

COURSE APPROVAL/CHANGE DOCUMENT

(See back of form for instructions)

1. ADDITION ___ REVISION ___ TERMINATION ___

2. IF REVISION: denote changes (i.e. Title only; Title, CIP and Description; etc.):

3. COURSE NUMBER ___

4. COURSE TITLE _____

5. IF REVISION: Previous Course No. _____ Previous Title _____

6. FOR ADDITIONS AND REVISIONS -
FIRST TERM/YEAR TO BE OFFERED:

Fall___ Spring___ Summer___ Term_____

7. FOR TERMINATIONS ONLY -
LAST TERM/YEAR TO BE OFFERED:

Fall___ Spring___ Summer___ Term_____

8. COLLEGE:

9. DEPARTMENT NAME:

10. CIP CODE (Classification of Instructional Program / US Bureau of Labor Statistics): _____

11. FIXED CREDIT HOURS: YES___ NO___

___ Total Credit Hours

___ Lec Contact Hours

___ Lab Contact Hours

___ Other Contact Hours

12. VARIABLE CREDIT HOURS: YES___ NO___

___ Min Total Credit Hours ___ Max Total Credit Hours

___ Min Lec Contact Hours ___ Max Lec Contact Hours

___ Min Lab Contact Hours ___ Max Lab Contact Hours

___ Min Other Contact Hours ___ Max Other Contact Hours

13. CAN THIS COURSE BE TAKEN FOR ADDITIONAL CREDIT: YES___ NO___ If YES, total number of times course can be taken _____

14. MAXIMUM ENROLLMENT ALLOWED FOR COURSE: _____ Justification of maximum enrollment:

15. CLASS SCHEDULE TYPE/ FACULTY WORKLOAD: Choose appropriate schedule type:

Faculty Workload: _____

Class schedule type justification:

16. COURSE LEVEL:

17. GRADE TYPE:

18. DEVELOPMENTAL COURSE: YES___ NO___

19. CROSS-LISTED COURSE:

YES___ WITH _____ NO___

20. SPECIAL COURSE FEE? (Must be Board approved)

YES___ Amount \$ _____ NO___

21. Required faculty qualifications to teach this course:

22. GENERAL EDUCATION COURSE: YES _____ NO _____

If yes, please select one general education category:

If yes, please select up to three general education learning goals that reflect the priorities for student learning in the course. Please rank these in priority order, i.e. 1,2,3 by inserting the numbers/rankings into the boxes:

- ___ General Education Learning Goal 1: Ethical Reasoning
- ___ General Education Learning Goal 2: Global Learning
- ___ General Education Learning Goal 3: Information Literacy
- ___ General Education Learning Goal 4: Written Communication
- ___ General Education Learning Goal 5: Oral Communication
- ___ General Education Learning Goal 6: Critical Thinking
- ___ General Education Learning Goal 7: Quantitative Literacy

If the proposed new or revised course is a General Education course, please provide a short rationale why this course should be considered as a general education course.

Attach the following:

- a) Class syllabus using the syllabus template.
- b) Memo from Library Dean assessing available and needed library resources and services.
- c) If applicable, memos from Department Chair(s) in affected department(s) stating support or that issues/conflicts are resolved.

COURSE APPROVAL SIGNATURES

Department Chairperson

Dean of Kent Library

College Council

Educator Preparation Committee

General Education Council

Graduate Council

To obtain the next signature, save the pdf to your desktop and then email the form as an attachment to the next individual for signing. When submitting the form, the **email must come from your Southeast email account.**

Registrar's Office Use Only

SCACRSE _____ Degree Audit _____ Bulletin _____ Degree Map _____ SHATATR _____

Instructions for Completing Course Approval/Change Document

1. Is the course an Addition, Revision or Termination?
2. If Revision: Please list changes being made to course such as title change; or title, CIP, and description change, etc.
3. Course Number: Two letters (choose discipline from drop down menu) and three numbers (i.e., EN 140). For course additions, ask for a list of available course numbers from the Registrar's Office.
4. Course Title: Full title of course.
5. If Revision: Indicate previous course number and/or title if change has been made. A new course number must be used if the revised course is not equivalent to the previous course offered.
6. For Additions and Revisions-First Semester/Year To Be Offered: Indicate first semester/year course is to be offered or when changes to the revised course will be put into place.
7. For Terminations Only-Last Semester/Year To Be Offered: Indicate last semester/year course is to be offered. For course terminations skip questions 10-22.
8. College Name: Choose the College Name from drop down menu. UI/IU courses belong to the Provost.
9. Department Name: Choose the Department Name from drop down menu. UI/IU courses belong to the Provost.
10. CIP Code: Enter six digit code number. Contact Institutional Research for information.
11. Fixed Credit Hours: Enter the total credit hours student will earn for course. Lecture, Lab, and/or Other Contact Hours should be completed as appropriate. Lecture contact hours should equal the student credit hours earned for the lecture component of the class. Lab contact hours will in most cases be entered as a 2 to 1 ratio (2 contact hours equals 1 student credit hour) for the lab component of the class. Other Contact hours will be entered for field experience courses, internships, practicums, etc.
12. Variable Credit Hours: If course is variable credit hour, indicate total minimum hours and total maximum hours for which credit can be received. Indicate minimum and maximum lecture, lab, and/or other contact hours as appropriate. See 10 for more detailed instructions.
13. Can This Course be Taken for Additional Credit: Indicate if students will be allowed to enroll in this course more than once for additional credit. NOTE: If the course allows for multiple repeats, it is outside the normal repeat procedure. If a student making a grade of 'D' or 'F' wants to repeat the course for a better grade, special handling is required.
14. Maximum enrollment allowed for course: Indicate the total number of students allowed to enroll in this course and the justification for that maximum.
15. Class Schedule Type/Faculty Workload: See Class Schedule Types sheet on Document Share for appropriate type of course and faculty workload.
16. Course Level: Choose appropriate course level from drop down menu. 500 level courses are mixed undergraduate/graduate.
17. Grade Type: Indicate if course is standard grade (A, B, C, etc.) or Credit/No Credit
18. Developmental Course: Indicate if course is to be offered for degree credit or developmental credit.
19. Cross-listed Course: List course that is cross-listed across disciplines (e.g., PY120/CF120)
20. Special Course Fee: Indicate course fee amount as approved by Board of Regents
21. Required faculty qualifications: What are the degrees, areas of specialty, and/or other characteristics of a faculty member that would qualify them to teach this course.
22. General Education Course: Choose NO, or the category in which the course falls and the general learning goals.

Class Syllabus Template

[Bracketed information is designed to assist in writing the syllabus. When the syllabus is finalized all brackets be deleted.]

(1) Course Number: US530

(2) Course Title: The African-American Experience

(3) Catalog Description: A survey of African-American history and culture from 1619 to the present

(4) Prerequisites: N/A

(5) Co-requisites: N/A

(6) Credit Hours: 3

(7) Semester: Fall 2020

(8) Class Meeting Time(s), location and format: online

(9) Instructor: Dr. Steven Hoffman

(10) Instructor Contact Information: shoffman@semo.edu, (O) 573-651-2808, 311T Carnahan Hall, office hours: MW 11-12, and M 1-2

(11) Concerns: Questions, comments or request regarding this course should be taken to the instructor. Unanswered questions or unresolved issues about this class can be directed to Dr. Toni Alexander, Chair, Department of History and Anthropology

(12) Course Learning Outcomes:

Undergraduate students will be able to:

1. Identify major events, figures, and themes of African American history from 1619 to the present.
2. Examine aspects of the lived experience of African Americans from 1619 to the present.
3. Prepare an African American art glossary project which connects works of art to significant topics in African American history.

Graduate students will be able to:

1. Discuss ways in which African Americans worked to resist oppression, obtain equality, and build and sustain community in the face of widespread and systematic oppression.
2. Assess a monograph on a significant aspect of the African-American experience in the United States.
3. Prepare a research paper on a significant aspect of the African-American experience in the United States.

(13) Course-specific Required Materials:

Required Textbook:

Nell Irvin Painter, *Creating Black Americans: African American History and Its Meanings, 1619 to the Present* (New York: Oxford University Press, 2007).

(14) Course Content:

US530 Assignment Schedule

August 24-30: read and understand syllabus, Introduction Forum, Read Preface and Chapter 1, Quiz 1, Forum Discussion: Africa and the African Slave Trade (3 hours)

August 31-Sept. 6: Read chapter 2, Quiz 2, Forum Discussion: African Slave Trade (3 hours)

September 7-September 13: Read chapter 3, Quiz 3, Forum Discussion: African Diaspora (3 hours)

September 14-20: Read chapter 4, Quiz 4, Forum Discussion: Underground Railroad, Book Review bibliographic information due (3 hours)

September 21-27: Read chapter 5, Quiz 5, Forum Discussions: Life under Slavery and Slavery in New York, African American Art project selections due (3 hours)

September 28-October 4: Read chapter 6, Quiz 6, Analytical Essay #1 due (3 hours)

October 5-11: Read chapter 7, Quiz 7, Forum Discussions: Exodusters and Buffalo Soldiers (3 hours)

October 12-18: Read chapter 8, Quiz 8, Forum Discussion: Jim Crow-Slavery by Another Name and Jim Crow-Lynching (3 hours)

October 19-25: Read chapter 9, Quiz 9, Forum Discussion: Great Migration (3 hours)

October 26-November 1: Read chapter 10, Quiz 10, Forum Discussion: 1939 Sharecroppers Strike, Book Review due (3 hours)

November 2-8: Read chapter 11, Quiz 11, Forum Discussion: African Americans in the World Wars, Analytical Essay #2 due (3 hours)

November 9-15: Read chapter 12, Quiz 12, Forum Discussion: Negroes with Guns (3 hours)

November 16-22: Read chapter 13, Quiz 13, Forum Discussions: Sit-ins and Freedom Rides. (3 hours)

November 23- December 6: Read chapter 14, Quiz 14, Forum Discussion: Black Panthers, Graduate Student Research Paper due (3 hours)

December 7-11: Read chapter 15 and Epilogue, Quiz 15 and Epilogue, Forum Discussions: Hip-Hop and American Beyond the Color Line, African American Art Scavenger Hunt, Analytical Essay #3, Extra Credit (3 hours)

(15) Grading Scale and Policies:

Assignments:

There will be *several different types of* assignments: "homework" assignments—reading the textbook chapters; quizzes—always based on the textbook reading (except for the one based on the African-American Art project); class discussions—watching one or more videos, responding to the prompts in the forum and commenting on the posts of your classmates; exams—writing analytical essays on the major units...using the material from the textbook and the videos/forums for your analysis; a major research project—on one or more works of an African-American arts; and a book review—on a book of your choosing... but you need to get the book approved by the instructor in advance. Graduate students will complete an additional research paper; you will need to get the topic approved by the instructor in advance.

There's a lot of reading and writing in this course. Remember, the only way I have to communicate with you in an online course is online, and that means in writing. Similarly, you have to write a lot in this class, because that's your only way of communicating with me.

Quizzes

There will be many short quizzes, including on each chapter as well as an assignment associated with the African American Art glossary project. NOTE: Quizzes are graded automatically at the time of submission.

Forums

Most topics will have one or two associated forum assignments which will entail watching one or more videos (or exploring a website) and responding to the prompts in the forum and commenting on the posts of others. NOTE: Forums are monitored regularly, but may not be formally graded until the end of the unit in which they are located.

Analytical Essay #1: Slavery

Drawing on the readings, forum discussions and other class assignments, write a 5-7 page essay that critically examines the African-American experience during the time of slavery, paying particular attention to explaining the lived experience of African Americans, both slave and free.

Analytical Essay #2: Jim Crow America

Drawing on the readings, forum discussions and other class assignments, write a 5-7 page essay that critically examines the experience of African Americans during the era of segregation, paying particular attention to the ways in which African Americans worked to resist oppression, obtain equality, and build and sustain community in the face of widespread and systematic oppression.

Analytical Essay # 3: Civil Rights Movement and Beyond

Drawing on the readings, forum discussions and other class assignments, write a 5-7 page essay that critically examines the Civil Rights Movement, paying particular attention to the ways in which ordinary African Americans worked to advance the cause of equality and civil rights during the era of the modern civil rights movement and beyond.

NOTE: Analytical essays will normally be graded within 48-72 hours of the date they close.

African American Art glossary project

Choose one or more works of art produced by an African American artist (see the list of artists in the back of the textbook for ideas) and write an essay that explains how the work (or works) reflects or comments on the African American Experience. Be sure to make explicit connections between the work(s) and significant topics in African American history, and cite the sources of your information. Your essay/entry should be 5 to 7 double spaced pages (approximately 1250-1750 words) and should include an image of each work discussed. NOTE: The African-American Art glossary project will be graded within 48-72 hours of the date it closes.

Book Review

Write a 2-3 page book review of a book on some aspect of the African-American experience. Your book review should include information about the author, perspectives gained from published book reviews (if available), and your own analysis of the book's strengths and weaknesses. You may choose any book you wish, but your choice must be approved in advance by the instructor.

NOTE: The book review should be graded within 48-72 hours of the date it closes.

Research Project (Graduate Students Only)

Option 1: Write a 12-15 page **library research** paper on some aspect of the African-American experience in the United States. Your research paper can rely entirely on secondary sources but should include both monographs and journal articles.

Option 2: Write a 7-10 page **original research** paper on the African American experience in Missouri, Illinois, Tennessee or Arkansas. Your research paper must incorporate primary source material, such as oral history, photographs, diaries, letters, court records, probate, newspaper accounts, etc., as well as secondary sources, such as books and articles from the library and interlibrary loan. You need to include copies of representative or significant primary source material in an appendix.

NOTE: The research project should be graded within one week of the date it closes.

Grade Percentages

<i>Undergraduate</i>	<i>Percentage</i>	<i>Graduate</i>	<i>percentage</i>
Quizzes	15%	Quizzes	10%
Forums	15%	Forums	10%
Analytical Essay #1	15%	Analytical Essay #1	15%
Analytical Essay #2	15%	Analytical Essay #2	15%
Analytical Essay #3	15%	Analytical Essay #3	15%
African American Art project	15%	African American Art project	10%
Book Review	10%	Book Review	10%
		Research Project	15%

Percentage Scale:

<i>Undergraduate</i>	<i>Graduate</i>
A 90-100 B 80-89 C 70-79 D 60-69 F <60	A 90-100 B 80-89 C 70-79 F <70 NOTE: Graduate students cannot receive a “D” grade.

Late Work:

Late work will normally not be accepted. Please pay attention to posted due dates and deadlines.

Special circumstances: If an unexpected situation comes up that will prevent you from turning in an assignment on time, you must contact me before the due date and let me know. I will consider extending time for assignments on a case-by-case basis.

In the event of truly extenuating circumstances (and at the sole discretion of the instructor), late work may be accepted for partial credit. Generally speaking, late quizzes, analytical papers, and the book review will be penalized 10-20%; the African-American Art glossary project 25%; and forums 50%.

(16) Final Exam Schedule: Final Exam due 11:59 pm, Tuesday, December 8, 2020, submitted through Moodle. Analytical Essay 3 will serve as the final exam in this class.

(17) **Email Response Policy**

I will try to respond to any email within 24 hours. On holidays and weekends, it may be a little longer, but it should never be longer than 48 hours. If you have not received a reply to an email within 48 hours, please resend it.

(18) **Academic Honesty** – Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

- Plagiarism means passing off someone else’s work as your own, whether it is intentional or unintentional.
- Cheating includes copying from another person or source of information to meet the requirements of a task.
- Contract cheating is paying someone else or a company to do your work.
- Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.
- Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct

<http://www.semo.edu/responsible/redhawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty <http://www.semo.edu/facultysenate/handbook/5d.html>

(19) **Accessibility** – Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations. Accommodations are implemented on a case by case basis. For more information, visit <http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.

(20) **Civility** – Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at: <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf

(21) **Mandatory Reporting** – I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

(22) **Student Success** – This course uses SupportNET, Southeast’s student success network, to improve communication between students, faculty and staff on campus. You’ll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you

succeed! You can access SupportNET through your portal, Moodle or directly at supportnet.semo.edu to see any academic alerts, ask for help and to access resources to support your success at Southeast.

*Definition of 'blended' to be added.