

1.) DATE: August 30, 2013	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) COURSE PROPOSED: Prefix: HIS Number: 203 Title: African-American History to 1865 Credits: 3	
CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;	
Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;	
4.) COMMUNITY COLLEGE INITIATOR: JANICE MILLER PHONE: 480-423-6205	
FAX: 480-423-6298	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.	
MANDATORY REVIEW:	
<input type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).	
POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:	
Core Areas: Humanities and Fine Arts (HU) Awareness Areas: Select awareness area...	
6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.	
7.) DOCUMENTATION REQUIRED	
<input checked="" type="checkbox"/> Course Description	
<input checked="" type="checkbox"/> Course Syllabus	
<input checked="" type="checkbox"/> Criteria Checklist for the area	
<input checked="" type="checkbox"/> Table of Contents from the textbook required and/or list of required readings/books	
<input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:	
<input checked="" type="checkbox"/> DECHST prefix	
<input type="checkbox"/> Elective	
Current General Studies designation(s): C,H	
Effective date: 2014 Spring Course Equivalency Guide	
Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no District-wide course competencies/outline	
Chair/Director: DR. JANICE MILLER	Chair/Director Signature: Emailed approval to J. Ricker

AGSC Action: Date action taken: Approved Disapproved

Effective Date:

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2, or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	Course comps: 1-7, 9, 10-11. Syllabus weeks: 1-5, 6-8, 11-14. Franklin text chapters 1-5, 7-9. Primary source readings. Book report requirement. Homework reading requirement; see syllabus and handout
<input type="checkbox"/>	<input type="checkbox"/>	2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	Course comps: 1-9, 12. Syllabus weeks: 1-11, 15-16. Franklin text: 1-3, 5-6, 8-9, 11. Primary source readings. Book report requirement. Homework reading requirement; see syllabus and handout
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, literary and visual arts.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Deepen awareness of the analysis of literature and the development of literary traditions.	Course comps.: 1-3, 7, 9, 10-12. Syllabus weeks: 1-4, 7-10, 12-15.

ASU - [HU] CRITERIA			
			Franklin text: 1-2, 5-6, 8-11. Primary source readings. Book Report requirement. Homework reading requirement; see syllabus and handout.
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing a skill in the creative or performing arts, including courses that are primarily studio classes in the Herberger College of the Arts and in the College of Design. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language – However, language courses that emphasize cultural study and the study of literature can be allowed. 	
		<ul style="list-style-type: none"> • Courses which emphasize the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	Designation
HIS	203	AFRICAN AMERICAN HISTORY TO 1865	HUMANITIES AND FINE ARTS (HU)

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience	This course examines the development of culture and diversity in western Africa, through text, articles, internet, movies, music and television. The course gives students an appreciation and understanding of the values, religions and beliefs of the many African civilizations that made up the African diaspora. Encompassing all these factors, the course encourages students' understanding of the dynamic cultural forces within western Africa, and how these values, belief systems, and lifestyles accompanied and informed them during their enslavement in the New World, by demonstrating how these forces impacted their lives, their choices, and their challenges.	Course comps.: 1-7, 9, 10-11. Syllabus weeks: 1-5, 6-8, 11-14. Franklin text chapters: 1-5, 7-9. Primary source readings. Book Report requirement. Homework reading requirement; see syllabus and handout.
4a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	This course emphasizes the cultural and religious diversity of Africans and the continuation and evolution of this diversity before, during and after enslavement. It also explores philosophical, religious and cultural differences between Africans and Europeans.	Course comps.: 1-9, 12. Syllabus weeks: 1-11, 15-16. Franklin text: 1-3, 5-6, 8-9, 11. Primary source readings. Book report requirement. Homework reading requirement; see syllabus and handout.
4b. Deepen awareness of the analysis of literature and the development of literary traditions	This course covers a dynamic, controversial, and tragic period in African, trans-Atlantic, and Western Hemisphere history, particularly the United States, illustrating both the tragedy and the heroic human spirit. Wherever possible and appropriate, this course explores this through the lens of literature. It encourages students to use texts, primary and secondary source literature, movies,	Course comps.: 1-3, 7, 9, 10-12. Syllabus weeks: 1-4, 7-10, 12-15. Franklin text: 1-2, 5-6, 8-11. Primary source readings. Book report requirement. Homework reading requirement; see syllabus and handout.

	<p>and music to understand the past and relate it to the present. Through book requirements, primary source reading requirements, students explore the past, relate these sources to each other, discuss them and their varying interpretations in class, in order to make literary comparisons and attain greater understanding of this vital period in American history.</p>	
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Official Course Description: MCCC CD Approval: 06/23/98

HIS203 1998 Fall – 2008 Fall

LEC 3 Credit(s) 3 Period(s)

African-American History I

History and cultural heritage of African-Americans from their beginnings in Ancient Africa through the experience of chattel slavery in the Americas to their eventual emancipation and participation in the American Civil War. Prerequisites: None.

[Go to Competencies](#) [Go to Outline](#)

MCCC CD Official Course Competencies:

**HIS203 1998 Fall – African-American History I
2008 Fall**

1. Describe the relevance of African-American history for African-Americans and for other Americans. (I)
2. Trace the origin and development of humans in Africa. (II)
3. Describe the migrations of modern humans to Europe, Asia, and the Americas. (II)
4. Identify and describe the Nile Valley civilizations. (III)
5. Identify and describe the major western Sudanic civilizations. (IV)
6. Describe the Moorish Empire in Spain, and explain the significance of Moorish education and scholarship.(V)
7. Identify and describe Moorish influences in the arts and sciences. (V)
8. Identify and describe the major factors that contributed to the fall of Pre-Colonial African societies.(VI)
9. Trace the early presence of Africans in the Americas and describe their influence on the cultures of Mexico, Central and South America. (VII)
10. Trace the history and the development of the European slave trade. (VIII)
11. Trace the resistance to slave trade, and describe the factors involved in the closing of the slave trade. (VIII)
12. Describe pre/Civil War conditions, and trace the role of African-Americans in the Civil War. (IX)

[Go to Description](#) [Go to top of Competencies](#)

MCCC CD Official Course Outline:

**HIS203 1998 Fall – African-American History I
2008 Fall**

- I. Relevance of African-American History
 - A. For African-Americans
 - 1. Self-Knowledge and understanding
 - 2. Role models
 - 3. Identity questions
 - 4. Cultural crisis questions
 - B. For Other Americans
 - 1. Corrective for racist myths and stereotypes
 - 2. Elimination of historical amnesia
- II. Human Origins/Africa
 - A. Eastern and Southern Africa
 - B. Cradle of Early Man (*Homo erectus*)
 - C. Cradle of Modern Man (*Homo sapiens*)
 - D. Dispersions migrations
- III. Nile Valley Civilizations
 - A. Nubia/Ethiopia
 - B. Kemet/Egypt
 - C. Golden Ages of African History
 - 1. 6000 B.C.E. to 525 B.C.E. (First Classical Period)
 - 2. 525 B.C.E. to 641 A.D. (Second Classical Period)
 - 3. 641 A.D. to 1600 A.D. (Third Classical Period)
- IV. Western Sudanic Civilizations
 - A. Ancient Ghana
 - B. Mali
 - C. Songhay
 - D. Other states and empires
- V. Moorish Empire in Spain (711 A.D. to 1492 A.D.)
 - A. Spain's First Golden Age
 - B. Moorish influences in arts and sciences
 - C. Moorish education and scholarship
- VI. Fall of "Pre-Colonial" African Societies
 - A. Conditions
 - B. Events
- VII. African Presence in the Americas
 - A. Early migrations
 - 1. Mexico
 - 2. Central America
 - 3. South America B Early influences
- VIII. European Slave Trade
 - A. Misconceptions related to trade
 - B. Basis for trade
 - C. Impacts of trade
 - D. Dehumanization system

- E. Colonial and domestic slavery
- F. Resistance to slavery
- G. Closing of slavery
- IX. Civil War
 - A. Pre/Post Civil War Conditions
 - B. Reconstruction
 - C. African-American Participation
 - 1. Civil War
 - 2. Rebuilding of South
 - D. Migration and Urbanization
 - 1. Causes
 - 2. Impact

[Go to Description](#) [Go to top of Competencies](#) [Go to top of Outline](#)

Course Time: MW 10:30 – 11:45 a.m.
 Room: SB.180
 e-mail: janice.miller@scottsdalecc.edu
 Telephone: 423-6205 or 423-6206

Instructor: Dr. Janice J. Miller
 Office: SB.129
 Office Hours: MW 8:00 – 9:00 a.m.
 & 1:45 – 2:30 pm; FRI 10 - noon
 TR 8:00 – 9:00 am; 2:45 – 3:30 pm
 or by appointment

REQUIRED TEXTS: John Hope Franklin & Evelyn Brooks Higginbotham, *From Slavery to Freedom: A History of African Americans*. Ninth Edition. (McGraw Hill, 2011).

CONTENT OBJECTIVES:

- By the end of the course students will have a critical understanding of –
1. Values, religions, belief systems and cultural diversity in western Africa
 2. African American history and experience in America from Slavery to Freedom
 3. African American contributions to the history, culture and economics of the United States
 4. The resources and methods utilized in historical study

PART I Ancestral Africa, Africans in the Atlantic World and the New World, 500 BCE – 1700 CE

Reading: Franklin/Higginbotham – Chapters 1 – 3.
 Selected primary source readings handed out by instructor.

1st Exam on Part I – about September 19

PART II 18th/19th Century Slave Societies: Give Me Liberty, 1700 - 1830

Reading: Franklin/Higginbotham – Chapters 4 – 6.
 Selected primary source readings handed out by instructor

2nd Exam on Part II – about October 17

PART III Southern Ante-Bellum Slavery, and Abolitionism, 1790 - 1860

Reading: Franklin/Higginbotham – Chapters 7 - 9
 Primary source readings, researched by students

3rd Exam on Part III – about November 19

PART IV Civil War; the Promises and Pitfalls of Reconstruction, 1861 - 1877

Reading: Franklin/Higginbotham – Chapters 10 - 11
 Primary source readings, researched by students

Final Exam on Part IV, Wednesday, December 12, 9:30 – 11:20 a.m.

Examinations: All exam dates, except for the final exam, are tentative and may be changed depending on the time taken to cover material in each section. Sufficient notice (at least one week) on any change will be given to the students. Exam formats will vary; they will be essays, short answer questions, and identifications - a combination of two in each exam. All exam questions will be taken from the texts, handouts, selected primary source readings, video material, class lectures, and class discussions. The format of each exam will be discussed in class at least one week before the exam.

Additional Graded/Required Work: A Book Report (see attached handout).

<u>Grading:</u>	Exam 1	20%
	Exam 2	20%
	Exam 3	20%
	Final Exam	20%
	Book Report	20%

Homework/Class Preparation: Students are expected to have read the appropriate chapters of the text and the assigned primary source readings **before** class and will be assessed on their involvement in class discussions on same.

Extra Credit: Extra credit points may be earned by an additional Book Report. This will be explained in class accompanied by a handout.

Make-up Policy: If a student misses **ONE** of the scheduled exams for a valid and verifiable reason, an essay examination will be given. The grade for this essay examination will be substituted for the missing exam, and will comprise the same 20% of the grade as the missing exam. **ANY** missed exam, for whatever reason, will be made up by an **ESSAY** exam, usually at least 3 essay questions. **ONLY ONE EXAM CAN BE MADE-UP** and substituted for an in-class exam.

Students who do not attend class regularly will be withdrawn from the course. But the responsibility remains with the student to withdraw him/herself from the class, if they have made that decision. Students who need to leave class early for a valid reason must inform the instructor ahead of time. Otherwise, students who leave class early will be counted as absent for that day. The instructor reserves the right to make changes in the above material, if necessary.

Book Report

***Due: In Last Regular Class Meeting Before Exam Week (Latest time accepted:
Friday, December 7)
Late Submissions will not be Accepted
Book Report is Required and comprises 20% of Course grade***

Purpose

Student will select a book, generally non-fiction although there may be some exceptions, covering the subject of the course. Select a book covering a topic or area of our study that particularly interests you. If you use this approach, this project should be fun, interesting, and enlightening. **I will be handing out a selected list of books covering our course from which you can chose. If you decide to pick a book outside this list, you MUST have it approved by the instructor ahead of time.**

Be sure to give full citation to the selected book at the beginning of the report, e.g.

Ely, Melvin Patrick, *Israel on the Appomattox: A Southern Experiment in Black Freedom from the 1790s Through the Civil War*. (Vintage, 2005).

When quoting directly from the book, use quotation marks and page numbers at the end of the quotation, e.g. "The future civil rights crusader W.E.B. Du Bois, then a young social scientist. . . found that black property ownership had continued to expand during the years since Reconstruction" (425).

Organization

Your book report should be organized into three parts.

I *Introduction*

The introduction should introduce the book you have chosen and why you have selected it, i.e. why is this particular person, event, or element of our study of interest to you?

II *Content Review*

This is the main body of the report. In your own words, using author's quotes where appropriate, write a synopsis of the book, giving the major points (preferably in chronological order) that, according to your author, have brought your person, event or period to historical prominence.

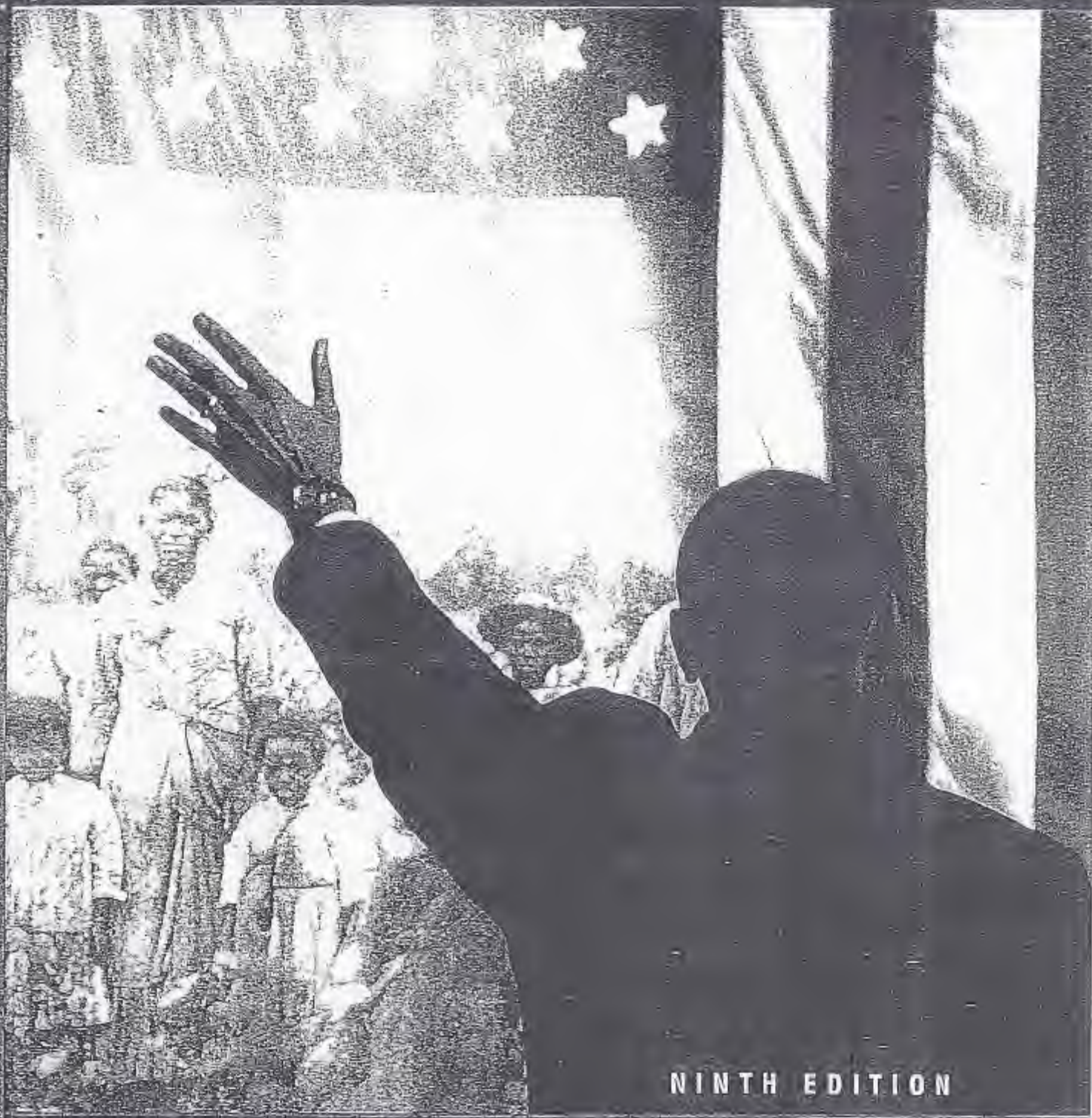
III *Conclusion*

Draw together the elements of the book, and explain their significance to the life of the individual or the event covered, and its historical importance to our overall subject. Then express YOUR opinion of the book and the subject covered in the book.

Format

The book report must be typed (MAC or PC) double-spaced, and be a **minimum** of four (4) pages. It should be in prose form with complete sentences and paragraphs. Correct and appropriate grammar and structure should be used throughout the report. Sources other than the specific book you are reading are not required, but if you do use, or quote, another source, full citation must be given.

While the Book Report must be submitted by the date mentioned above, student can complete this task and submit the report at any time during the semester.



NINTH EDITION

FROM SLAVERY TO FREEDOM

A History of African Americans

JOHN HOPE FRANKLIN

EVELYN BROOKS HIGGINBOTHAM



FROM SLAVERY TO FREEDOM:
A History of African Americans, Ninth Edition

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