of Spanish and European cultures contributed to new religious, political, legal and economic forms in the Southwestern United States. Students will be asked to consider how such syncretism shapes contemporary culture and politics in Texas. Student learning will be evaluated through class discussion, a book review, a short analytical essay, a midterm and a final exam.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
History 304 Section 200: Mexican American Frontier to 1848
Fall 2011, TR 12:45-2:00PM MILS Bldg. Room 110
Professor: J. Esparza

Professor Contact Information
Office: Melbern Glasscock Bldg. Room 012
Office Phone: 979.862.6748
E-Mail: esparzajj@tamu.edu
Office Hours: M-F, 1:00pm-1:50pm or by appointment

Course Description
While Chicanos (Mexican Americans) make up one of the oldest and fastest growing ethnoracial groups in the U.S., their historical experiences as well as their significance to the building of the United States has been too often ignored and undervalued. The purpose of this class is to provide students with a survey of Chicano (Mexican-American) history from pre-Columbian times to 1848 (the time of the Mexican American War). Our main goal is to gain a better understanding of the history of Mexican Americans within the broader scope of American history and society. The class is structured chronologically and will explore broader historical themes such as ethnoracial formation, conquest and colonization, gender relations, environmental exploitation, cultural and identity formation, as well as labor relations.

Prerequisites: Junior or senior classification.

Core Objectives for American History component area

Critical Thinking (to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information).

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication)

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities)

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making)

Student Learning Outcomes
Upon completion of this course, students will be able to:

1. Identify the struggles and controversies that shaped both Chicano and American history and society.
2. demonstrate how Chicano history is part of broader American history

3. express a historical understanding of cultural groups and issues.

4. assess the role of interpretation in the creation of history.

**Texts & Additional Readings:**


All other essays, articles, and documents are available via eLearning.

You are required to do all assigned readings.

**Assignments**

Your grade will be based on the following assignments:

A midterm exam (25 multiple choice and 2 short essays) worth 50 points total

A book review worth 25 points

A 3-5 page primary source analytical essay worth 25 points

A final exam (25 multiple choice and 2 short essays) worth 50 points total

Further details on the papers and the book review will be provided in class. Dates and deadlines for all assignments are listed below on the course calendar.

**Grading System (based on points)**

- A 136-150
- B 121-135
- C 106-120
- D 91-105
- F 1-90

**Attendance and Make-up Policy**

Attendance is strongly encouraged. Each Thursday we will hold discussion on lecture and related materials and your exams will incorporate the content of those conversations. There are no make-ups for the assignments except in the case of a university-excused
absence. I will handle all absences and work related to them in accordance with current University policy. Please see http://student-rules.tamu.edu/rule7.htm for more information.

**Academic Dishonesty/ Integrity**

"An Aggie does not lie, cheat, or steal, or tolerate those who do." You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://aggiehonor.tamu.edu. As such, academic dishonesty, including plagiarism or cheating on the exams, book quizzes, or other assignments will result in failure of those assignments.

**Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room B-118 Cain Hall (845-1637).

**Classroom Conduct**

Classroom discussion requires a certain degree of civility; this means you are to conduct yourself appropriately. As such, the following are prohibited: talking in a disruptive manner, dipping, smoking, sleeping, reading the newspaper, studying for other classes, fighting, or any similar behavior that I deem disruptive or inappropriate. Make sure you turn off anything with an "on/off" switch, with the exception of laptops, and put it away during class time. If you use a laptop, you must disable your wireless internet connection. If I suspect you are using your laptop for purposes other than class, I will ask you to shut it off and/or to leave.

**Course Calendar**

*All readings should be completed by the Tuesday of each week*

**Week 1:**

T: Introductions, Course Description, and Class Syllabus
Alternative Approaches to Chicano History

R: The Pre-Colonial Period, Pre-1521
Occupied America, Chapter 1

**Week 2:**

T: Early Mesoamerican History; Olmeca, Maya, Tolteca, Azteca
Crucible of Struggle, chapter 1

R: Mesoamerican Culture and Society
Week 3:  
T: The Spanish Colonial Period, 1521-1821
Occupied America, Chapter 2

R: Europeans Invade
Crucible of Struggle, Chapter 1 (first half)

Week 4:  
T: Status of Women in New Spain
Crucible of Struggle, Chapter 1 (second half)

R: Expansion & Colonization of the North
BOOK REVIEW DUE

Week 5:  
T: Spanish & Texas Borderlands

R: The Mexican War of Independence
Crucible of Struggle, Chapter 2 (first half)

Week 6:  
T: Midterm Exam

R: The Mexican Frontier, 1821-1836
Occupied America, Chapter 3 (first half)

Week 7:  
T: Mestizaje & The New Racial Order
Occupied America, Chapter 3 (second half)

R: The Spanish Republic
Crucible of Struggle, Chapter 2 (second half)

Week 8:  
T: The Mexican Republic
Occupied America, chapter 3

R: Early Mexicano Life & Society
Occupied America, chapter 4

Week 9:  
T: Anglo Immigration & U.S. Invasion, 1836-1848
Occupied America, chapter 5

R: Mexicans in Occupied Texas

Week 10: T: The Secession of Texas, part 1
Occupied America, chapter 6

R: The Secession of Texas, part 2

Week 11: T: The U.S. War Against Mexico, part 1
Occupied America, chapter 7 (first half)

R: The U.S. War Against Mexico, part 2
Occupied America, chapter 7 (second half)

Week 12: T: American Occupation of New Mexico, Arizona & California, part 1
Crucible of Struggle, chapter 3 (first half)
3-5 PAGE ANALYTICAL PAPER DUE

R: American Occupation of New Mexico, Arizona & California, part 2
Crucible of Struggle, chapter 3 (second half)

Week 13: Thanksgiving

Week 14: T: New Borders, part 1
Occupied America, chapter 8 (first half)

R: New Borders, part 2
Occupied America, chapter 8 (second half)

Week 15: T: Review

Final Exam during University scheduled exam period