## change of COURSE PROPOSAL FORM

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| --- | --- |
| Academic area: | School of Arts, Humanities, and Social Sciences |
| PROGRAM: | ASSOCIATE IN ARTS |
| PROPOSEd by: | Dr. Brian Page |
| PRESENTER: | Dr. Brian Page |
| SUBMISSION DATE: | 2/7/2014 |
| CURRENT COURSE PREFIX, NUMBER AND TITLE: | **AMH 2091 African American History** |

### SECTION I

|  |  |
| --- | --- |
| TYPE(S) OF COURSE CHANGE: | TYPE PROPOSED CHANGE HERE FOR EACH ITEM CHECKED: |
|  | lecture/lab course must have “c” / lab course must have “l” |
|  | type new COURSE TITLE HERE |
|  | ENTER NEW SCHOOL, DIVISION, OR DEPARTMENT |
|  | LIST ALL PREREQUISITES IN SEQUENTIAL ORDER and include the minimum grade for each |
| **DO YOU ANTICIPATE THAT STUDENTS WILL BE TAKING ANY OF THE PREREQUISITES LISTED FOR THIS COURSE IN DIFFERENT PARTS OF THE SAME TERM?** | -- NA -- |
|  | LIST ALL COREQUISITES IN SEQUENTIAL ORDER |
| **IS ANY COREQUISITE LISTED ON THIS COURSE LISTED AS A COREQUISITE ON ITS PAIRED COURSE?**  eXAMPLE: CHM 2032 IS A COREQUISITE FOR CHM 2032L AND CHM 2032L IS A COREQUISITE FOR CHM 2032. | -- NA -- |
|  | Click here to ENTER THE NUMBER of CREDITS OR cLOCK HOURS |
|  | SELECT A CREDIT TYPE |
|  | Click here to enter CONTACT HOURS |
|  | SELECT GRADE MODE |
|  | |
| This course is a survey of the African-American experience from its African origins to the twenty-first century. Emphasis will be placed on African-American social, cultural, and political developments and the role African American men and women played in the struggle for freedom, identity, and civil rights in United States history and the African Diaspora. | |
|  | |
| * Africa and the Making of the African Diaspora * Origins and Expansion of Slavery in North America and the Atlantic World * Early African American Cultural and Community Formation in Slavery and Freedom * The Struggle for Freedom from the American Revolution to the Civil War * African American Political, Social, and Cultural Developments in the post-Civil War Era * African American Strategies of Resistance from Reconstruction to the Great Migration * The “New Negro” and the struggle for freedom and democracy in the Great Depression and World War II * The Cold War and the Civil Rights Movement after World War II * Black Power and New Directions in the 1960s and 1970s * Political, Cultural, and Economic Change and Transformation in the Late Twentieth Century | |

**** YES

If yes, list below (for information purposes only). TYPE IN ALL OF THE LEARNING OUTCOMES, ASSESSMENTS, AND GENeral EDucation COMPETENCIES AS THEY SHOULD BE DISPLAYED IN THE SYLLABUS

|  |  |  |
| --- | --- | --- |
| LEARNING OUTCOMES | ASSESSMENTS | GENERAL EDUCATION COMPETENCIES |
| Students will analyze historical evidence, primary sources, and generate arguments and conclusions about major problems and debates in African-American history. | Students will be grade on out of class writing assignments, oral presentations, or group projects using either course materials, academic, or online resources. | CT, TIM, COM, GSR |
| Students will examine the early history of African society and analyze the social and cultural changes that accompanied the creation of the African Diaspora. | Students will be graded on quizzes, exams, essay questions, or oral presentations. | CT, COM |
| Students will demonstrate knowledge of the Slave Trade and understanding of the origins and development of slavery in North America and the Atlantic World. | Students will be graded on quizzes, exams, essay questions, or oral presentations. | CT, COM |
| Students will analyze African- American cultural and community formation in early America and the strategies utilized in the struggle for freedom from the American Revolution to the Civil War. | Students will be grade on quizzes, exams, essay questions, or oral presentations. | CT, COM |
| Students will demonstrate knowledge of Africa-American social, political, economic developments after the Civil War and analyze the different strategies utilized in the struggle for civil rights up to the Great Migration. | Students will be graded on quizzes, exams, essay questions, or oral presentations. | CT, COM |
| Students will analyze African-American social, cultural, and political transformations between World War I and World War II. | Students will be grade on quizzes, exams, essay questions, or oral presentations. | CT, COM |
| Students will demonstrate knowledge of the origins of the civil rights movement and analyze its evolution in the Cold War era. | Students will be graded on quizzes, exams, essay questions, or oral presentations. | CT, COM |
| Students will describe the origins of the Black Power Movement and new directions in the struggle for civil rights and identity from the 1960s to the twenty-first century. | Students will be graded on quizzes, exams, essay questions, or oral presentations. | CT, COM, GSR |
| Student s will be able to identify and analyze the historical context of current issues and challenges in the ongoing struggle for freedom, civil rights, and democracy in the twenty-first century. | Students will be graded on an out of class writing assignment, oral history assignment, or group projects. | CT, TIM, COM, GSR |

### SECTION II (must complete each item below)

|  |  |
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| If you intend to restrict student registration based on the students’ major(s), enter all applicable major restriction codes: | n/A |
| Is this an “International or Diversity Focus” course? | YES |
| Is this a General Education course? | YES |
| Is this a Writing Intensive course? | NO |
| Is this an Honors Course? | NO |
| Is this a Repeatable Course?\*  (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3-credit hour course, can be repeated 1 time and a student can earn a maximum of 6 credits.)  \*not the same as Multiple Attempts or Grade Forgiveness  If “Yes”, what is the maximum number of credits a student can earn for this course? If “No”, enter NA. | NO  TYPE NUMBER HERE |
| Will these changes have an impact on other courses, programs, departments, or budgets? | -- NA -- |
| If “Yes”, please explain or submit comments below, if no enter NA | |
| CLICK HERE TO ENTER TEXT | |
| If “Yes”, have you discussed this proposal with anyone (from other departments, programs, or other institutions) regarding the impact? Were any agreements made? | |
| CLICK HERE TO ENTER TEXT | |

### SECTION III (MUST COMPLETE EACH ITEM BELOW)

**PROVIDE JUSTIFICATION FOR EACH CHANGE ON THIS PROPOSED CURRICULUM ACTION (OTHER EXPLANATORY INFORMATION):**

The course desription and Learning OUtcomes are being changed in order to align the syllabus for AMH 2091 with Current offerings in history. These changes also reflect developments in the discipline and are designed to better assess student knowledge of the subject matter. in addition the proposal request Amh 2091 be added to the general education requirements for part b in the social sciences in order to better serve the needs of edision state college students and the mission of the college.

**nOTE:** Changes for the Fall 2014 Term must be submitted by the January 2014 deadline and approved no later than the February 2014 Curriculum Committee meeting prior to the start of the next academic year. Changes during mid-school year are NOT permitted. Extreme circumstances will require approval from the appropriate dean as well as the Vice President, Academic Affairs to begin in either the spring or summer term.

**TERM IN WHICH PROPOSED ACTION WILL TAKE PLACE:**

FALL 2014

TYPE IN TERM IF “EXCEPTION” AND OBTAIN BOTH SIGNATURES BELOW OR TYPE “NA”

**oRDER OF APPROVAL FOR EXCEPTIONS IS AS FOLLOWS:**

SIGNATURE #1 NEEDED FOR EFFECTIVE TERM EXCEPTION:

dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SIGNATURE #2 NEEDED FOR EFFECTIVE TERM EXCEPTION:

VICE PRESIDENT, ACADEMIC AFFAIRS \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**FACULTY ENDORSEMENTS:**PLEASE SEPARATE FACULTY MEMBERS WITH A COMMA



**DEPARTMENT CHAIR / PROGRAM COORDINATOR ENDORSEMENT:**

 2/6/2014

**DEAN ENDORSEMENT:**

 2/10/2014

**DEANS’ COUNCIL Representative:**

 3/17/2014

**FOR CURRICULUM COMMITTEE MEETING DATE: March 28, 2014**

Completed curriculum proposals must be uploaded to Dropbox by the deadline. Please refer to the *Curriculum Committee Critical Dates for Submission of Proposals* document available in the document manager in the MyEdisonState Portal:

* Document Manager
* VP Academic Affairs
* Curriculum Process Documents