

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: Social and Behavioral Sciences (SB) 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 or 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--[SB] CRITERIA					
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>1. Course is designed to advance basic understanding and knowledge about human interaction.</p>	<p>Course Comps. 1-12. Syllabus weeks: 1-16. Franklin text: chpters. 1-11 Primary source readings. Homework reading requirement and Book Report requirement: see syllabus and handout.</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>2. Course content emphasizes the study of social behavior such as that found in:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top; text-align: center;"> <p>HISTORY</p> </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<p>HISTORY</p>	<p>Course Comps. 1-5,8,9-12 Syllabus weeks: 1-4, 7-16. Franklin text: 1-11. Primary source readings. Homework reading requirement and Book Report requirement: see syllabus and handout.</p>
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<p>HISTORY</p>				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>3. Course emphasizes:</p> <p>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</p> <p style="text-align: center;">OR</p> <p>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</p>	<p>Course comps.: 1,3, 8,9,11-12. Syllabus weeks: 1-3, 8-10, 12-16. Franklin text: 1 - 11. Primary source readings. Homework reading requirement and Book Report requirement: see syllabus and handout.</p>		

ASU--[SB] CRITERIA			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>4. Course illustrates use of social and behavioral science perspectives and data.</p>	<p>Course comps. 1-12. Syllabus weeks: 1-16. Franklin text: 1-11. Primary source readings. Homework reading requirement and Book Report requirement: see syllabus and handout. Analysis and discussion of historical interpretations and perspectives.</p>
		<p>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</p> <ul style="list-style-type: none"> • Courses with primarily fine arts, humanities, literary, or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills. 	

Course Prefix	Number	Title	Designation
HIS	203	African American History to 1865	SB

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. Course is designed to advance basic understanding and knowledge about human interactions	1. This course provides a comprehensive understanding of the history of African Americans to 1865, using text, articles, internet, movies, music, and television. The course gives students an appreciation of events and human interactions from historical, cultural, and social areas. The course encompasses all these factors in order to encourage students' understanding of the dynamic forces behind the history of the African diaspora and enslavement in the New World, and how these forces impacted their lives, their choices, and their challenges.	Course comps.: 1-12 Syllabus weeks: 1-16 Franklin text: chpters. 1-11. Primary source readings. Homework reading requirement and Book Report requirement: see syllabus and handout.
2 Course content emphasizes the study of social behavior such as that found in: History	2. This course covers a dynamic, controversial, and often tragic period in U.S. history, illustrating both the tragedy and the heroic human spirit in the struggle to maintain liberty and human dignity. Using a variety of comparative methods, students analyze social behavior and how it interacts within the institutions of the time to affect the historical outcome of events.	Course comps.: 1-5,8,9-12. Syllabus weeks: 1-4,7-16. Franklin text: 1-11. Primary source readings. Homework reading requirement and Book Report requirement: see syllabus and handout.
3 b. Course emphasizes the distinct methods of inquiry of the social and behavioral sciences (e.g. historical analysis).	3b. Course uses the tools of historical analysis, quantitative history, i.e. cliometrics, and historiography, to train students to use these tools in related courses, including other history courses, in order to evaluate and interpret historical data. Historiography is	Course comps.: 1,3,8,9,11-12. Syllabus weeks: 1-3, 8-10, 12-16.. Franklin text: 1-11. Primary source readings.

<p>4. Course illustrates use of social and behavioral science perspectives and data</p>	<p>comparing historical interpretations of the past by historians and other social scientists over the years. By these methods students can utilize, compare and contrast changing social and political views and mores over an extended period of time.</p> <p>4. Course uses social and behavioral science perspectives and data to study historical events affecting the African American experience from their African roots to the end of the Civil War. Utilizing all the related material - historical, cultural, social sciences - students will be able to analyze and evaluate this dynamic and important period of U.S. history, particularly the influences and contributions of African Americans, in order to have a more effective and comprehensive appreciation of the nation's history.</p>	<p>requirement and Book Report requirement: see syllabus and handout.</p> <p>Course comps.: 1-12. Syllabus weeks: 1-16. Franklin text: 1-11. Primary source readings. Homework reading requirement and Book Report requirement: see syllabus and handout. Analysis and discussion of historical interpretations and perspectives.</p>
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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 in the United States to 1865
3. African American experience in America from Slavery to Freedom
4. African American contributions to the history, culture and economics of the United States
5. 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).

Grading:	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.

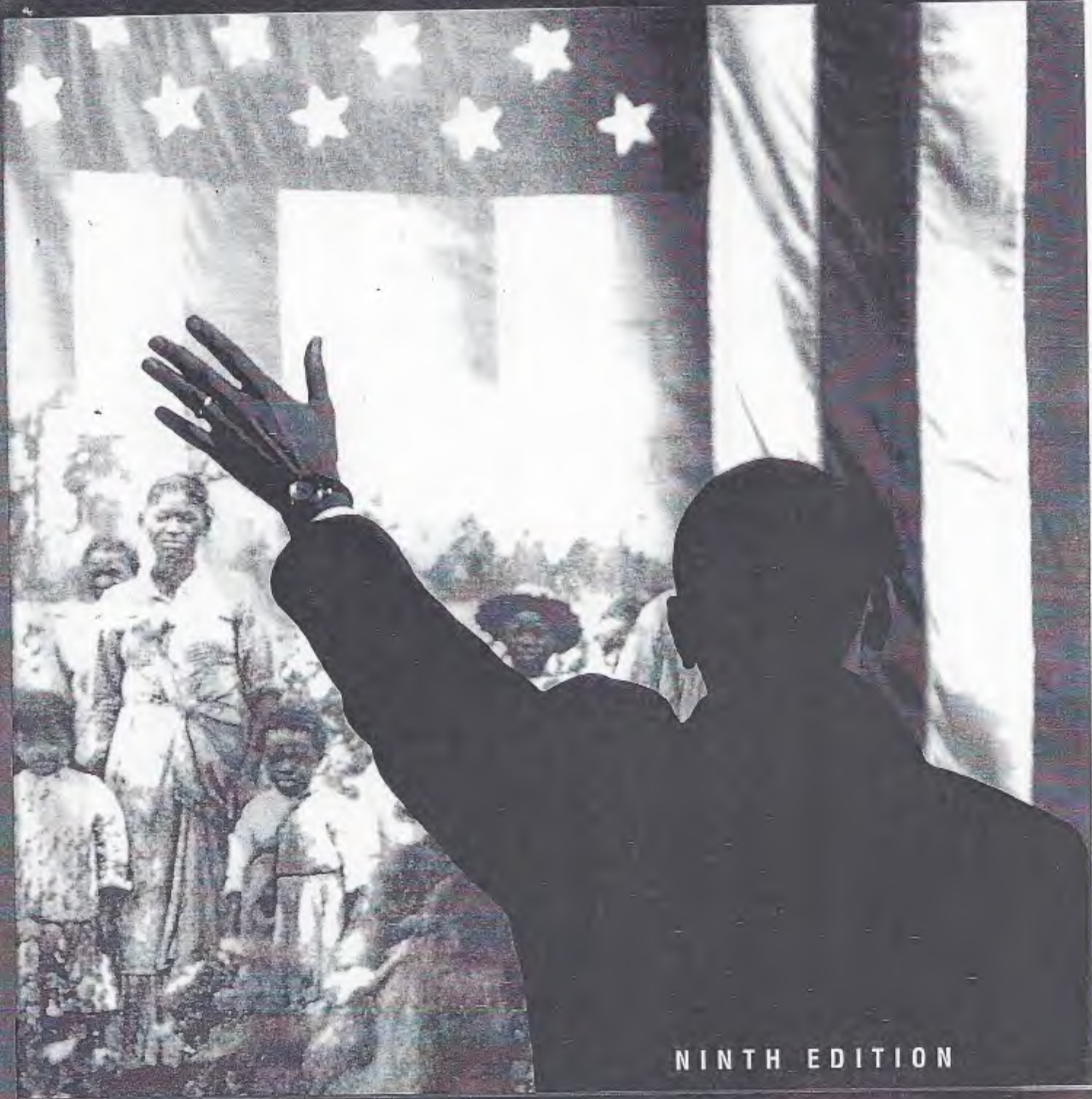
III *Conclusion*

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

The McGraw-Hill Companies



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

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