Foundational Component Area: American History

In the box below, describe how this course meets the Foundational Component Area description for American History. Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction of individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

HIST 300/AFST 300: Blacks in the United States, 1607-1877 addresses the foundational component area of American history by considering the experience of people of African descent in North America from the first transport of Africans in 1607 to the end of Reconstruction following the US Civil War. Through an analysis of significant events, individuals and issues it considers how individuals of African descent adjusted as individuals and collectively to the developing American society, their struggle against political oppression, the dynamic nature of their group life, the development of black institutions, the status of free blacks and the impact of the American Revolution, Civil War and Reconstruction on their social, political and economic roles in the United States and abroad.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

This course develops the core objective of critical thinking by asking students to interpret and connect lecture material; analyze, discuss and craft written arguments based on course readings; and evaluate visual images and maps. They will do so based on material that concerns, for example, how individuals of African descent adjusted as individuals and collectively to the developing American society, their struggle against political oppression and the impact of the American Revolution, Civil War and Reconstruction on their social, political and economic roles in the United States and abroad. Student learning will be evaluated through quizzes, discussion, mid-course essay exams, and a final essay exam.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

This course develops the core objective of communication by asking students to analyze and discuss lecture and reading material (including maps) and to craft written responses to questions about topics such as the dynamic nature of African American group life, the development of black institutions, and the status of free blacks in colonial America. Student learning will be evaluated through quizzes, discussion, mid-course essay exams, and a final essay exam.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

This course will address social responsibility by requiring students to identify (in lectures and reading materials) cultural differences between diverse populations, including those of European and African descent, who came into contact in North America from 1607 to 1877. Students will be asked to reflect on how those interactions influenced social and economic structures in colonial America, the early National period, the Civil War and Reconstruction and the United States's relationship with other slave-holding European empires. Student learning will be evaluated through discussion, quizzes, mid-course essay exams, and a final essay exam.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

This course will address personal responsibility by requiring students to recognize (in lectures and reading materials) and articulate (through quizzes and essay exams) how the decisions made by and about people of African descent influenced political structures and economic opportunities in the colonial, early national, Antebellum, Civil War and Reconstruction periods. In discussion, students will be asked to reflect on how they might apply the ethical decision making processes discussed in class to their own contemporary experiences. Student learning will be evaluated through discussion, quizzes, mid-course essay exams and a final essay exam.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.