## 1. Course Ownership/Implementation/Justification

<table>
<thead>
<tr>
<th>Department*</th>
<th>History</th>
</tr>
</thead>
</table>

**Required Approval Steps***
- Undergraduate Studies Department Committee Review
- Undergraduate Studies Department Chair/Program Director
- Undergraduate Studies College Curriculum Committee

**Will the course be cross-listed with another area***?
- Yes
- No

**If yes, has an agreement with department(s) been reached***?
- Yes
- No

**Department(s) and Course(s) that will be cross-listed with this course**

**Catalog year of implementation***
- 2016 - 2017
- 2017 - 2018

**Term(s) Course will be TYPICALLY Offered***:
- Fall (including all sessions within term)
- Spring (including Winter Mini all sessions within term)
- Summer (including Summer Mini and all sessions within term)
- Contact Your Academic Advisor

**Justification(s) for Adding/Revising Course for Core***

**1k. Other (use field below)**

**State the rationale**
for creating this new Core course or revising the existing Core course:*  

Meets Texas Education Code Ch. 51 - Subchapter F Sec. 51.302. AMERICAN OR TEXAS HISTORY. ....(b) Except as provided by Subsection (c), a college or university receiving state support or state aid from public funds may not grant a baccalaureate degree or a lesser degree or academic certificate to any person unless the person has credit for six semester hours or its equivalent in American History.

Justification - if "other" selected above:  
Course met former American History core requirement under old system. Adding to core to align with State-wide and University initiatives.

2. Course Catalog Information

<table>
<thead>
<tr>
<th>Instructional Area/Course Prefix*</th>
<th>HIST</th>
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</thead>
<tbody>
<tr>
<td>Course Number*</td>
<td>3330</td>
</tr>
<tr>
<td>Long Course Title*</td>
<td>African American History to 1865</td>
</tr>
<tr>
<td>Short Course Title (30 character limit)*</td>
<td>Afro-Amer His To 1865</td>
</tr>
<tr>
<td>Instruction Type*</td>
<td>Lecture ONLY</td>
</tr>
<tr>
<td>Lecture*</td>
<td>3</td>
</tr>
<tr>
<td>Lab*</td>
<td>0</td>
</tr>
<tr>
<td>Course Credit Level*</td>
<td>Junior</td>
</tr>
<tr>
<td>Grade Option*</td>
<td>Letter (A, B, C.....)</td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Can this course be repeated for credit?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>If Yes, how often and/or under what conditions may the course be repeated?</td>
<td></td>
</tr>
<tr>
<td>Maximum number of credit hours required of this course in degree plan</td>
<td>3.0</td>
</tr>
<tr>
<td>Number of course completions (attempts) allowed</td>
<td>3</td>
</tr>
<tr>
<td>Are multiple enrollments allowed for course within a session or term?</td>
<td>Yes/No</td>
</tr>
<tr>
<td>CIP Code*</td>
<td>05.0201.0001</td>
</tr>
<tr>
<td>Requisite Checks in PeopleSoft (functionality within PeopleSoft)*</td>
<td></td>
</tr>
<tr>
<td>Prerequisite(s):*</td>
<td>junior standing or consent of instructor.</td>
</tr>
<tr>
<td>Corequisite(s)</td>
<td></td>
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</tbody>
</table>
Course Description*  Analysis of the experiences of Blacks in the formation and development of America to 1865: slavery, race relations, urbanization, war, politics, economics, and civil rights.

Course Notes

3. Authorized Degree Program(s)/Impact Study

Is this a required course for any program (degree, certificate, or minor)?*  Yes - enter additional information in field below

No

If yes, for which program(s)?
Does this change cause a change in any program?*

- Yes - attach copy of program plan
- No

If yes, to which program(s)?

Does this change force changes in prerequisites for other courses?*

- Yes - enter additional information in field below
- No

If yes, which course(s) and is a proposal being submitted to reflect the change?

Impact Report*
4. Core Curriculum Information

Learning Outcomes*

1. Students will attain, through lectures, discussion and reading, and demonstrate, through exams and historical activities, knowledge about the historical significance of African Americans to the development of North America up to the Civil War.
2. Class discussions of primary sources and secondary works of history will develop students' ability to read and to think critically.
3. Writing assignments will enable students to improve their writing skills.

Foundational Component Area for which the course is being proposed (select one)*

American History

Component Area Option (optional)

None Selected

UH Core: Single or Double Category Listing

- List course in BOTH the Foundational Component Area and the Component Area Option categories
- List course in ONLY the Component Area Option category

Core Objectives addressed by the course*

- Communication Skills
- Critical Thinking
- Personal Responsibility
- Social Responsibility

Critical Thinking, if applicable
Students will demonstrate critical thinking through a review essay summarizing the scope, purpose, and content of an academic monograph and its significance on the subject. It will include also an evaluation of the author's success in achieving his purpose, use of sources, and organization and presentation of the material. Critical analysis is very important.

Communication Skills, if applicable

The same assignment will demonstrate communication skills by requiring students to organize and present the information in a persuasive manner.

Empirical & Quantitative Skills, if applicable

Teamwork, if applicable

Social
Responsibility, if applicable

The same assignment will demonstrate social responsibility by requiring students to engage various social categories in their analysis.

Personal Responsibility, if applicable

The same assignment will demonstrate personal responsibility by requiring students to engage issues of personal responsibility in their analysis.

Will the syllabus vary across multiple sections of the course?*

- Yes
- No

If yes, list the assignments that will be constant across sections

5. Supporting Documentation

Type of Attachments*

- Course Syllabus
- Degree Plan
- Memo
- Other Document(s)
6. Additional Information Regarding This Proposal

Contact person for questions about proposal:* Ramos, Raul - raramos@uh.edu

Comments: See American History Core memo.

Administrative Use Only

(Administrative Use Only)
Proposal ID#

Original Course Prefix

Original Course Code

Original Course Title

Original Course OID
African American History to 1865

HIST 3330 is an upper level course in which the main goal is to illustrate the importance of African Americans to the development of the United States up to 1865. The key questions address social, political, and economic issues and the lives of black people in America. You will note also that cultural contributions are linked to survival mechanisms and the key questions.

The instructor encourages students enrolled in this course to have a basic acquaintance with general American history. Even so, she will make every effort to place subject matter in historical context in lectures and discussions. My office is open to students; please arrange to meet at other times if the office hours conflict with your schedules.

Learning Outcomes:

- Students will attain, through lectures, discussion and reading, and demonstrate, through exams and historical activities, knowledge about the historical significance of African American to the development of North America up to the Civil War.
- Class discussions of primary sources and secondary works of history will help students to read and to think critically.
- Writing assignments will enable students to improve their writing skills.

REQUIRED READINGS


Solomon Northup, *Twelve Years a Slave* (Mineola, N. Y., 1970 [originally published in 1853]).

Book Review Selections


Deborah Gray White, Ar'n't I a Woman: Female Slaves in the Plantation South (New York, [1985], 1999).


Any other selection must be approved by Professor Reed.

Excellent Reference Sources for Each Week


Mary Francis Berry and John W. Blassingame, Long Memory: The Black Experience in America (New York, 1982).


I. Ancient Africa to the New World and Enslavement

Week 1: August 25: Introductions,
{Each week’s assignment is lined up per Tuesday; so that August 25 actually is “Week of August 25.” Thursdays are not listed unless we have an exam on a Thursday.}

Week 2: Sept. 1: Early Africa
Film: "The New Explorers: Slavery's Buried Past"

Franklin, Ch. 1: “Ancestral Africa”

Franklin, Ch. 2: “Africans in the Atlantic World”

Week 3: Sept. 8: Franklin, Ch. 3: “Establishing North American Slavery”

II. An Enslaved People

Week 4: Sept. 15: Franklin, Ch. 4: “Eighteenth-Century Slave Societies”

Week 5: Sept. 22: Franklin, Ch. 5: “Give Me Liberty”

September 29: First Exam (Essays and Short Answers) Select Book for Review

Week 6: Oct. 6: Franklin, Ch. 6: “Building Communities in the Early Republic”

Week 7: Oct. 13: Franklin, Ch. 7: “Southern Slavery”
Film: “Mandingo,” a film that portrays conditions under which Americans, both black and whites, lived within circumstances of enslavement, to be viewed outside of class. • Blaxploitation film/Melodrama • 2h 7m, Release date: July 25, 1975; https://www.google.com/?gws_rd=ssl#q=Mandingo+Film [view for $2.99]

Week 8: Oct. 20: Franklin, Ch. 8: “Antebellum Free Blacks”
Twelve Years a Slave, pp. iii - 207

III. In Greater Search of Freedom and What It Means

Week 9: Oct. 27: Franklin, Ch. 9: “Abolitionism in Black and White”
Twelve Years a Slave, 208 – 336

Week 10: Nov. 3: The 1850s Continued; Documentary Film: “The Underground Railroad”
[Excerpts Viewed in Class]

Week 11: Nov. 10: Second Exam (Essays only)

Week 12: Nov. 17: Franklin, Ch. 10: “Civil War”; Film, Viewed Outside of Class:
“Glory” Release date: December 15, 1989 (USA)
https://www.google.com/?gws_rd=ssl#q=Glory+Film [view for free]

Week 13: Nov. 24: Franklin, Ch. 11 “Promises and Pitfalls of Reconstruction”

Week 14: Dec. 1: Submit Book Review
Summary/Review

Week 15: Dec. 3 (Same Class Room); Exam 3: Thursday

Final grade will consist of the average from 1000 points: three exams (exam 1: 100 points; 2: 200 points; 3: 300 points), attendance: 100 points; a series of exercises that will count as 100 points, a book review that will count for 100 points. Oral presentation on book review will count for 100 points. Thus, all written assignments will count for about a fifth of the final grade. Your aim is for a total of 1000 points. Opportunities will be included for extra credit points as well.

Only students with a written university or medical excuse will be allowed a makeup exam, which is scheduled for the first reading day before the final exam period.

Scholastic Dishonesty: A university degree depends upon the integrity of the work done by each student. Scholastic dishonesty includes: cheating, plagiarism, and related activities. Such dishonesty is a serious issue and can result in a person being dismissed from the university. This instructor will hold students accountable and will rely on grievance procedures as stated in the student handbook in reckoning with students exhibiting academic dishonesty. If you have any questions about scholastic dishonesty, it is your responsibility to consult the official student handbook for the policy at UH. I will make time to address issues and questions on this if requested.

Prohibition of the Use of Sexist and Racist Language: As a rule, we will refrain from using sexist, racist, and/or exclusionary language in this course. Please make every effort to be sensitive to the politics of language and its implications for others. The instructor is available to assist students in this area as needed and requested.
Guide for Book Review

The following questions/suggestions will help you to organize your thoughts as you prepare for the written exercise on the book review.

1. Be sure to read the front matter.

2. Who is the author? What do you know about the author?

3. What is the purpose of this book? Is it clearly defined in the presentation of the material? How well does the author substantiate her/his argument?

4. What is the scope of the book? What period of time does it cover? Does it cover social, economic, and/or political history? Is it convincingly presented?

5. Which sections of the book are especially well or poorly done? What are the strengths and/or weaknesses of the book?

6. What sources did the author use? How valid is the study? In other words, note footnotes (if there are any and also bibliography).

7. Give attention to names and concepts or organizations. In other words, you must be able to support generalizations with more than one specific example.

8. Certainly you will not be expected to remember the names of all persons and organizations with whom African Americans interacted, but you should be able to identify those who had the greatest impact upon them and why (as regards the book selected to review and related class material).

9. Were blacks/black women successful? How can they be compared with their contemporaries? Explain.

10. Compare the treatment of the subject in the book for review with the coverage of the same subject in any required reading for HIST 3331. Do they differ? Explain. For example, does the book address race and racial injustice? Did the author do an adequate job of addressing this?

12. What is the value of the book you selected for review? Explain.

Your mission, then, is to provide a short review (3 typed, double-spaced pages only) summarizing the scope, purpose, and content of the book and its significance on the subject. Be sure to include also an evaluation of the author's success in achieving his purpose, use of sources, and organization and presentation of the material. Critical analysis is very important. Your success on the assignment means being concise and staying within the page limitation; any page submitted beyond the limitation will result in points deducted from the total possible points of 100.
Guide to Further Reading


Betina Aptheker, Woman's Legacy: Essays on Race, Sex, and Class in American History (Amherst, 1982).


Narrative of the Life of Frederick Douglass: An American Slave Written by Himself with Related Documents (Boston: Bedford/St. Martin’s, 2003).


Wilma King, Stolen Childhood: Youth in Nineteenth-Century America (Bloomington, 1995).


Micheline R. Malson, Elisabeth Mudimbe-Boyi, Jean F. O'Barr, and Mary Wyer, Black Women in America: Social Science Perspectives (Chicago, 1988).


