1.) DATE: 07/01/2011
2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District

3.) COURSE PROPOSED: Prefix: **HIS** Number: **204** Title: **African-American History 1865 to Present** Credits: **3**

   CROSS LISTED WITH: Prefix: ; Number: ; Prefix: ; Number: ; Prefix: ; Number: ; Prefix: ; Number:

4.) COMMUNITY COLLEGE INITIATOR: JANICE MILLER, PH.D.  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:

☐ 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
   ☑ 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/outline

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

AGSC Action: Date action taken: ☐ Approved ☐ Disapproved

Effective Date: [Signature]
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.

<table>
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<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<td></td>
<td></td>
<td>Course Comps. 2,3,4,7,8, Syllabus weeks: 2-4, 7-14. Franklin text: 12,13,14,15,16,19, 20,21,22. Primary source readings and Book Report requirement: see syllabus and handout.</td>
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1. Course is designed to advance basic understanding and knowledge about human interaction.

2. Course content emphasizes the study of social behavior such as that found in:
   - ANTHROPOLOGY
   - ECONOMICS
   - CULTURAL GEOGRAPHY
   - HISTORY

3. Course emphasizes:
   a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).
   b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).
4. Course illustrates use of social and behavioral science perspectives and data.

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- 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.
| 4. Course illustrates use of social and behavioral science perspectives and data | these methods students can utilize, compare and contrast changing social and political views and mores over an extended period of time. |

<p>| 4. Course uses social and behavioral science perspectives and data to study historical events affecting the African American experience from the Civil War to the present. 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 in order to have a more effective and comprehensive appreciation of the nation's history. | Course comps.: 1-9. Syllabus weeks: 1-16. Franklin text: 11,12,14,15,17,18,22,23. Primary source readings and Book Report requirement: see syllabus and handout. Analysis and discussion of historical interpretations and perspectives. |</p>
<table>
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<th>Course Prefix</th>
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<th>Title</th>
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<tr>
<td>HIS</td>
<td>204</td>
<td>African American History, 1865 to Present</td>
<td>SB</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>
<thead>
<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>
</tr>
</thead>
</table>
| 1. Course is designed to advance basic understanding and knowledge about human interactions | 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 students with an understanding of the events and human interactions during this period, utilizing comparative analysis to study historical, cultural, and political areas in the national experience. | Course comps.: 1-9  
Syllabus weeks: 1-16  
Franklin text: chpters. 11-23  
Primary source readings 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, as well as a triumphant and heroic period in the struggle for civil rights and human liberty. Using a variety of comparative methods, students analyze social behavior and how it interacts within the institutions of the nation to affect the historical outcome of events. | Course comps.: 2,3,4,7,8.  
Syllabus weeks: 2-4, 7-14.  
Franklin text: 12,13,14,15,16,19,20,21,22.  
Primary source readings 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 the social science of analyzing and comparing historical interpretations of the past by historians and other social scientists over the years. By | Course comps.: 1-9.  
Syllabus weeks: 1-16.  
Franklin text: 11,14,15,17,29,21,22,23.  
Primary source readings and Book Report requirement: see syllabus and handout. |
Official Course Description: MCCCDD Approval: 06/24/08

HIS204 20092-99999

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.

Go to Competencies  Go to Outline

MCCCDD 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)

Go to Description  Go to top of Competencies

MCCCDD 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. Dubois
2. Washington
3. Garvey
   B. Writers
   C. Artists
   D. Scientists

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

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
   C. The legacies of Martin and Malcolm

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
Course Time: MW 10:30 – 11:45 a.m.  
Room: SB.180  
c-mail: janice.miller@scemail.maricopa.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


CONTENT OBJECTIVES: 
By the end of the course students will have a critical understanding of –  
1. African American history in the United States since 1865  
2. The African American 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  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:

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<tr>
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<td>Exam 3</td>
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<td>Final Exam</td>
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<td>Book Report</td>
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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.

Ely, Melvin Patrick, Israel on the Potomac: 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.
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