

CURRICULUM CHANGE PROPOSAL

APPROVAL PAGE

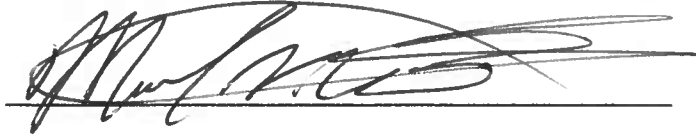
Proposal Title: Changes to description of AFST 2300

College: Liberal Arts

Department: AFRICAN AMERICAN STUDIES PROGRAM

DEPARTMENT CHAIR

I have read the enclosed proposal and approve this proposal on behalf of the department.



4-19-2021

Signature

Date

COLLEGE CURRICULUM COMMITTEE CHAIR

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Signature

Date

COLLEGE DEAN

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Signature

Date

From: [Ohearn, Denis A](#)
To: [Herman, Crystal](#)
Cc: [Rivera, Julie A](#)
Subject: Re: LACC May meeting
Date: Thursday, May 6, 2021 11:46:01 AM

Crystal, I approve these proposals.

Denis



Denis O'Hearn
Dean of Liberal Arts
Professor of Sociology

College of Liberal Arts
The University of Texas at El Paso
500 W. University Ave.
El Paso, TX 79968
Office: 915-747-7016
utep.edu

From: Herman, Crystal
Sent: Thursday, May 6, 2021 9:19 AM
To: Ohearn, Denis A
Cc: Rivera, Julie A
Subject: Fw: LACC May meeting

Denis,

All of the attached proposals were approved by the LACC yesterday.

If you approve, please respond to this email so that it may be used as your electronic signature.

Thanks.

Crystal G. Herman M.F.A.
Associate Dean, College of Liberal Arts
Liberal Arts Curriculum Committee Chair
Associate Professor, Costume Design
Department of Theatre & Dance
University of Texas at El Paso

Liberal Arts Office:
Liberal Arts Building room 347
(915) 747-5781

Theatre & Dance Office:

Fox Fine Arts Building Room 271

(915) 747-7853

From: Herman, Crystal

Sent: Friday, April 30, 2021 10:50 AM

To: Bench, Clayton; Cartwright, Brad J; Curry, Ted; Dasgupta, Deepanwita; Heckert, Carina; Heyman, Josiah M; Hiroi, Taeko; Leinberger, Charles F.; Nunez-Mchiri, Guillermina Gina; Ruggiero, Tom; Stratton, James A; Williams, Michael V; Padilla, Valeria; Griffin, David F.; Ortiz, Joseph M; Rolph, Yvonne Carranza; Aguirre, Arthur A; Cardenas, Nelson; Ramirez, Manuel; Blum, Anthony J; Potter, Sara A

Cc: Rivera, Julie A; Bixler-Marquez, Dennis; Villalobos, Jose De Jesus; Williams, Michael V; Francis, Wendy; Chacon Silva, Areli; Basu, Pratyusha

Subject: LACC May meeting

Hello All:

I hope that your semesters are wrapping up nicely. We have 6 proposals and 4 CEL approvals to consider at our upcoming meeting. Attached are the proposals, the agenda, and last month's minutes.

I hope to see you all at our next meeting on Wednesday, May 5th, at 12:30 pm.

Crystal Herman is inviting you to a scheduled Zoom meeting.

Topic: LACC

Time: May 5, 2021 12:30 PM Mountain Time (US and Canada)

Join Zoom Meeting

<https://utep-edu.zoom.us/j/81113388456?pwd=elo1cjJ3bGVYcy9RM3RtcUxyYVpaQT09>

Meeting ID: 811 1338 8456

Passcode: 30j3iWR3

One tap mobile

+13462487799,,81113388456#,,,,*41183014# US (Houston)

+12532158782,,81113388456#,,,,*41183014# US (Tacoma)

Dial by your location

+1 346 248 7799 US (Houston)

+1 253 215 8782 US (Tacoma)

+1 669 900 9128 US (San Jose)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

Meeting ID: 811 1338 8456

Passcode: 41183014

Find your local number: <https://utep-edu.zoom.us/j/kys3N8w4F>

Crystal G. Herman M.F.A.

Associate Dean, College of Liberal Arts

Liberal Arts Curriculum Committee Chair

Associate Professor, Costume Design

Department of Theatre & Dance

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UNDERGRADUATE CURRICULUM CHANGE MEMO

Date: April 20, 2021

From: Dr. Selfa A. Chew-Melendez, History, Associate Professor of Instruction

Through: Dr. Michael V. Williams, Director, African American Studies Program

Through: Dr. Denis A. O'Hearn, Dean, College of Liberal Arts

To: Dr. Crystal Herman, Chair, Undergraduate Curriculum Committee

Proposal Title: Changes to the description of AFST 2300 and its inclusion in the core curriculum

The proposed changes to the description of AFST 2300 reflect revisions and updates in the academic field.

AFST 2300 meets the following objectives required by the College of Liberal Arts for inclusion in the core curriculum: Critical thinking, communication skills, teamwork, personal responsibility and social responsibility. As such, if added to the core curriculum, AFST 2300 would provide students with additional opportunities to develop and practice these skills. It would also provide important means for students to engage difficult but pertinent issues and discussions, as well as opportunities to learn from and grapple with social justice issues relevant today.

COURSE CHANGE FORM

All fields below are required

College : Liberal Arts

Department : African American Studies Program

Rationale for changing the course:
Update the current descriptions to reflect revisions.

All fields below are required

Subject Prefix and number AFST 2300

Course Title Introduction to African American Studies

Change	From	To
Ex. Prerequisite	Ex. POLS 2310	Ex. POLS 2312
Description	Introduction to African American Studies (3-0) A historical survey of the African American Experience from its origins in African culture to the present. Major themes include the African heritage, the middle passage, slavery, segregation, second class citizenship, survival skills, gender politics, and their impact on the enduring black community.	Introduction to African American Studies (3-0) A historical survey of the African American Experience from its origins in Africa to the present. Major themes include African history and culture, philosophies, political and belief systems, the middle passage, enslavement, segregation, the fight against second class citizenship, survival skills, gender politics, and their impact on the Black community. These themes help construct an analysis of the African American experience and the historical and current relationship of African Americans to the larger regional, national and global society.

UTEP Core Curriculum Course Addition Proposal

AFST 2300 - Introduction to African American Studies

Contact

Name: Selfa A. Chew-Melendez
Department: History – African American Studies Program
Email: sachewsmithart@utep.edu
Phone: 915 747-7051

Alternate Point of Contact

Name: Michael V. Williams
Department: African American Studies Program
Email: mvwilliams@utep.edu
Phone 915 747 7822

Course Information

Course: Introduction to African American Studies
Credit hours: 3
Terms Offered: Spring, Summer, and Fall
TCCN: AFST 2300
Prerequisites: none

Course Description

Introduction to African American Studies (3-0). A historical survey of the African American Experience from its origins in Africa to the present. Major themes include African history and culture, philosophies, political and belief systems, the middle passage, enslavement, segregation, the fight against second class citizenship, survival skills, gender politics, and their impact on the Black community. These themes help construct an analysis of the African American experience and the historical and current relationship of African Americans to the larger regional, national and global society.

Foundational Component Area (Select one)

- Communication** (core curriculum objectives: CT, COM, TW, PR)
- Math** (core curriculum objectives: CT, COM, EQS)
- Life and Physical Sciences** (core curriculum objectives: CT, COM, EQS, TW)
- Language, Philosophy, and Culture** (core curriculum objectives: CT, COM, SR, PR)
- Creative Arts** (core curriculum objectives: CT, COM, TW, SR)
- American History** (core curriculum objectives: CT, COM, SR, PR)
- Government/Political Science** (core curriculum objectives: CT, COM, SR, PR)
- Social and Behavioral Sciences** (core curriculum objectives: CT, COM, EQS, SR)
- Component Area** (core curriculum objectives: CT, COM, at least one additional objective)

Core Curriculum Objectives

Explain how the course addresses each objective if applicable as determined by the section above. ***All courses must include critical thinking and communication skills.***

Critical Thinking Skills (CT) creative thinking; innovation; inquiry; and analysis, evaluation and synthesis of information.

AFST 2300 provides critical analyses of the social, cultural, and political development of African American communities within a global context. Student activities include engaging in guided research, media analysis, and the study and discussion of the theoretical body that addresses intersectional relations of power affecting communities of African descent in the United States. Assignments and student interactions are designed to engage critical thinking and heighten students' understanding of the importance of applying critical thought in every aspect of their lives.

Communication Skills (COM) effective development, interpretation, and expression of ideas through written, oral, and visual communication

AFST 2300 requires weekly participation in a class forum based on assigned films and articles. Students must deliver an oral presentation on a selected and approved topic utilizing a variety of media sources that bolster student-directed discussions. Students receive constant written feedback from their peers regarding their interpretation and expression of ideas within their posts, as well as evaluations of the strength and weaknesses of their presented arguments. In addition, students are encouraged to attend relevant extracurricular events. After attending an extracurricular program, students must submit a report describing the event, their own level of participation, and its importance toward their overall learning process. Students are also encouraged to participate in the Q&A session of the course by formulating questions and providing comments based on the material studied over the course of the semester. These requirements enhance students' communication skills and increase their confidence in presenting their ideas and arguments before a public audience.

Empirical and Quantitative Skills (EQS) manipulation and analysis of numerical data or observable facts resulting in informed conclusions

The required assignments often integrate numerical data and observable facts that require student analysis to support or counter the theories analyzed in the course, as well as students' presented arguments.

Teamwork (TW) ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Students must post their reports and reflections in two different forums before other students react to their texts. By engaging in such forums and group discussions, students develop a sense of collective

learning, with the understanding that exposure to other interpretations, perspectives, and information enriches their own learning process. Students have the opportunity to modify or expand their assignments thanks to the collaborative effort that takes place through weekly discussions. When in small discussion groups, students report their findings or conclusions to the rest of the class and obtain a team score.

The team presentation project involves students' team discussions, planning and implementing the various stages of research and the synthesis of information. Upon completion of the research process, students must design a PowerPoint presentation. An element of this team assignment is a learning activity in which the entire class participates. All members of the presenting team participate in the designing of the learning activity, setting its objectives and devising appropriate assessment methods to identify areas that require clarification.

Personal Responsibility (PR) ability to connect choices, actions, and consequences to ethical decision-making.

Assigned readings emphasize personal responsibility through the study of significant biographies, events, and processes affecting African American communities. These carefully selected works model ethical decision-making and serve as vehicles students use to reflect on moral dilemmas and the impact of personal responsibility on the greater social good. Although they develop a sense of collective learning through group discussions, their posts require individual research, analysis and persuasive writing. The students in this course must submit individual assignments, quizzes, a final exam, and self-evaluations. The readings and assignments help heighten students' understanding of individuals' commitment to personal responsibility and thus their own need to take personal responsibility to make ethical decisions.

Social Responsibility (SR) intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

The analysis of the history of African American communities; the recognition of the intellectual, economic and cultural contributions members of the African Diaspora have provided the world; and the study of various methods of resistance, organization, and creative solutions to social justice problems are all elements of this course that foster civic responsibility and intercultural competence. Activities and assigned readings promote reflection on multiple examples of interethnic collaboration in diverse contexts and social justice projects. By critically analyzing the intersectional relations of power that have impacted African Americans' access to sociopolitical, civil and human rights, and resources and representation, students develop a complex understanding of a highly heterogeneous population and their own responsibility in correcting structural inequities. The sociopolitical and sociocultural analyses provided in this course, enhance students understanding of social responsibility and their own individual and social obligations to engage society whenever injustice is present.

Course Assessment Plan

Provide examples of the major assignments referenced for each category below

Critical Thinking

The student-led discussion forum takes place through the Packback questions platform and requires textual and media analysis. To complete this type of assignment, students must formulate a weekly question for the class and respond to two other participants in the forum. As a starting point, students are encouraged to apply a course concept to a real-world issue, to analyze a piece of media using course concepts, or take a concept from another course and compare it to concepts they are learning in this class. Applying, analyzing and evaluating levels of engagement, are promoted through this forum. The application of these skills engages and enhances students' creative stages where they propose solutions to the social problems they identified in their questions and responses. Students must add a description to their question, explaining and contextualizing it. Their score increases through proper citation of sources, adequate use of data, and the effective integration of audiovisual material. Responses to their peers require each student to research primary and secondary sources, and to select and synthesize appropriate evidence that either supports or refutes their argument.

Other assignments requiring the application of logic and reasoning are carefully crafted Blackboard discussion questions; in-class team discussions; quizzes; student-led activities that accompany team presentations; reports on extracurricular activities; and the final exam.

Communication Skills

The Packback platform allows students to practice their communication skills; they receive immediate feedback when writing their questions and answers. Scores are based on depth, credibility and presentation of their questions and responses. A text editor assists them instantly, marking grammar mistakes, and suggesting the integration of data, the citation of sources, or clarification when needed. Students must effectively communicate with each other to earn a passing score.

Participation in Blackboard discussions is evaluated according to the quality of the texts submitted, including grammar, argument, and supportive materials.

Their team presentation, and the planning and execution of a learning activity, offer opportunities to communicate with their peers in the process of researching and designing their presentation. In addition, students practice professional oral skills when presenting their topics to the class, selecting appropriate terms to describe the social and cultural processes they studied, and formulating instructions to their peers to complete the pedagogic activity they prepared for the entire group. In-class discussions open spaces for students to practice their communication skills. Evaluations of these activities include rubrics that assess appropriate and effective communication. The Packback platform, Blackboard discussions, team planning meetings and oral presentations all increase students verbal and written communication skills and increases comfortability with presenting their ideas in a public setting.

Teamwork

A team research and presentation project is a prime example of effective and engaged teamwork. As previously described, the class is divided into teams. Students must hold meetings with their team members to select a topic, conduct the necessary research, and analyze and synthesize the gathered information in order to complete this multi-stage project. In addition, each team organizes and holds a small-group learning discussion and activity to assess the degree of engagement of the class, and review areas that require clarification. Students also participate in weekly small-group discussions and a quiz that requires full team participation to solve. Each exercise is designed to develop team building, group cooperation and sustainability skills which will benefit them throughout their lifetime.

Personal Responsibility

Students are held accountable by their peers, class and professor regarding all collaborative learning assignments. They receive feedback from their classmates and instructor assessing the quality of their homework and contributions to our intellectual growth. Each student receives an individual score in the following areas: individual quizzes, event reports, Packback question assignments, Blackboard discussion posts, and final exam. Students understand how important accountability is for them as individuals but also from a group perspective. Assignments are designed to foster personal responsibility and to increase students' sense of their value and thus their responsibility to themselves and others.

Social Responsibility

The importance of social responsibility is present throughout the curriculum and assignments reflect its significance. The team research and presentation project is a prime example of an assignment designed to assess social responsibility skills. This assignment requires students to evaluate some of the social, political, communal and civic objectives that African American communities fought to achieve, as well as the needs and aspirations of other sectors making up their social environment at the local, regional, national and global level. The assignment evaluates the application of the knowledge acquired to implement a lesson plan that grabs and holds the attention of the targeted audience through engaging learning activities. Such activities promote the adjustment of attitudes and beliefs to the realities of a multicultural and diverse society. This project, as well as the self-assessment and team evaluation forms, require students to conduct meta-cognitive exercises that reflect on their interaction with other cultures/communities in terms of civic engagement and their development of a sense of commitment to community service and leadership. Social responsibility is critical to understanding African Americans' challenges to inequality and students receive important lessons that enhance their understanding of social movements and their own empowerment to speak out on social issues that concern them.

INTRODUCTION TO AFRICAN AMERICAN HISTORY AND STUDIES
AFST 2300

Instructor: Selfa A. Chew, PhD.
E-mail: sachewsmithart@utep.edu
Session: Spring 2019
Class: M and W 3:00 – 4:20 PM
Office Hours: M and W 8:45 - 10:15 AM, or by appointment.
Office: LART 333
Phone #: 747-7051

Syllabus

This course is an introduction to African American Studies focusing on the history, literature, arts, and material culture of people of African descent in the United States. Textbooks, articles, and films help us to understand the role that African American men and women have played in the history of the United States. Our analysis will center on the political, cultural, social, and economic strategies developed to challenge social relations of power affecting Black individuals. Activities are carefully selected to examine persisting inequalities affecting African Americans as well as accomplishments in the struggle for equality. Major themes include African culture, philosophies, political and belief systems, the middle passage, enslavement, segregation, the fight against second class citizenship, survival skills, gender politics, and their impact on the black community. These themes help construct an analysis of the African American experience and the historical and current relationship of African Americans to the larger regional, national and global society.

Objectives are:

- To **critically** analyze the social, cultural, and political development of African American communities in a global context.
- To identify the contributions of individual African Americans and communities to the history, economy, and culture of the United States.
- To assess the importance of Black feminists in the construction of notions of human and civil rights and intersectional systems of oppression.
- To recognize diversity in experiences derived from gender, race, and economic class differences.
- To read historical texts and documents in order to use them as sources for clear, accurate, and informed discussion (in class and in your written reports);
- To learn, in a cooperative environment, about the *relationship* and *significance* of historical persons, events, ideas, and concepts.
- To reflect on strategies to become effective educators.

At the end of this course I would like my students to be able to:

- Think critically about the social, cultural, and political development of African American communities.

- Recognize the contributions of the African American community to the economy, culture, and history of the United States.
- Understand that “race” and “gender” are social constructs.
- Understand that racism is a real social structure that determines the quality of life of residents of the United States, intersecting with other relations of power, such as gender.
- Evaluate past events and social processes as factors that shape our present.
- Develop strategies to improve independent study and academic writing skills.
- Become familiar with social science terminology.
- Determine social and individual responsibilities in the democratization of society.

Timely Submission of assignments and participation in group discussions via Blackboard are compulsory to pass this course. Late submission of homework will result in a deduction of 10% of the grade per day.

Students are responsible for all information provided in their textbooks, lectures, audio recordings and documentaries. Students would be well advised to read several topics in advance of lectures and discussions. The primary textbooks for the course are:

Creating Black Americans: African American History And Its Meaning, 1619 to the Present, by Nell Irvin Painter. Oxford University Press, 2006. (CBA) 978-0195137569

and

Liberating Minds Liberating Society: Black Women in the Development of American Culture and Society. Edited by Lopez D. Matthews, Jr. and Kenvi C. Phillips. CreateSpace Independent Publishing Platform, 2014. (LMLS)

In addition to the two books assigned, other texts will be provided through our UTEP virtual data base and other media. The reading assignments are by no means exhaustive; they will, however, provide clues to more detailed treatments of the great majority of issues and questions to be raised in the introductory course in African American Studies and History.

Our study of African American history and cultures necessitates an interdisciplinary approach, drawing on paradigms and critical theories, and understanding the humanizing nature of learning about and eradicating racism and other “isms” damaging to people.

Note also that films and sections of videos will be used to heighten our appreciation of historical eras and issues. As new material is emerging, our list of this type of resources may change.

Grade distribution

Blackboard discussions board	20%
Packback questions	20%
Team presentation and learning activity	15%
Quizzes	10%
In-class participation	10%

AFST event (attendance and report)	5%
Course evaluations	5%
Final exam	15%

90 – 100% = A 80 – 89% = B 70 – 79% = C 60 – 69% = D 59% and below = F

Assignments are designed to support your learning process in this class. When you do not submit your homework, your level of informed participation in the class is not the optimal. Missing more than five assignments, including journal entries and Packback submissions, will result in a failing grade or a withdrawal from the class. Every assignment must be proofread and processed through the Microsoft Word Spelling and Grammar Review System or any other application of your choice to ensure a college-level participation and opportunities to practice your professional skills.

I will manage our course through Blackboard but a section of your homework will be submitted through our second platform, Packback. You can find your grades, post messages, form discussion groups and be reminded of assignments and events through our Blackboard platform. When your score is not perfect, make sure you read the feedback provided by your instructor in the field titled “my grades.” If the same errors are repeatedly submitted, the rubrics applied to your work will be adjusted to address the areas in need of improvement. I will be working on a one-to-one basis with you mainly through our Blackboard platform. I develop a personal relationship with each of my students through different channels, and always in their own terms. Your intellectual growth is in your hands, take full advantage of my willingness to assist your educational objectives: reply to my comments, improve your homework according to my feedback, and meet with me during my office hours if you need face-to-face instructions.

Blackboard discussions board. Participation in our Blackboard forums is required. Read the instructions and prompt for each discussion before posting your reflection. You must submit your first response before having access to the discussion. Your first post must indicate the sources of the information that supports your answer(s) and perspective. Students majoring in History must cite their sources following the Chicago/Turabian format, in footnotes. Students majoring in other disciplines may use any format, as long as the pages (or minutes in video) of the source is included along with other publication information. After posting your response to the prompts provided in at least 350 words, students will reply to two other posts in at least 200 words. Although detailed responses are encouraged and will yield higher quality responses, the 350 words minimum required for the first posting is a total that covers all prompts. Respond to posts with 0 – 2 answers to achieve an even distribution of the discussion posts. Students must submit their original text before reading their peers’ assignments. Opening the forum before posting your first entry will result in the cancellation of your grade.

Among the objectives of this type of assignment are practicing your argumentative reasoning skills, polishing your academic language, and sharing your knowledge with your peers. “Good point” or “I agree” type answers will not earn points. All answers, including your peer replies, must be text-based and address the connections with other areas of the course or texts while examining in depth how your classmates confirm, challenge, or complicate your own argument or interpretation of the texts assigned. If your score is less than perfect, read the feedback provided so you can improve your assignments and grades. I may invite you to resubmit your corrected text so you can raise your score. Follow our discussions protocols: they are basic requests to respect all opinions, use academic language, and keep in mind that ours is a scholarly forum, distinct from Facebook, Twitter and other media in scope and purpose. Late postings, when authorized, carry a 10% deduction per day, registered at the end of the course.

Quizzes. Students will complete weekly quizzes through Blackboard by Friday, midnight. Team and individual quizzes will also be completed during our class time.

AFST event attendance and report. Students will attend an event organized or sponsored by the African American Studies program and submit a report describing the event and the historical/cultural importance of its celebration.

Extra-curricular events: When our class meets outside of our regular classroom to attend a lecture by a guest speaker, students will submit a question for our guest speaker during the period assigned for this activity, orally or in writing. In addition, students will submit a report describing the event, how it contributed to our intellectual growth, and other relevant responses to the event.

Presentations: Students will work with their assigned teams to research a topic and present the results of their research to the class. Every member of the team must be familiar with the entire content of the presentation and able to answer questions during the Q and A session. Reading information from the slides is not an acceptable practice. Each slide must contain *power points* with minimal text, and they should integrate images (when appropriate). In addition to the presentation of the topic, which should take from 10 – 15 minutes, your team will prepare a learning activity related to your research project and presentation lasting about 10 minutes. A questionnaire is not an acceptable activity if it is not part of other dynamics that move students to appreciate the importance of your topic and research, demonstrating that they have a deep understanding of the material your team presented to them. Your PPT files must be free of grammatical errors, and the text must be original (not just a copy-and-paste paragraph). Citation of sources (primary and secondary) must be provided in a separate slide and in your lesson plan. Secondary sources must be academic, considered reliable by your professor (not Wikipedia, ask.com, bio.com). Please, consult with your professor if you find information on the internet that is important when no other academic source validates the data. A meeting with your professor will take place to plan your presentation. Self-assessment and team evaluation forms will be submitted immediately after your presentation.

When designing your PPT, list main ideas in very few words that can be read from the last row of the classroom. Videos should not exceed two minutes if incorporated into your presentation. It is the presenters’ responsibility to make sure they complete this assignment as scheduled. If postponed, due to changes in our syllabus, students will present during the following session, with the other team scheduled for that session. All teams must present before the final exam date and must stay in contact with their professor to ensure they have a spot in our class sessions. .

Final exam. Your final exam will take place during the time designated in our official calendar.

Participation in class discussions must generate respectful conversations. Avoid replying directly to other students and wait until all other students speak to take your turn, even if the conversation takes a different direction. Conversations will always be unfinished, hopefully, as our aim is to generate permanent reflection on the topics at hand and to reflect as we are learning through our readings, lectures, and documentaries. Academic terminology to describe communities must be practiced. When in doubt about a term, consult with your professor. We may disagree with other person's opinion but the objective is to ponder other perspectives. Participation points will not be accrued when students are absent or when exhibiting a disrespectful demeanor.

Course evaluations. Our university administration will send you a message to request your course evaluation. Submit it using the link provided in the message. Once completed, you will receive another message stating that you have completed the evaluation. Copy that statement and upload it through Blackboard to receive the points assigned to this activity. Course evaluations are seriously considered by our administration. Other evaluations, including self and team assessments will be submitted and their completion will also count towards your final grade.

Each absence will result in a deduction of 10 points from the student's final grade, with the exception of the first absence. Lateness, leaving the classroom for more than 5 minutes, and leaving a class session before its conclusion will cause a loss of 2.5 – 5 points from the final grade per instance after the first event. It is particularly important to attend our special guest lectures punctually. When excused absences are excessive or limit the ability of the student to submit homework or demonstrate mastering the content of our texts and lectures, students will be dropped from the course or will receive a failing grade. Three or more unexcused absences can result in the student receiving a failing grade for the course.

It is important that you understand the reasons why you receive the grade you do. Assignments are assessed according to rubrics. You can find the rubrics by clicking on the appropriate assignment link in Blackboard and choosing to "View Rubric" from the button beneath the Points Possible for the assignment. I encourage students to discuss graded papers, quizzes or exams with me, but such conversation can only take place 24-hours after students receive their scores.

Packback Questions

Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback Requirements:

Your participation on Packback will count toward **20%** of your overall course grade.

There will be a Friday 11:59 PM MST (**midnight**) deadline to complete your weekly submission – one question and two answers. Submit your question on Wednesday so your peers can respond by Friday. In order to receive your points you should submit the following per each deadline period:

- **One** open-ended **question** specifically addressing the content assigned in your syllabus with a minimum Curiosity Score of 75, each worth 4 points of each assignment grade.

- **Two responses** per week with a minimum Curiosity Score of 75, each worth 3 pts of each assignment grade. Every response should address a different question. You are welcome to submit more than two responses if you are interested in other prompts. Invest the same attention to detail and argumentation skills you devote to your question.
- Your professor may override your grade if our Packback TA does not evaluate your questions and answers according to our course requirements.
- Your questions and answers will cite your sources. This is an easy step since they are the readings and films needed to complete this assignment. Feel free to add other sources.
- Half credit will be provided for questions and responses that do not meet the minimum curiosity score.

How to Register on Packback:

You may register by following the instructions below:

1. Create an account by navigating to <https://questions.packback.co> and clicking “Sign up for an Account”
Note: If you already have an account on Packback you can log in with your credentials.
2. Then enter our class community’s lookup key into the “Looking to join a community you don’t see here?” section in Packback at the bottom of the homepage.
Community Lookup Key: **a97942ca-9a72-46bf-861d-007b6f45ebce**
3. Follow the instructions on your screen to finish your registration.

Packback will require a paid subscription of \$25.00. Refer to www.packback.co/product/pricing for more information.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: vimeo.com/packback/Welcome-to-Packback-Questions

Students’ responsibilities

- Students will complete all procedures required to drop the course if they desire to obtain a “W.”
- Students will be active in their own learning process, obtain knowledge on their own, and share their knowledge with their peers and teacher.
- Students will show respect for the instructor, guests and one another regardless of opinion, cultural values and other group differences.
- When requested to meet with your professor, you must schedule a meeting or meet her during virtual office hours during the next 36 hours.
- Students should give one another equal opportunity to express opinions, experiences and ideas. Students will respond according to their turn, not in a ping-pong mode, or in a two-person discussion. The goal is not to win a discussion but to reflect on the information and perspectives presented during our group conversations.
- All students should be supportive of a cooperative learning environment in the classrooms.

- Students will acquire their subscription to Packback by the first Wednesday of our first week of classes.

Technology requirements.

Most homework will be submitted via the Internet through the Blackboard learning management system. In addition, a subscription to Packback is needed to complete a section of our assignments. Verify that your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, a webcam, and a microphone to submit your homework and complete your quizzes. You will need to access, download or update the following software: Microsoft Office, Adobe Acrobat Reader, and Lockdown Respondus Browser. Check that your computer hardware and software are up-to-date and able to access those parts of the course that require this type of technology.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

The University of Texas at El Paso provides free 24/7 Helpdesk support to academic students and faculty members teaching on-line. The [Help Desk](#) can provide answers to questions about using technology and services as well as technical support. Please visit the [technical support](#) page for more information.

How are we going to communicate with our professor?

In addition to our class meetings, there are a number of ways we can keep the communication channels open:

- **Office Hours:** M and W 8:45 - 10:15 AM, or by appointment. If necessary, Zoom meetings can be arranged.
- **Blackboard course messages:** We will use our Blackboard message system to communicate if questions or comments arise outside of our class sessions or you cannot reach me during my office hours. I will make every attempt to respond to your e-mail within 24-48 hours of receipt.
- **E-mail.** If I do not respond during the next 48 hours, e-mail me through our UTEP system at sachewsmithart@utep.edu When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.
- **Phone calls.** My UTEP phone number is 915 747 7051. When calling, please, clearly state your complete name, student id number, course number, and reason of your message. I will answer through our e-mail system within the next 24-48 hours.

Netiquette

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind when communicating through Internet. Failure to observe them may result in disciplinary action.

- Always consider the audience. This is a college-level course; therefore, all communication should reflect polite consideration of others' ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Attendance and participation

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by your contributions to maintain a collegial environment in our course and by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements.
- Participating in engaging discussion with your peers in our classroom and on the discussion boards (grading rubric provided in the "grading information" area of each forum).
- Other activities as indicated in each module's folder.

Excused absences and/or course drop policy

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. I may not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar's Office to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

Make-up work

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

Alternative means of submitting work in case of technical issues

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort but you will upload it once your access to Packback and Blackboard are restored.

Incomplete grade policy

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

Accommodations policy.

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

COVID-19 Accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

Scholastic integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

Class recordings

Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

Test proctoring software

Some quizzes will require the use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first test.

Plagiarism detecting software

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

Copyright statement for course materials

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Covid-19 precautions

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

Course resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- **Help Desk:** Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources.
- History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.
- Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships.
- Counseling and Psychological Services: Provides a variety of counseling services including individual, couples, and group Modules as well as career and disability assessments.

This syllabus may be subject to modifications.

Schedule

The following symbols mark the type of activity linked to a specific material.

*Q (Quiz)

** P (Packback assignment)

*** D (Group discussion)

Week 1 January 19 - 22

Read: Our Blackboard *Tools to Succeed* folder.

Creating Black Americans (CBA) Preface and Chapter 1: Africa and Black Americans - *Q

Watch: Videoclips in module - ** P

Graded activities: **Blackboard forum, quiz, and Packback.**

Week 2 January 25 - 29

Read: *Creating Black Americans* (CBA), Chapter 2: Captives Transported - *Q and *** D

Watch: Videoclips in module. - ** P

Graded activities: **Blackboard forum, quiz, and Packback.**

Week 3 February 1 - 5

Read: *Creating Black Americans* (CBA), Chapter 3: A Diasporic People - *Q

Liberating Minds Liberating Society (LMLS), Chapter 2 - *** D

Watch: [13th](#). Minutes 00 – 00:18:50 - ** P

Graded activities: **Blackboard forum, quiz, and Packback.** [Submission of topic for presentation.](#)

Week 4 February 8 - 12

Read: *Creating Black Americans* (CBA), Chapter 4. Those Who Were Free. - Article on Texas independence. *Q

Liberating Minds Liberating Society (LMLS), Chapter 4 - *** D

Watch: [13th](#). Minutes 00:18:51– 00:41:00. -** P

Graded activities: **Blackboard forum, quiz, and Packback.**

Week 5 February 15 - 19

Read: *Creating Black Americans* (CBA), Chapter 5: Those Who Were Enslaved - *Q

Liberating Minds Liberating Society (LMLS), Chapter 6 - *** D

Watch: [13th](#). Minutes 00:41:00 – 1:02:00 - ** P

Graded activities: **Blackboard forum, quiz, and Packback.** [Team submission of ppt and description of learning activity for review.](#)

Week 6 February 22 - 26

Read: *Creating Black Americans* (CBA), Chapter 6: Civil War and Emancipation - *Q

Liberating Minds Liberating Society (LMLS), Chapter 8. *** D

Watch: [13th](#). Minutes 1:02:00 – 1: 20:13 ** P

Graded activities: **Blackboard forum, quiz, and Packback.**

Week 7 March 1 - 5

Read: *Creating Black Americans* (CBA), Chapter 7: The Larger Reconstruction. *Q and *** D

Watch: [13th](#). Minutes 1: 20:10 – 1:40:02 ** P

Graded activities: [Blackboard forum](#), [quiz](#), and [Packback](#).

Week 8 March 8 – 12 (Spring Break: March 15 – 19)

Read: *Creating Black Americans* (CBA), Chapter 8: Hard-working People in the Depths of Segregation. *Q

Watch audiovisual material: [Frederick Douglass](#), [James Baldwin](#), and [Toni Morrison](#) - ***D.
[Greenwood, a century later](#) - **P

Graded activities: [Blackboard forum](#), [quiz](#), and [Packback](#).

Week 9 March 22 - 26

Read: *Creating Black Americans* (CBA), Chapter 9: *The New Negro*. *Q

Watch: *Scottsboro: An American Tragedy* - *** D; [“Interview with Mohamed Ali”](#) - ** P

Graded activities: [Blackboard forum](#), [quiz](#), and [Packback](#).

Week 10 March 29 – April 2

Read: *Creating Black Americans* (CBA), Chapter 10: Radicals and Democrats. *Q

Liberating Minds Liberating Society (LMLS), Chapter 13 - *** D

Watch: *The Heritage of Slavery* - ** P

Graded activities: [Uploading of presentation](#), [Blackboard forum](#), [quiz](#), and [Packback](#).

Week 11 April 5 - 9

Read: *Creating Black Americans* (CBA), Chapter 11: The Second World War and the Promise of Internationalism. *Q

Watch: [Florynce Kennedy, 1916-2000](#); and, [Shirley Chisholm](#), - ** D.

“The Power of an Illusion, The House We Live In” - ** P

Graded activities: [Blackboard forum](#), [quiz](#), and [Packback](#).

Week 12 April 12 - 16

Read: *Creating Black Americans* (CBA), Chapter 12: Cold War Civil Rights - *Q and **D.

Watch: [Paul Robeson: Here I Stand](#) **P

Graded activities: [Blackboard forum](#), [quiz](#), and [Packback](#).

Week 13 April 19 - 23

Read: *Creating Black Americans* (CBA), Chapter 13: Protest Makes a Civil Rights Revolution. *Q

Watch: *Brother Outsider: Bayard Rustin* - **P

Listen: Audio “Dr. Martin Luther King. Beyond Vietnam: A Time to Break Silence” **D

Graded activities: [Blackboard forum](#), [quiz](#), and [Packback](#).

[Course evaluations start](#).

Week 14 April 26 - 30

Read: *Creating Black Americans* (CBA), Chapter 14: Black Power. *Q

***D

Watch: *I Am Somebody*

Graded activities: [Blackboard forum](#), [quiz](#), and [Packback](#).

Week 15 May 3 - 5

Read: *Creating Black Americans* (CBA), Chapter 15: Authenticity and Diversity in the Era of Hip-Hop. *Q

[The current status of African America](#) - ***D

Watch: [“Black Lives Matter: The History of a Movement.”](#) - **P

Graded activities: **Blackboard forum, quiz, and Packback.**

Final Exam.