## I. General Education Review - Writing Course

<table>
<thead>
<tr>
<th>Dept/Program Subject</th>
<th>African American Studies</th>
<th>Course # (i.e. ENEX 200)</th>
<th>AAS 372</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>African American Identity</td>
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### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>George Price</td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td>243-2302</td>
<td><a href="mailto:george.price@mso.umt.edu">george.price@mso.umt.edu</a></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Tobin Miller Shearer</td>
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### III. Overview of the Course

**Purpose/Description:** Provides an introduction to the subject matter and explains course content and learning goals.

Combining the disciplines of history, biology, sociology, anthropology, and psychology, this course is designed to explore and illuminate the multifaceted nature and development of African American group and individual identity. Using a variety of methods and materials, we will seek answers to such questions as, "What is 'African' about African Americans?,” “What is the difference between race and culture?,” "How much of present day African American (and American) culture can legitimately be traced back to specific African cultural forms?,” "How much cultural variation is there today among Americans of African descent?,” “Is African American 'self-segregation' a misnomer?,” "Is there only one African American culture?,” “Is it necessary for an American to accept the status quo racial identification system in order to maintain his or her psychological health?,” “Is racism against African Americans today a larger obstacle to their success in American society than self-defeating attitudes and self-destructive behavior?,” “What effect has ‘hip-hop culture’ had on American society and around the world?,” and many other vital questions. We will also discuss the origin and validity of classifying humans into racial groups, and the societal consequences of such thinking in America.

### COURSE OBJECTIVES and Learning Outcomes

1. To familiarize students with the historical facts and circumstances that formed and directed the course of racialized thinking and identity formation in the United States.
2. To assist students in forming their own assessments and analyses regarding the logic, validity, and usefulness of popularly-held ideas about the nature of humanity.
3. To help students to think independently and move beyond the limitations of customary popular concepts.
4. To increase student awareness of the significant African-American influences upon, and contributions to, the development of American society.
5. To provide a context for understanding many of America’s current social problems.
6. To familiarize students with some of the bibliographical and other sources of knowledge that are available for further study of the various topics that we will cover.
g. To improve students’ research and writing skills. Upon completion of this course, the student should be able to:
- Use writing to learn and synthesize new concepts
- Formulate and express opinions and ideas in writing
- Compose written documents that are appropriate for a given audience or purpose
- Revise written work based on constructive feedback
- Find, evaluate, and use information effectively
- Begin to use discipline-specific writing conventions
- Demonstrate appropriate English language usage

h. To provide students with opportunities for discussion and inquiry related to our topics.

### IV Learning Outcomes: Explain how each of the following learning outcomes will be achieved.

<table>
<thead>
<tr>
<th>Student learning outcomes</th>
<th>Students will be required to display their understanding of key course concepts through their writing assignments and essay questions on the exams.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use writing to learn and synthesize new concepts</td>
<td>Students will learn how to write proper editorial essays.</td>
</tr>
<tr>
<td>Formulate and express opinions and ideas in writing</td>
<td>Student writing guidelines will demonstrate appropriate form for writing both research papers and essays in college courses in the social sciences, liberal arts, and at this level.</td>
</tr>
<tr>
<td>Compose written documents that are appropriate for a given audience or purpose</td>
<td>All students are required to submit a rough draft for their research papers at least two weeks before the final paper is due. The draft will then be returned to them within two days with my detailed suggestions for revision. Rough drafts are optional for the short essays.</td>
</tr>
<tr>
<td>Revise written work based on constructive feedback</td>
<td>Extensive in-class instruction will be given to the students on scholarly research methods appropriate to the fields of history and sociology, including handouts and additional instruction from research librarians.</td>
</tr>
<tr>
<td>Find, evaluate, and use information effectively (see <a href="http://www.lib.umt.edu/informationliteracy/">http://www.lib.umt.edu/informationliteracy/</a>)</td>
<td>Students will follow standard conventions of historiographical writing for their research papers and journalistic conventions for editorial essays.</td>
</tr>
<tr>
<td>Begin to use discipline-specific writing conventions</td>
<td>Attention will be given to standard English grammatical form in all graded student writing, and corrections made accordingly.</td>
</tr>
<tr>
<td>Demonstrate appropriate English language usage</td>
<td>□X Yes □  No  It will be 20.</td>
</tr>
</tbody>
</table>

### V. Writing Course Requirements Check list

- Is enrollment capped at 25 students?
  - If not, list maximum course enrollment.
  - Explain how outcomes will be adequately met for this number of students. Justify the request
### Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?

- [ ] Yes
- [x] No

(see syllabus pasted in below and attached to the e-mail)

### Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?

- [x] Yes
- [ ] No

More details on this are given in the supplementary Writing Guidelines handout, which is given out after the syllabus. (see attached materials)

### Are detailed requirements for all written assignments included in the course syllabus? If not how and when will students be informed of written assignments?

- [x] Yes
- [ ] No

(see attached Writing Guidelines)

### What instructional methods will be used to teach students to write for specific audiences, purposes, and genres?

(see attached Writing Guidelines)

### Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability.

- [x] Yes
- [ ] No

### VI. Writing Assignments:

Please describe course assignments. Students should be required to individually compose at least 16 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.

**Formal Graded Assignments**

(see attached Writing Guidelines)

**Informal Ungraded Assignments**

### VII. Syllabus:

Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

Paste syllabus here.

(Pasting it didn’t work too well, so I decided to attach it to the electronic copy to be e-mailed, and print it separately for the paper copy.)