

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE
FACULTY SENATE

Senate Document Number 3815S
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Statement of Faculty Senate Action:

APC Document 30 (HIST): **Change the descriptions and credit hours of HIST 301, 302,**
(revised) **303, 304, 305, 306, 307, 309, 315, 318, 319**

Effective Date: Fall 2015

1. Delete: On page 165, the entry for **HIST 301:**

301 Women in United States History: 1890s to the Present (3)
Examines the diverse experiences of women in the United States from the 1890s to the present. Explores how catalysts like industrialization, politics, the rise of consumer culture and changing notions of sexuality affected women's lives and how they in turn shaped these historical forces. See department chair.

Add: On page 165, in place of deleted entry:

301 Women in United States History: 1865 to the Present (4)
Students examine the diverse and intersecting experiences of women in the United States following the Civil War. The course explores the ways that industrialization, consumer culture, the expansion and transformation of rights and politics, and changing notions of sexuality affected women's lives and how they in turn shaped these historical forces. Special attention is paid to the ways that race, class, and sexuality shaped the social construction of womanhood in the years following Emancipation. Attention will be paid to diverse sources and students will have the opportunity to engage in secondary and primary historical research. See department chair.

Impact: This change will have no known negative impact on the History major, minor and university requirements. These changes will not affect the department's staffing or resource needs. See Appendix I and II.

Rationale: The additional hour will allow the instructor to pay special attention to the ways that race, class, and sexuality shaped the social construction of womanhood in the years following Emancipation. It will also allow time for students to do research in diverse sources and to engage in both secondary and primary historical research.

2. Delete: On page 165, the entry for **HIST 302:**

302 African American History: 1865 to the Present (3)
Analyzes the historical experiences of African Americans in the United States from Reconstruction to the present. Examines the following topics central to African Americans: Reconstruction and the formation of post emancipation communities, the origins of legal segregation and white supremacy, migration from South to North, political activism and intellectual production, African Americans and the labor movement, African American cultural production, the modern civil rights movement and contemporary issues of poverty and political disempowerment. See department chair.

Add: On page 165, in place of deleted entry:

302 African American History: 1865 to the Present (4)

Analyzes the historical experiences of African Americans in the United States since Emancipation. In this course students will examine the following topics central to the formation of African American identity: Reconstruction and the formation of post-emancipation societies, the origins of legal segregation and the politics of white supremacy, migration from the South, political activism and intellectual production, African Americans and the labor movement, African American cultural production, the long civil rights movement, and contemporary issues. Attention will be paid to the ways that class, gender, and sexuality shape notions of African American identity. Students will engage with a diverse range of sources and have the opportunity to conduct research in primary and secondary sources. See department chair.

Impact: This change will have no known negative impact on the History major, minor and university requirements. These changes will not affect the department's staffing or resource needs. See Appendix I and II.

Rationale: As a four-hour course, this class will explore the ways that class, gender, and sexuality shape notions of African American identity. Students can more readily engage with a diverse range of sources and have the opportunity to conduct research in primary and secondary sources.

3. Delete: On page 165, the entry for **HIST 303:**

303 Colonial North America (3)

Examines early North America from before European/American Indian contact to 1863. The course pays particular attention to the interaction of indigenous, European, and African peoples and cultures, to the competition for empire among English/British, Spanish, and French nations and the rise of the British to a position of dominance in North America, and the internal development of American colonial society. See department chair.

Add: On page 165, in place of deleted entry:

303 Colonial North America (4)

Examines early North America from before European/American Indian contact to 1763. The course pays particular attention to the development of the North American colonies within the larger Atlantic World. We will examine the interactions among indigenous, European, and African peoples and cultures, as well as the competition for empire among English/British, Dutch, Spanish, and French nations and the rise of the British to a position of dominance in North America, and the internal development of American colonial society. See department chair.

Impact: This change will have no known negative impact on the History major, minor and university requirements. These changes will not affect the department's staffing or resource needs. See Appendix I and II.

Rationale: The course will be treated within the wider context of European ambitions for empire and North America's development as part of the British, Spanish, Dutch, and French empires. (Note that a typo with regard to the end date has also been changed)

4. Delete: On page 165, the entry for **HIST 304:**

304 Jefferson's America (3)

Beginning at the start of the American Revolution and ending in 1840, this course focuses on the American struggle for economic and political independence, the evolution of the American system of government, and ideas about race, empire, and citizenship within the political, social, and cultural contexts of the United States' development. The course will be framed by, but not exclusively devoted to, Thomas Jefferson's visions regarding liberty, manhood, race, and the American character. See department chair.

Add: On page 165, in place of deleted entry:

304 Jefferson's America (4)

Beginning at the start of the American Revolution and ending in 1840, this course focuses on the American struggle for economic and political independence, the evolution of the American system of government, the role of the U.S. in other 18th and 19th-century independence movements, and ideas about race, empire, and citizenship within the political, social, and cultural contexts of the United States' development. The course will be framed by, but not exclusively devoted to, Thomas Jefferson's visions regarding liberty, manhood, race, foreign relations, and the American character. See department chair.

Impact: This change will have no known negative impact on the History major, minor and university requirements. These changes will not affect the department's staffing or resource needs. See Appendix I and II.

Rationale: A broader, transatlantic context will be used to examine the United States' role within the Atlantic World and beyond, giving students the opportunity to explore U.S. diplomatic relations with Europe, American involvement in the Barbary Wars, and its place as role model for other revolutions and independence movements across the Atlantic World.

5. Delete: On page 165, the entry for **HIST 305:**

305 Civil War and Reconstruction (3)

A study of the factors leading to secession and Civil War, outlining military operations and stressing the war's social and economic consequences. Reconstruction, the Grant era, and the New South. See department chair.

Add: On page 165, in place of deleted entry:

305 Civil War and Reconstruction (4)

Explores the factors leading to secession and the Civil War. It examines the causes, course, and social, political, and economic consequences of the war. The course also examines the post-Civil War period of Reconstruction, exploring the political and economic factors that shape that period. These include an examination of the presidency of Ulysses S. Grant and the making of the New South. The course also examines the multiple meanings that this transforming event has engendered among different groups and different regions of the United States. See department chair.

Impact: This change will have no known negative impact on the History major, minor and university requirements. These changes will not affect the department's staffing or resource needs. See Appendix I and II.

Rationale: In addition to examining the causes and impact of the Civil War on the social, political, and economic order of the United States the course also explores the ways that public remembrances of the Civil War and Reconstruction have been constructed and the degree to which this has influenced the nation's collective historical memory.

6. Delete: On page 165, the entry for **HIST 306:**

306 Southern Women's History (3)

Introduces students to some of the major themes in southern women's history. Class position, the dominant racial hierarchy, and ideas about gender all shaped the lives of southern women. At the same time, women crafted strategies of resistance, forged new identities for themselves, and projected their goals and interests into the southern public sphere. The course analyzes southern women as historical actors who helped, and often fought, to make their world.
Every other year.

Add: On page 165, in place of deleted entry:

306 Southern Women's History (4)

Students will examine some of the major themes in southern women's history. We will study the ways that class position, the dominant racial hierarchy and ideas about gender and sexuality shaped the lives of women in the southern United States. Students will also study the ways that southern women crafted strategies of resistance, forged new identities for themselves, engaged with economic and political systems, and projected their goals and interests into the southern public sphere. We will pay close attention to intersectionality in our study of southern women and womanhood and identify the diverse ways that women negotiated with power. Students will engage with a wide range of sources and have the opportunity to conduct research in primary and secondary sources. See department chair.

Impact: This change will have no known negative impact on the History major, minor and university requirements. These changes will not affect the department's staffing or resource needs. See Appendix I and II.

Rationale: We will pay close attention to intersectionality in our study of southern women and womanhood and identify the diverse ways that women negotiated with power. Students will engage with a wide range of sources and have the opportunity to conduct research in primary and secondary sources.

7. Delete: On page 165, the entry for **HIST 307:**

307 Women in the Modern Civil Rights Movement (3)

Explores, analyzes, and investigates the impact that women had on the modern civil rights movement. What roles did women play in the modern Civil Rights Movement? Did women bring unique perspectives and organizing strategies to this significant political movement for African American liberation? Does uncovering the position of women in the struggle give new meaning to the modern civil rights movement? Can we

explore the significance of gender difference without falling victim to gender antagonism? Every other year.

Add: On page 165, in place of deleted entry:

307 Women in the Modern Civil Rights Movement (4)

Students will study the Black Freedom Struggle in the United States from the perspective of the women who lead and joined the movement. Students will examine new notions of leadership and politics and new perspectives on organizing strategies. We will study the significance of gender differences as well as the significance of sexuality and class differences within the movement. Student will also examine relations among diverse groups of women in the movement in order to understand the impact of inter-racialism within the black freedom struggle. Students will engage with a wide range of sources and have the opportunity to conduct research in primary and secondary sources. See department chair.

Impact: This change will have no known negative impact on the History major, minor and university requirements. These changes will not affect the department's staffing or resource needs. See Appendix I and II.

Rationale: Students will also examine relations among diverse groups of women in the movement in order to understand the impact of inter-racialism within the black freedom struggle. Students will engage with a wide range of sources and have the opportunity to conduct research in primary and secondary sources.

8. Delete: On page 166, the entry for **HIST 315:**

315 North Carolina History (3)

An evaluation of North Carolina's contributions to the nation and the South through the state's development from its colonial origins to the 20th century. Spring.

Add: On page 166, in place of deleted entry:

315 North Carolina History (4)

An evaluation of North Carolina's contributions to the nation and the South through the state's development from its colonial origins to the 21st century. The course offers a particular emphasis on the diverse peoples who have contributed to NC history, the states origins as "poor, but proud," and the interplay of conservative and progressive forces in the states political and cultural history. Every year.

Impact: This change will have no known negative impact on the History major, minor and university requirements. These changes will not affect the department's staffing or resource needs. See Appendix I and II.

Rationale: The increase in credit hours allows much more time to cover the 400+ years encompassed by this course.

9. Delete: On page 166, the entry for **HIST 318:**

318 The Modern South (3)

A history of the South from 1865 to the present, showing political, cultural, economic and social changes since the end of the Civil War. Emphasis on the region's distinctive

sense of otherness, its music, literature, cultural traditions and the impact of “modernity” upon the South’s traditions and rituals. See department chair.

Add: On page 166, in place of deleted entry:

318 The Modern South (4)

A history of the South from 1865 to the present, showing political, cultural, economic and social changes since the end of the Civil War. Emphasis on the region’s distinctive sense of otherness, its music, literature, cultural traditions and the impact of “modernity” upon the South’s traditions and rituals. This course particularly deals with the challenges of historical memory and the historical importance and variety of perspectives of a "perceived South" from the idyllic region of "moonlight and magnolias" to the nightmare home of Billie Holiday's "Strange Fruit." See department chair.

Impact: This change will have no known negative impact on the History major, minor and university requirements. These changes will not affect the department's staffing or resource needs. See Appendix I and II.

Rationale: The increase in credit hours allows for more in-depth coverage of material, in particular the study of historical memory as it pertains to the study of the American South.

10. Delete: On page 166, the entry for **HIST 319:**

319 Southern Appalachian History and Culture (3)

An introduction to the events, people, movements, and themes of Appalachian history from earliest human habitation to the present day with a particular emphasis on understanding of the roots of Appalachian identity, and how the unique environment of the Southern Appalachian mountains shaped that identity. See department chair.

Add: On page 166, in place of deleted entry:

319 Southern Appalachian History and Culture (4)

An multidisciplinary introduction to the events, people, movements, and themes of Appalachian history from earliest human habitation to the present day with a particular emphasis on understanding of the roots of Appalachian identity, and how the unique environment of the Southern Appalachian mountains shaped that identity. This course looks at the region's unique material culture, religion, music, dance, arts & crafts, oral traditions, and literature, how they developed and how they have evolved to the present day. Spring.

Impact: This change will have no known negative impact on the History major, minor and university requirements. These changes will not affect the department's staffing or resource needs. The course has been offered each spring for several years, so the frequency of offering is not being increased. See Appendix I and II.

Rationale: The increase in credit hours provides more opportunity to delve into the culture of the region as well as its history.