

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
COURSE MODIFICATION PROPOSAL
Courses must be submitted by November 3, 2008,
to make the next catalog (2009-2010) production

DATE (CHANGE DATE EACH TIME REVISED): 4/14/09

PROGRAM AREA(S): HISTORY

Directions: All of sections of this form must be completed for course modifications. All documents are stand alone sources of course information.

1. Course Information.

[Follow accepted catalog format.] (Add additional prefixes if cross-listed)

OLD

Prefix HIST Course# 351 Title History of African Americans Units (3)
 3 hours lecture per week
 hours blank per week

Prerequisites:
 Consent of Instructor Required for Enrollment
 Corequisites:
Catalog Description (Do not use any symbols): Examines the experience of Africans and African Americans in America from the colonial period through the twentieth century

General Education Categories	Graded CR/NC	Repeatable for up to units
Lab Fee Requested	X A - F	Total Completions

Course Level:
 X Undergraduate
 Post-bac/Credential
 Graduate

Optional Enrollment in same semester choice)

NEW

Prefix HIST Course# 351 Title History of African Americans Units (3)
 3 hours lecture per week
 hours blank per week

Prerequisites:
 Consent of Instructor Required for Enrollment
 Corequisites:
Catalog Description (Do not use any symbols): Examines the experience of Africans and African Americans in America from the colonial period through the twentieth century

General Education Categories	Graded CR/NC	Repeatable for up to units
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Course Level:
 X Undergraduate
 Post-bac/Credential
 Graduate

Optional Enrollment in same semester choice)

2. Mode of Instruction (Hours per Unit are defaulted)

Hegis Code(s) _____
 (Provided by the Dean)

Existing

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	3	1	30	Y	Lecture	3	1	30	Y	
Seminar		1			Seminar		1			
Lab		3			Lab		3			
Activity		2			Activity		2			
Field Studies					Field Studies					
Indep Study					Indep Study					
Other blank					Other blank					

3. Course Attributes:

General Education Categories: All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/geapproval>. Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)

- A-1 Oral Communication
- A-2 English Writing
- A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

- B-1 Physical Sciences
- B-2 Life Sciences – Biology
- B-3 Mathematics – Mathematics and Applications
- B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)

- C-1 Art
- C-2 Literature Courses
- C-3a Language

X C-3b Multicultural

D (Social Perspectives)

E (Human Psychological and Physiological Perspectives)

UDIGE/INTD Interdisciplinary

Meets University Writing Requirement

Meets University Language Requirement

American Institutions, Title V Section 40404: Government US Constitution US History

Refer to website, Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).

4. Justification and Requirements for the Course. *[Make a brief statement to justify the need for the course]*

OLD

This course is an elective, although it can be used to meet the History of North America requirement for the major

Requirement for the Major/Minor

X Elective for the Major/Minor

Free Elective

NEW

This course is an elective, although it can be used to meet the History of North America requirement for the major

Requirement for the Major/Minor

X Elective for the Major/Minor

Free Elective

Submit Program Modification if this course changes your program.

5. Learning Objectives. (List in numerical order)

Upon completion of the course, the student will be able to:

OLD

Upon completion of the course, the student will be able to:

- describe the African cultures and societies from which people of African descent came
- evaluate the origins of the slave trade and the influence of slavery and racism in American society
- develop explanations of how African Americans created different social, economic, political, and cultural strategies in order to challenge oppression
- write analyses of various ideological views in the African American community from the American Revolution to the present
- discuss the intersections of race, class, gender in shaping African American culture
- describe the influence that African Americans have had on defining and redefining American democratic institutions
- evaluate the history and experiences of people of African descent in the United States

Upon completion of the course, the student will be able to:

NEW

Upon completion of the course, the student will be able to:

- describe the African cultures and societies from which people of African descent came
- evaluate the origins of the slave trade and the influence of slavery and racism in American society
- develop explanations of how African Americans created different social, economic, political, and cultural strategies in order to challenge oppression
- write analyses of various ideological views in the African American community from the American Revolution to the present
- discuss the intersections of race, class, gender in shaping African American culture
- describe the influence that African Americans have had on defining and redefining American democratic institutions
- evaluate the history and experiences of people of African descent in the United States

6. Course Content in Outline Form. (Be as brief as possible, but use as much space as necessary)

OLD

1. Introduction & The African Past
2. The Atlantic Slave Trade
3. New World Slavery & Colonial America Slavery
4. African Americans, the American Revolution & Free Blacks
5. Slavery and Freedom in the New Republic
6. Antebellum Slavery
7. Opposition to Slavery
8. Blacks & the Civil War
9. Emancipation & Reconstruction
10. White Supremacy and The Color Line
11. Strategies: From Accommodation To Pan-Africanism
12. Great Migration & "Harlem" Renaissance
13. Depression, "Double V" & Early Civil Rights Movement
14. Civil Rights Struggle
15. Black Power and "Where Do We Go From Here?"

NEW

1. Introduction & The African Past
2. The Atlantic Slave Trade
3. New World Slavery & New Cultural Forms
4. The American Revolution & African Americans
5. Slavery and Freedom in the New Republic
6. Antebellum Slavery: Life & Expression from Sundown to Sunup
7. Resistance to Slavery
8. Blacks & the Civil War
9. Abolition & Reconstruction(s)
10. Race Relations: White Supremacy and The Color Line
11. Resistance Strategies: From Accommodation To Pan-Africanism
12. Great Migration & Black Cultural ("Harlem") Renaissance
13. "Double V" & Early Civil Rights Movement
14. Civil Rights Struggle & Black Power
15. "Where Do We Go From Here?": Politically, Economically, Socially, and Culturally

Does this course content overlap with a course offered in your academic program? Yes ☐ No ☒

If YES, what course(s) and provide a justification of the overlap.

Does this course content overlap a course offered in another academic area? Yes ☐ No ☒

If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs' signatures.

7. Cross-listed Courses (Please note each prefix in item No. 1)

- A. List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).
- B. List each cross-listed prefix for the course:
- C. Program responsible for staffing:

8. References. [Provide 3-5 references]

OLD

- Darlene Hine, African Americans: A Concise History to 1877 (Prentice Hall, 2007)
- Roy Finkenbine, Sources of the African American Past (Longman, 2003)
- Deborah Gray White, Ar'n't I a Woman? Female Slaves in the Plantation South (Norton, 1999)
- Frederick Douglass, Narrative of the Life of Frederick Douglass (Bedford reprint)
- Booker T. Washington, Up From Slavery (Citadel reprint)
- Maya Angelou, I Know Why the Caged Bird Sings (BDD reprint)
- Malcolm X/Alex Haley, The Autobiography of Malcolm X (BDD reprint)

NEW

- Nell Irvin Painter, Creating Black Americans: African-American History and its Meanings (Oxford, 2006)
- David Levering Lewis, ed. Harlem Renaissance Reader (Viking, 1994)
- Deborah Gray White, Ar'n't I a Woman? Female Slaves in the Plantation South (Norton, 1999)
- Frederick Douglass, Narrative of the Life of Frederick Douglass (Bedford reprint)
- Maya Angelou, I Know Why the Caged Bird Sings (BDD reprint)
- Malcolm X/Alex Haley, The Autobiography of Malcolm X (BDD reprint)

9. Tenure Track Faculty qualified to teach this course.

Jim Meriwether and other History faculty

10. Requested Effective Date or First Semester offered: Fall 2009

11. New Resource Requested: Yes No X

If YES, list the resources needed.

A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)

C. Facility/Space/Transportation Needs:

D. Lab Fee Requested: Yes No (Refer to the Dean's Office for additional processing)

E. Other.

12. Indicate Changes and Justification for Each. [Check all that apply and follow with justification. Be as brief as possible but, use as much space as necessary.]

Course title

Prefix/suffix

Course number

Units

Staffing formula and enrollment limits

Prerequisites/Corequisites

Catalog description

Mode of Instruction

Course Content

Course Learning Objectives

X References

X GE

Other

Reactivate Course

Justification: Currently, only two courses in GE C-3b speak directly to the experience of African Americans: Eng 351 'African/African American Literature' and PAMU 330, 'Jazz in America'; only the latter course has been taught recently or regularly. African American history and culture has been central to creating and defining the North American experience, and CSUCI's Gen Ed curriculum would benefit by expanding to more deeply acknowledge and include that experience. Central to this course is understanding the many ways that African Americans have understood their political, social, and cultural experiences, the impingement of larger society on the black community, and the evolving ideas about negotiating existence. To that end, autobiography and other literary forms are essential readings. The major emphasis of the course will be upon the creation and everchanging consciousness of race, culture(s), class, gender, and national identity in the making of modern black America.

13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes No X

If, YES attach a program update or program modification form for all programs affected.

Priority deadline for New Minors and Programs: October 6, 2008 of preceding year.

Priority deadline for Course Proposals and Modifications: November 3, 2008.

Last day to submit forms to be considered during the current academic year: April 15th.

Proposer(s) of Course Modification

Date

Type in name. Signatures will be collected after Curriculum approval.

Request for HIST 351: History of African Americans to be added to GE Category C3b: Multicultural

Committee Response:

Approved by committee on 05-08-2009

Criteria and Justifications Submitted:

- *Develop students' ability to respond subjectively as well as objectively to experience*
The issues and experiences in African American history call for students to wrestle with issues ranging far beyond simply the recognition and recall of factual information, asking them to wrestle with elemental questions from the nature and formation of identity to the meaning of freedom and equality.
- *Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination*
This course asks students to read seminal autobiographies so that they read the words and feel the unfiltered experiences. They read as well great works of literature from Phillis Wheatley to Maya Angelou. And, they engage musical forms from spirituals to jazz to hip-hop, and the other arts from painting to sculpture.
- *Increase awareness and appreciation in the tradition humanistic disciplines such as art, dance, drama, literature, and music.*
The African American experience is bound with the creative arts, something that indeed informs and defines the entire American experience.
- *Examine the interrelationship between the creative arts, the humanities, and self*
Of critical importance is how African Americans adapt/ed, use/d, and create/d art, religion, literature, and other forms of human expression to resist slavery and oppression, and to define one's own identity. This shapes and defines the course, from the readings selected, to the topics covered, to the images viewed and music heard in class.
- *Include an exposure to world cultures*
Central to the course is understanding the African origins of African American culture. So is asking students to examine enduring transatlantic connections, and links between African Americans and Africa today.
- *Expose students to other cultures by addressing issues, "ways of knowing" and perspectives from at least two cultures. Must address contemporary issues. A culture is broadly defined to include aspected of ethnicity, class, gender, ability/disability, and community.*
From different ways to view slavery and the slave experience to the contemporary engagement with Afrocentrism, from African cultures in the past to 20th-century Pan-Africanism, African Americans and their history helps students address multiple perspectives and ways of knowing, both historically and in the contemporary world.

Approval Sheet

Course: HIST 351

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

Program Chair		
	Signature	Date
Program Chair		
	Signature	Date
Program Chair		
	Signature	Date
General Education Chair		
	Signature	Date
Center for Intl Affairs Director		
	Signature	Date
Center for Integrative Studies Director		
	Signature	Date
Center for Multicultural Engagement Director		
	Signature	Date
Center for Civic Engagement and Service Learning Director		
	Signature	Date
Curriculum Chair		
	Signature	Date
Dean of Faculty		
	Signature	Date