GENERAL STUDIES COURSE PROPOSAL COVER FORM  
(ONE COURSE PER FORM)

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<th>1.) DATE: 07/01/2011</th>
<th>2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District</th>
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<td>3.) COURSE PROPOSED: Prefix: HIS Number: 204 Title: African-American History 1865 to Present Credits: 3</td>
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<td>CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;</td>
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<td>4.) COMMUNITY COLLEGE INITIATOR: JANICE MILLER, PH.D. PHONE: 480-423-6205</td>
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<td>FAX: 480-423-6298</td>
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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:

☐ 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: Select core area... Awareness Areas: Historical Awareness (H)

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
☐ Course Description
☐ Course Syllabus
☐ Criteria Checklist for the area
☐ Table of Contents from the textbook required and/or list of required readings/books
☐ Description of how course meets criteria as stated in item 6.

8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:
☐ DECHST, Hisprefix
☑ Elective

Current General Studies designation(s):

Effective date: 2012 Spring Course Equivalency Guide

Is this a multi-section course? ☑ yes ☐ no
Is it governed by a common syllabus? ☑ yes ☐ no District-wide course competencies/active

Chair/Director: [Signature]
Chair/Director Signature: [Signature]

AGSC Action: Date action taken: ☐ Approved ☐ Disapproved
Effective Date: [Signature]
Historical Awareness [H]
Page 2

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

### ASU-[H] CRITERIA

The Historical Awareness [H] course must meet the following criteria:

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<th>NO</th>
<th>Identify Documentation Submitted</th>
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</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td>Course comp. 1-9, Syllabus weeks: 1-16</td>
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<tr>
<td>☒</td>
<td>☐</td>
<td>Franklin Text chpts. 17-23.</td>
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<td>Primary source readings. Book Report requirement: see syllabus and handout.</td>
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| ☒   | ☐  | Course comp. 1,2,4,7,8,9.  |
|     |     | Syllabus weeks: 1-4, 7-10, 13-16.  |
|     |     | Franklin Text chpts. 11,12,13,16,17,19, 20,21,22,23;  |
|     |     | Primary source readings. Book Report requirement: see syllabus and handout. |

| ☒   | ☐  | Course comp. 1,2,5,6,7,8,9.  |
|     |     | Syllabus weeks: 1-3, 6-16.  |
|     |     | Franklin text: 11,12,17,18,19,20,21,22,23.  |
|     |     | Primary source readings. Book Report requirement: see syllabus and handout. |

| ☒   | ☐  | Course comp. 1-9.  |
|     |     | Syllabus weeks: 1-16.  |
|     |     | Franklin text: 11-23  |
|     |     | Primary source readings. Book Report: see syllabus and handout. |

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**THE FOLLOWING ARE NOT ACCEPTABLE:**

- Courses in which there is only chronological organization.
- Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
- Courses whose subject areas merely occurred in the past.
### Historical Awareness [H]

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<td>HIS</td>
<td>204</td>
<td>African American History 1865 to Present</td>
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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.

<table>
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<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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<tr>
<td>1. History is a major focus of the course.</td>
<td>1. Course provides a comprehensive understanding of the history of African Americans in the United States since the end of the Civil War to the present. It provides student with an understanding and appreciation of events and people, and places them in a historical context within the nation.</td>
<td>Course comps.: 1-9. Syllabus weeks: 1-16. Franklin text: 11-23. Primary source readings. Book report requirement: see syllabus and handout.</td>
</tr>
<tr>
<td>2. The course examines and explains human development as a sequence of events.</td>
<td>2. Through a study of the history of political, social, cultural, and economic institutions, students examine the impact of events from the past on the present. This examination helps students understand and objectively weigh the influence of personality, character, and human interaction in determining historical events and outcomes, and the consequences of all of these factors on human history.</td>
<td>Course comps.: 1,2,4,7,8,9. Syllabus weeks: 1-4, 7-10, 13-16. Franklin text: 11,12,13,16,17,19,20,21,22,23. Primary source readings. Book report requirement: see syllabus and handout.</td>
</tr>
<tr>
<td>3. There is a disciplined systematic examination of human institutions as they change over time</td>
<td>3. Course covers a dynamic, controversial, and often tragic period in U.S. History, as well as a triumphant and heroic period in the struggle for civil rights and human liberty. Using a variety of methods, students analyze how human institutions change over time depending on the historical circumstances and the choices made by people involved in those institutions. The course also</td>
<td>Course comps.: 1,2,5,6,7,8,9. Syllabus weeks: 1-3, 6-15. Franklin text: 11,12,17,18,19,20,21,22,23.. Primary source readings. Book Report requirement: see syllabus and handout.</td>
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<tr>
<td>4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.</td>
<td>4. This course provides a comprehensive study and examination of the relationship between events and ideas within the African American community, as well as within and between all the American people. By studying and analyzing all of these elements and issues students will more effectively understand the history of African Americans in the United States, and the history of this nation.</td>
<td>Course comps: 1-9. Syllabus weeks: 1-16. Franklin text: 11-23. Primary source readings Book Report requirement: see syllabus and handout.</td>
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Official Course Description: MCCCD Approval: 06/24/08

HIS204 20092-99999 LEC 3 Credit(s) 3 Period(s)

African-American History 1865 to Present
Multifaceted experiences of African-American people from the post-Civil War period (1865) to the present, including the collective struggle for freedom, equality, and self-determination in the United States.

Prerequisites: None.

MCCCD Official Course Competencies:

HIS204 20092-99999 African-American History 1865 to Present
1. Describe post-Civil War conditions that affected African-American. (I)
2. Define “Jim Crowism,” and give examples of its violent impact on African-Americans. (II)
3. Identify key African-American leaders, writers, artists, and scientists associated with the Harlem Renaissance, and describe their contributions to American life. (III)
4. Explain important ideologies that have informed the African-American struggle for freedom, equality, and self-determination. (IV)
5. Describe the contributions of African-Americans during the World War I era. (V)
6. Describe the contributions of African-Americans during the World War II era. (VI)
7. Identify key events and leaders in the civil rights and human rights movements of the 1950s and 1960s. (VII)
8. Describe key issues that affected African-American life at home, in the workplace, and in society in the post-sixties generation. (VIII)
9. Identify and describe major challenges facing the African-American community in the United States in the twenty-first century. (IX)

MCCCD Official Course Outline:

HIS204 20092-99999 African-American History 1865 to Present

I. Post Civil War Conditions
   A. Reconstruction
   B. Rebuilding the South
   C. Northern and western migration and urbanization
      1. Causes
      2. Impact

II. Jim Crowism in the South
   A. Knights of the Ku Klux Klan
   B. Knights of the White Camelia
   C. Thirty years of lynching in the U.S.

III. The Harlem Renaissance
   A. Leadership
      1. Du Bois
2. Washington
   3. Garvey
   B. Writers
   C. Artists
   D. Scientists

IV. Ideology of Struggle
   A. Black nationalism
   B. Accommodation
   C. Immigrations

V. African-Americans in the World War I Era

VI. African-Americans In the World War II Era

VII. Civil Rights/Human Rights Era
   A. Struggles of the 1950s and 1960s
   B. Understanding African-American leadership The legacies of Martin and Malcolm
   C. The Black Revolution

VIII. The Post Sixties Generation
   A. Status of the African-American family
   B. African-American male/female relationships
   C. African-American women in American life
   D. Struggle for positive images and identity
   E. Rap music and hip hop culture

IX. Major Challenges of the Twenty-First Century
   A. Education
   B. Employment
   C. Politics
   D. Economics
   E. Culture
   F. Self-determination
PART I  Promises and Pitfalls following the Civil War, 1865-1916

Reading: Franklin/Higginbotham – Chapters 11 – 13.
Selected primary source readings handed out by instructor.

1st Exam on Part I – about February 13

PART II  Voices of Protest: In Pursuit of Democracy, 1916-1930

Reading: Franklin/Higginbotham – Chapters 14 – 16.
Selected primary source readings handed out by instructor

2nd Exam on Part II – March 19

PART III  Continuing Struggles: In War and Peace, 1930-1955

Reading: Franklin/Higginbotham – Chapters 17 - 19
Primary source readings, researched by students

3rd Exam on Part III – about April 16

PART IV  We Shall Overcome, 1955 to Present

Reading: Franklin/Higginbotham – Chapters 20 - 23
Primary source readings, researched by students

Final Exam on Part IV, Wednesday, May 9, 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%

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: Noon, Friday, May 4)
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.


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.
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