

HIST 176A: AFRICAN CULTURAL HERITAGE IN THE AMERICAS

In Workflow

1. HIST Committee Chair (schneider@csus.edu)
2. HIST Chair (jkwilson@csus.edu)
3. ALS College Committee Chair (abuckman@csus.edu)
4. ALS Dean (rfisher@csus.edu)
5. Academic Services (catalog@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcommittee Chair (angela.leslie@csus.edu)
8. Dean of Undergraduate (james.german@csus.edu; celena.showers@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (torsetj@csus.edu)
11. Registrar's Office (w lindsey@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Fri, 08 Oct 2021 17:44:23 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
2. Mon, 11 Oct 2021 20:38:28 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
3. Wed, 20 Oct 2021 21:59:53 GMT
Alyson Buckman (abuckman): Rollback to Initiator
4. Fri, 22 Oct 2021 17:51:20 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
5. Fri, 22 Oct 2021 18:09:29 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
6. Fri, 22 Oct 2021 20:52:02 GMT
Alyson Buckman (abuckman): Approved for ALS College Committee Chair
7. Sun, 24 Oct 2021 21:36:36 GMT
Robin Fisher (rfisher): Approved for ALS Dean

Date Submitted: Thu, 21 Oct 2021 12:46:11 GMT

Viewing: HIST 176A : African Cultural Heritage in the Americas

Formerly known as: HIST 176

Last edit: Thu, 21 Oct 2021 12:46:09 GMT

Changes proposed by: Tony Bly (223005224)

Contact(s):

| Name (First Last) | Email | Phone 999-999-9999 |
|-------------------|----------------------|--------------------|
| Antonio T. Bly | antonio.bly@csus.edu | (916) 278-6340 |

Catalog Title:

African Cultural Heritage in the Americas

Class Schedule Title:

Afri Cultrl Hertg In Amer

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

History

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2022 (2022/2023 Catalog)

Subject Area: (prefix)

HIST - History

Catalog Number: (course number)

176A

Course ID: (For administrative use only.)

138666

Units:

3

Is the primary purpose of this change to update the term typically offered or the enforcement of requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

HIST176A expands the College's ability to engage students in the study of the humanities and foster conversations regarding race in the United States and in the Diaspora.

Note: the proposed change to the catalog number anticipates forthcoming proposal for HIST176B which focuses on race and religion in the United States and in the Atlantic world.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Focuses on the legacies of African cultural and social systems among the diasporic Africans in the Americas in the 19th and 20th centuries. Primary focus is on the U.S., but also examines African retentions in Jamaica, Haiti, Cuba, and South America.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."

Students who successfully complete HIST 176A will be able to:

1. Identify & demonstrate an understanding of key people, terms, & concepts in the history of the African Diaspora.
2. Recognize & understand the major cultural concepts & philosophies regarding African & Afro-Atlantic cultural analysis.
3. Recognize, differentiate, and synthesize information by engaging in written and non-written discourse.
4. Illustrate communication skills by effectively interpreting information, employing appropriate writing strategies.
5. Demonstrate knowledge of the course's structure, organization, and expectations.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

- 1) Quiz. Evaluate students' understanding of the expectations of the course. Outcome 5.
- 2) Tests. Measure students' knowledge of assigned materials. Outcomes 1.
- 3) Class Notes. Assess students' comprehension of the assigned materials. Outcome 3-4.
- 4) Papers. Determine students' ability to synthesize assigned in writing. Outcome 3 and 4.
- 5) Discussion. Gauge students' understanding of the subject and the assigned materials. Outcomes 1, 2, and 3.

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals**Undergraduate Learning Goals:**

Knowledge of human cultures and the physical and natural world
Integrative learning

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

D. The Individual and Society

Race and Ethnicity in American Society (Note: Pertains to GE Areas C1, C2, and D only)

Which GE objective(s) does this course satisfy?

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.

Read, write, and understand relatively complex and sophisticated English prose.

Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

HIST176-01-BLY-SP2021 (Revised Copy).pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

No

General Education Details - Area D: The Individual and Society

Section 1.

Please provide a statement indicating the means and methods for evaluating the extent to which the objectives of Area D, the cultural diversity requirements, and writing requirements are met for all course sections.

Students will complete activities (i.e. tests and writing assignment 2) that reflect the assigned materials. These activities will satisfy Area D learning outcomes 1-4 by exposing students to materials that examines the complexities of Black life in the United States and in the Diaspora.

What steps will the department take to ensure that instructors comply with the category criteria (and who is responsible)? Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.

The department chair is responsible for ensuring instructors comply with the category criteria. The course will not be offered in multiple sections.

Section 2.

Indicate in written statements how the course meets the following criteria for Area D. Relate the statements directly to the course syllabus and outline. Be as succinct as possible.

Describes and evaluates ethical and social values in their historical and cultural context.

This course explore the long, complex, and on-going history of racism in the United States and in the Americas.

Explains and applies the principles and methods of academic disciplines to the study of social and individual behavior.

In addition to its examination of the African Diaspora in the Americas, this course introduces students to critical and historical thinking and methodology. In short, students will learn to think like historians.

Demonstrates an understanding of the role of human diversity in human society, for example, race, ethnicity, class, age, ability/disability, sexual identity, gender and gender expression.

Race, ethnicity, class, etc., etc., are central aspects of this class that explores the multifaceted history of the African Diaspora in the New World.

Explains and critically examines social dynamics and issues in their historical and cultural contexts.

This course consider the origins, development, and the evolution race and prejudice from multiple perspectives and the ways in which people of African descent have demonstrated resistance and achieved agency.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

HIST 176A will include assignments totaling roughly 2,500 words of formal, graded writing, divided into 5 assignments. These assignments are spread over the course of the semester, and students will often have feedback on the prior assignment before beginning the composition of the next. HIST 176A will also include assignments totaling roughly 2,500 words of informal, grade writing, divided into 5 assignments. These assignments are spread over the course of the semester, and students will often have feedback on the prior assignment before beginning the composition of the next.

Section 3.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

N/A

General Education Details - Race and Ethnicity in American Society

Note: Course must be approved for categories in Area C or D before it can be considered for Race and Ethnicity.

In addition to meeting criteria for an Area C or D category, course proposals must meet additional criteria. Indicate in a written statement how the course meets the following criteria for "Race and Ethnicity". Relate the statement to the course syllabus and outline. Be as succinct as possible.

Examines significant aspects of the culture, contribution and social experience of underrepresented ethnic/racial minority groups in the U.S. including but not limited to: Asian Americans; Black Americans; Mexican Americans and Native Americans.

This course examines the ways in which people of African descent have shaped the history and cultural development of food, music, dance, and art in the United States, Cuba, Brazil, and the Caribbean.

Focuses on more than one of the above groups, or course focuses on one group provided that it compares and contrasts experiences of the group with another group. Courses which focus on a single ethnic group and compares its sub groups are not acceptable.

Creolization is a central aspect of this course. Throughout the Americas, people of African descent reinvented themselves by adopting to the varied peoples, i.e. Europeans and Amerindians, they encountered.

Includes an analysis of concepts of ethnicity, ethnocentrism and racism and how these explain and shape the ethnic experience in the United States.

In its examination of the African Diaspora in the Americas, this class analyzes the impact and the consequences of ethnicity and racism in the United States and in the Diaspora.

Includes an examination of such factors as race, class, gender, age, sexual preference, and how these shape the ethnic experience in the United States. (Secondary Criteria)

In addition to its survey of the complex nature of the African American experience in the Atlantic world, this class examines the intersection of race, class, and gender.

Explores the role culture plays in shaping and sustaining ethnic groups. (Secondary Criteria)

In its investigation of African American life in the Americas, this class consider the role that the African culture played in forging new ethnic identities in the United States (i.e., colored, Black, etc., etc.) and in the Americas (i.e. Afro-Brazilians, Afro-Cubans, etc., etc.).

Reviewer Comments:

Torsa Ghosal (torsa.ghosal) (Wed, 20 Oct 2021 19:02:58 GMT): 1. If the course number is being changed, we need an explanation for that in the justification. 2. Learning outcomes—we suggest they contain a single verb, appropriate for the level of the course (consult Bloom's taxonomy), and a predicate that is broad rather than overly specific. Here is a link to useful documents developed by the committee, including Bloom's taxonomy: <https://www.csus.edu/college/arts-letters/internal/curriculum-resources.html>. For an upper division course we suggest using stronger verbs than 'identify' 'recognize'. We also suggest not repeating verbs in the ELOs. 3. No need to spell out learning outcomes again under assessment strategies. Just writing something like "Quiz-- ELO #1, #2" will do. 4. Course number to be updated in the syllabus 5. If class notes are listed under assessment strategies, please list them separately under the assignments in the syllabus with explanation for how they will be graded/assessed.

Torsa Ghosal (torsa.ghosal) (Wed, 20 Oct 2021 20:28:53 GMT): Also, please include all of the University Required statements and LINKS at the end of your syllabus per the new 2021 University Syllabus Policy and Arts & Letters Syllabus guidance. Please see links here: <https://www.csus.edu/college/arts-letters/internal/curriculum-resources.html>

Alyson Buckman (abuckman) (Wed, 20 Oct 2021 21:59:53 GMT): Rollback: Dear Tony, please see comments from Torsa Ghosal for revisions to be made to your proposal. Please note that these changes must be completed by your department by Thursday, 10/21, at 5pm in order to move forward from me to Robin Fisher through to the University Committee on Friday. Thank you for your proposal!

Key: 2668