

HIST 151C: SLAVERY AND THE CONSTITUTION

In Workflow

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Approval Path

1. 2025-10-07T18:55:24Z
Khal Schneider (schneider): Approved for HIST Committee Chair
2. 2025-10-07T19:31:32Z
Jeffrey Wilson (jkwilson): Approved for HIST Chair
3. 2025-11-05T19:54:23Z
Rebeccakah Mulholland (rebeccakah.mulholland): Rollback to Initiator
4. 2025-11-26T15:05:26Z
Khal Schneider (schneider): Approved for HIST Committee Chair
5. 2026-04-27T19:01:22Z
Jeffrey Wilson (jkwilson): Approved for HIST Chair
6. 2026-04-30T18:20:22Z
Rebeccakah Mulholland (rebeccakah.mulholland): Approved for ALS College Committee Chair
7. 2026-05-01T18:33:11Z
Gladys Francis (gladys.francis): Approved for ALS Dean

New Course Proposal

Date Submitted: 2025-11-25T23:22:52Z

Viewing: HIST 151C : Slavery and the Constitution

Last edit: 2026-08-28T20:55:11Z

Changes proposed by: Jeffrey Wilson (212375398)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:

Slavery and the Constitution

Class Schedule Title:

Slavery and the Constitution

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:

Spring 2027 (2026/2027 Catalog)

Subject Area: (prefix)

HIST - History

Catalog Number: (course number)

151C

Course ID: (For administrative use only.)

TBD

Units:

3

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing 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:

This course is part of a suite of courses designed as electives for the History BA Concentration in Law and Social Justice. It provides a window onto the coexistence of slavery and the emergence of the constitutional order in what became the United States. The exposure to this history will allow students to examine challenging questions and contradictions surrounding the emergency of political liberty in the United States.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

Examination of the role of slavery in the origins and development of the U.S. Constitution from its revolutionary origins to the post-Civil War Amendments.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged 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 and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Recognize the centrality of slavery in the nation's economic, social, political, legal, and constitutional development.	Reading responses, analytical paper 1, midterm, final
2	Describe the complex relationship between American revolutionary ideology and slavery.	Reading responses, analytical paper 1, midterm, final
3	Analyze the role of slavery in drafting, debating, and ratifying the U.S. Constitution.	Reading responses, analytical paper 2, midterm, final
4	Evaluate the 19th century abolitionist's debate on whether the Constitution was a "pro-slavery" or an "anti-slavery" document.	Reading responses, analytical paper 2, final
5	Identify the role of women, free Black communities, and enslaved persons in challenging both the institution of slavery and prevailing interpretations of the U.S. Constitution.	Reading responses, analytical paper 3, final
6	Examine the role of history in shaping Constitutional development and informing contemporary debates over Constitutional interpretation.	Reading responses, analytical paper 3, final

Attach a list of the required/recommended course readings and activities:

HIST 151C - Slavery and Constitution.docx

For whom is this course being developed?

Majors in the Dept

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:

Competence in the disciplines
Knowledge of human cultures and the physical and natural world
Intellectual and practical skills
Personal and social responsibility
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?

No

Reviewer Comments:

Rebekkah Mulholland (rebekkah.mulholland) (Wed, 05 Nov 2025 19:54:23 GMT): Rollback: Sample syllabus is missing a Title IX statement; Curriculum Subcommittee tends not to like repeated verbs in ELOs. Differentiate the assessment strategies among the ELOs. Right now, they're all the same.

Key: 15466