

University of Florida
African American Studies Program
Spring 2019

AFA 4936: African American Studies Senior Integrative Seminar

Dr. Lauren Pearlman

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Office Hours: Tues 3:00-4:30pm and by appointment

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T | Period 7 (1:55 PM - 2:45 PM)

R | Period 7 - 8 (1:55 PM - 3:50 PM)

Room: MAT 0013

Room: MAT 0009

Course Description

Areas of study like African American Studies were founded, in part, to critique the canons and assumptions in traditional disciplines. We will consider the political, social and cultural underpinnings of research and how scholars in African American Studies have sought to adapt various methods to the needs of marginalized communities. Central to this project is an understanding that race, ethnicity, gender, sexuality, class, national origin, and religion are essential components of the research agenda. Thus the course seeks to develop in students an ability to apply concepts, methodology, and theories from more than one discipline in examining the issues, problems, and experiences of people of African descent in the Americas. Classes will include discussions, lectures, film screenings, independent research exercises, and presentations. We will also read scholarly articles that can be used as a format for writing the final paper.

Note: This class is the African American Studies capstone that fulfills partial requirements for the African American Studies minor and/or major. This class also fulfills requirements for social and behavioral sciences and the 6,000 word writing requirement. Students will be required to work on a semester-long research paper on a relevant topic. You will also edit the work of your peers, meet individually with me, and come together in class to discuss writing activities. Critiquing your fellow students will be an integral part of the course. This is an exercise in collegiality. It will allow you to grow accustomed to taking into account other people's opinions on your own thinking and writing at an early stage in the process.

Course Objectives

Students will learn what interdisciplinary research means and how to choose appropriate methods to answer their research questions. Students will be introduced to a range of qualitative research strategies and sources, including ethnography, oral history, archival investigation, and textual analysis. Students will learn how to design a research project using one or more of these methods. Upon completion of the course, students will have an intellectual understanding alongside practical experiences in the use of research methods. Finally, students will be able to apply their knowledge to formulate an analysis that includes the intersections of class, culture, ideology, gender, and race and the impact of the structures and policies, western or otherwise, on the lives of African Americans.

Required Text

The text for this class is available for purchase at the UF Bookstore or from an online retailer. Note: Amazon.com offers competitive pricing on this book, though I encourage you to make it part of your personal library if cost permits.

African American Studies, Jeanette Davidson (ed.) (Edinburgh, Edinburgh University Press: 2010) ISBN: 9780748637157

Writing Requirement

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory evaluation on the writing requirements of the course. The instructor will evaluate and provide feedback, on all written assignments with respect to grammar, punctuation, clarity, coherence, and organization

Attendance and Assignment Policies

- Attendance is required, expected, and central to your learning experience. Attendance is taken in a few ways including: roll call, sign-up sheets, quizzes, and in class activities.
- Class will begin and end on time each day. Please be considerate of your classmates and avoid disrupting their learning.
- In addition to showing up for class on time, be ready to articulate and defend your ideas, as well as to listen to and work with the ideas of others.
- Assignments are due at the beginning of class on the due date (unless otherwise stated) and turned in by you and you alone. Unless stated otherwise, late assignments will be penalized one-third-letter grade per 24-hour period after the deadline. So if you turn your assignment in after class ends the same day it is due, and your grade is a B, your final grade will be a B-.
- In order for assignments to be accepted without losing points, please contact me as soon as possible and provide documentation of illness or other university-approved absences. Dated documentation can include, but are not limited to: dated doctor's note, documentation of jury duty, obituary, etc. I reserve the right to contact the appropriate sources to confirm the documentation. If you know you must have an excused absence, contact me beforehand to make arrangements to turn in work before class.
- If you turn in an assignment and leave before class ends, your assignment will be discarded and will be considered late once re-submitted.
- You are responsible for getting the information and material you miss in class from a classmate. **A student with 5 unexcused absences will have their grade dropped a full letter grade. More than 8 absences will result in automatic failure of the course.** **Arriving at class late and/or leaving before class is over counts as ½ an absence.** I will not contact students during the semester to apprise them of their attendance status; it is the responsibility of the students to check this regularly. Religious holidays, UF athletic travel conflicts, and written explanations from a certified health professional are eligible for an excused absence when cleared with the instructor ahead of time. See UF attendance policy at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

- Note: If you engage in behavior such as reading texts, browsing the internet, sleeping, doing homework for another class, or any other behavior that I consider to be disrespectful to me or to your classmates, you may be considered absent for that day.

Course Assignments:

- This is an upper-level course. As such, this class requires a serious commitment of time and energy. Please have your syllabus on hand and be sure to keep up with all of the reading and writing deadlines. Generally speaking, assignments are due on Canvas before class unless otherwise noted.
- **Readings:** Readings are due on the day that they appear in the course outline. You are expected to read all of the assigned readings before class and arrive in class with questions, comments, and opinions about what you have read. Make sure to allow enough time in your schedule to read thoroughly and critically.
- **Discussion leader:** Each student will lead discussion on one seminar day. You will be expected to summarize three main points about the reading, the significance of the research, the clarity of the writing, and the overall quality of the article(s) and pose discussion questions to the class.
- **Presentation:** At the end of the semester, you will give a presentation on your research. In the presentation, you should describe your research topic, explain its significance to the discipline of African American Studies, provide a description of literature on this topic, and explain the data and methods you used to analyze this topic.
- **Research Paper:** Your paper must be an original research project and be a minimum of 6,000 words (approximately 12 pages) not including citations and bibliography. During each class session, we will discuss articles and book chapters that address a number of issues related to African American Studies. These readings will give you ideas about possible topics, research questions, theoretical frameworks, and methods for writing your paper. The format for the papers and sample topics are listed on canvas. **The paper is due April 18th.**
- **Peer Editing:** At the end of term, you will submit an editing portfolio that represents your editing of peers' work. Editing due dates: January 29, February 21, March 21, April 4.

Grades: Your grade in this class will be determined largely by your performance on a variety of written assignments. These exercises will allow you to hone your critical thinking and writing skills and allow you to reflect thoughtfully on the field of African American Studies. Improvement over the course of the semester is not only encouraged but also rewarded.

Note: Failure to sign and turn in the Syllabus Acknowledgement form by January 17 will result in failure of the course.

Your grade for this class will be determined as follows:

Participation and attendance	10%
Discussion leader	5%
Presentation	5%
Editing Portfolio	5%
Research paper	75%
-topic statement 1-2 pages due Jan 22	5%
-research questions due Feb 5	5%
-thesis statement due Feb 14	10%
-annotated bibliography due Feb 26	10%
-proposal due March 14	10%
-6 draft pages due March 26	10%
-final paper due April 18	25%

UF Grading Scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	N	G	S	U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	.67	0	0	0	0	0	0	0

A100-94, A-: 90-93	C+: 77-79, C: 74-76, C-: 70-73	
B+: 87-89, B: 84-86, B-: 80-83	D+: 67-69, D: 64-66, D-: 60-64	F: below 60

Research Papers:

Generally speaking, I will look for the following in your papers:

- Analysis. Does the paper make a convincing and coherent argument?
- Evidence. Is the argument well supported by evidence? Is evidence used effectively?
- Organization. Is the paper structured in logical way?
- Content and originality. Does the paper make an original contribution or insight? Does the author’s own opinion and voice come through?
- Mechanics and style. Is the paper free of spelling and grammar errors? Is it clearly written?

Presentation of Work

All written assignments must be typed and double-spaced using Times Roman 12-point font in MS Word. Use a standard one-inch margin - no bold-faced or large fonts. Use the APA, MLA or Chicago style. All pages should be numbered. Do not include a cover sheet. Put identifying information at the top, right corner (no more than two lines, single spaced).

Appropriate Sources

This is a research class and you are expected to use scholarly sources in your papers. Refrain from using sources like Wikipedia, About.com, Infoplease.com, encyclopedias, course textbooks and the like. Feel free to read those sources, but don’t use them in your paper. Your paper will be evaluated, in part, based on the quality of your references. We will discuss this in-depth over the course of the semester.

Guidelines for Discussion

Participation in discussion is an important part of your role as a member of this class. I expect students to be prepared and engaged in discussion. You should expect to be called on from time to time. Please keep in mind that conversations about race can stir up strong emotions. A great deal of this results from the environment of mistrust and misunderstanding that exists in the wider society. I start from the assumption that those of you that have chosen to take this class have come with an open mind, ready not only to share your points of view but to try to understand the perspectives of others. Thoughtful, insightful, and honest points of view are needed in order to help us all learn to communicate more effectively and openly about race. So that everyone feels respected in the classroom, use tact and understanding when presenting your ideas. Personal attacks, disparaging remarks, or attempts to dominate the conversation will not be tolerated. Remember as well that individuals in the classroom may have been personally affected by the issues that we are discussing; and to show respect to your peers and the educational process.

Mobile Electronic Device Policy

Recent studies have shown that college students retain less information when they use laptops instead of pen and paper, and that open laptops are disruptive to nearby students. However, I recognize that many of you are more comfortable taking notes on a computer, so I will allow it during lecture and discussion. Laptops will not be allowed during film screenings, so do bring pen and paper to class on these days. I reserve the right to ban laptops if they become disruptive over the course of the semester. Please silence your cell phone prior to the start of class, keep it out of sight, and do not text or use social media apps during class time.

Correspondence

I will send important course announcements and other correspondence to you via your UF email account. If you do not use this as your primary account, please make sure that you have your UF email forwarded to you and check your email regularly! Sadly I will not text you reminders about when assignments are due.

How to get in touch with your professor

- Come to office hours. I truly enjoy getting to know more about students outside of the classroom. You are encouraged to stop by with any questions that you may have about assignments, readings, your major, going grad school, or other pertinent topics.
- Email me at lpearlman@ufl.edu. I will generally get back to you within 24 hours, though my response will be slower during the weekend. Do not email me the night before an assignment is due and expect to receive a response.

Students with Disabilities

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodations must first register with the Dean of Students Office (352-392-8565, www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting an accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Honesty

The University, as well as your instructor, values and expects academic integrity. Ethical violations include cheating, plagiarism, fabrication, and academic misconduct (including turning in the work of others as your own and reusing old assignments). These will not be tolerated and will result in a failure of the assignment and the risk of an automatic failing grade in the course, and possible expulsion from UF. To avoid plagiarism, you must not copy the words, phrases, arguments, ideas, or conclusions of another person or source (including Internet sources) without properly crediting the person or source with both quotation marks and a footnote. Make sure that you properly cite direct quotations, paraphrased information, and facts that are not widely known. I will provide you with guidelines for proper citations and formatting prior to your submission of all written work, but you may contact me at any time for clarification. For more information on UF's honest policy, see <http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>. For more information on how UF's Judicial Affairs processes cases of plagiarism, see <http://www.dso.ufl.edu/judicial/academic.php>.

Student Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

U Matter, We Care

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Course Schedule

Please Note: the schedule is provisional and may be changed as needed by the instructor.

Week One: History and Theoretical Perspectives in African American Studies

- January 8 Introduction: Why we conduct research. How does research influence the world around us? How do interdisciplinary researchers go about their work? What are methods and how are they determined?
- January 10 Read: Lawrence Ware, "How to Survive, Be Safe and Thrive at a Predominantly White Institution," August 8, 2016
(<http://www.theroot.com/articles/culture/2016/08/how-to-survive-be-safe-and-thrive-at-a-predominantly-white-institution/>)

Introduction by Jeannette Davidson in AAS

Write: Think about the research and writing you want to conduct this semester.

Note: We will attend a job talk for the African History search at 3:00pm in Grinter 404

Week Two: History and Theoretical Perspectives in African American Studies

January 15 Research Epistemologies and Assumptions. What is knowledge? How do we see evidence? How have the disciplines studied blackness?

Read: African American Studies: Discourses and Paradigms by Perry Hall in AAS

Note: We will attend a job talk for the African History search at 3:00pm in Grinter 404

January 17 Read: Afrocentricity and Africology: Theory and Practice in the Discipline by Molefi Kete Asante in AAS

Write: Begin drafting your topic statement due Week 3.

Syllabus Acknowledgement form due

Note: We will attend a job talk for the African History search at 3:00pm in Grinter 404

Week Three: International Perspectives

January 22 Read: Africa and its Importance to African American Studies by Tibor Nagy Jr.; Black Studies in the UK and US: A Comparative Analysis by Mark Christian in AAS

Write: Upload your topic statement to Canvas.

January 24 Research Day – Meet in Library

What is an archive? What is the relationship between archives and historical knowledge?

Week Four: Community Service, Social Activism, and the Academy

January 29 Read: Town and Gown: Reaffirming Social Responsibility in Africana Studies by Charles Jones and Nafeesa Muhammad

Write: Upload a short reader's report on your peers' posted topics to Canvas.

January 31 Read: Reflections on the Journey: Interview with Danny Glover by Jeanette Davidson; Black Studies for the Public: Interview with Manning Marable by Jeanette Davidson in AAS

Write: Using your reader's reports, be prepared to critique your peers' work and answer their critiques of your work in class.

Week Five: Selected Areas of Scholarship

February 5 Methods and Arguments

Read: Africana Studies and Oral History: A Critical Assessment by Leslie Alexander and Curtis Austin; African American Philosophy: Through the Lens of Struggle by George Yancy; Song and Dance Nexus in the Africana Aesthetic: An Approach by Melanie Bratcher in AAS

Write: Upload research questions to Canvas.

February 7 Read: Perspectives on Womanism, Black Feminism, and Africana Womanism by Maria Davidson and Scott Davidson; Theorizing African American Religion by Victor Anderson in AAS

Write: Come to class having thought through two questions that your paper will answer for discussion. These are big, "so what" questions.

Week Six: Black Popular Culture

February 12 Read: Martin, Michael T. (Fall 2014). Conversations with ava duvernay—"A call to action": Organizing principles of an activist cinematic practice. *Black Camera*. 6(1). 57-91.

February 14 Class: Beyoncé, Lemonade

Write: Turn your questions into a two-paragraph thesis statement. Show this thesis statement to someone who is not in our class and see what kinds of questions that person asks about it. Revise the statement accordingly. Post this statement to Canvas.

Begin work on an annotated bibliography on your topic due Week 8.

Week Seven: Selected Areas of Scholarship

February 19 Read: W. Malcolm Byrnes. (September 2014). Climate Justice, Hurricane Katrina, and African American Environmentalism *Journal of African American Studies*. (18) 3. pp. 305-314.

Chapman-Hilliard, Collette and Valerie Adams-Bass. (2016). A conceptual framework for utilizing black history knowledge as a path to psychological liberation for black youth. *Journal of Black Psychology*. 42(6) 479 –507.

February 21 Read: Christopher S. Parker. (2016). Race and Politics in the Age of Obama." *Annual Review of Sociology* 42:2017-30.

Muhammad, Khalil Gibran (18 March 2011). "Where Did All the White Criminals Go?: Reconfiguring Race and Crime on the Road to Mass Incarceration". *Souls*. 13 (1): 72–90.

Write: Upload a short reader's report on your peers' thesis statements to Canvas.

Be prepared to make your argument and demonstrate your essay's place in the field of African American Studies. Be prepared to critique your peers' work and answer their critiques of your work.

Week Eight

February 26 **INDIVIDUAL MEETINGS WITH PROFESSOR**
Schedule a meeting with me this week to discuss your thesis statement and bibliography of secondary sources.

Write: Upload to Canvas and bring to your meeting with me an annotated bibliography of the most pertinent (probably 5-6, no more than 10) secondary sources, explaining each book's argument and sources and demonstrating their fit with your work.

February 28 **INDIVIDUAL MEETINGS WITH PROFESSOR**

Week Nine: SPRING BREAK

March 5 NO CLASS

March 7 NO CLASS

Week Ten: Black Studies meets Museum Studies

March 12 Meet in Library for Panama Canal Zone exhibit

Read: France Winddance Twine, "Visual Ethnography and Racial Theory: Family Photographs as Archives of Interracial Intimacies," *Ethnic and Racial Studies* 29:3 (Sept. 2011)

March 14 Presentation by Lourdes Santamaria-Wheeler, UF Exhibits Coordinator

Write: Upload a 3-4 page proposal to Canvas. The proposal should expand the original topic statement and add a methodological treatment that centers your argument in the literature (by now you should have an argument!). Discuss your major primary sources.

Week Eleven: From Segregation to Black Lives Matter Symposium

March 19 NO CLASS

March 21 Symposium, Location TBA

Write: Upload critiques of peers' proposal to Canvas. Work on drafting 6 pages of your paper due Week 12.

Week Twelve: Race and Current Crises

March 26 Class: Harn Exhibit: I, Too, Am America: Civil Rights Photographs by Steve Schapiro

Write: Upload 6 pages of your research paper to Canvas.

March 28 Read: Bonilla, Yarimar and Johnathon Rosa. (February, 2015). #Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States. *Journal of the American Ethnological Society*. 42(1). 4-17

Week Thirteen: Race and Current Crises

April 2 Read: David Remnick, "Blood at the Root: In the Aftermath of the Emanuel Nine," *The New Yorker* (September 28, 2015)
<http://www.newyorker.com/magazine/2015/09/28/blood-at-the-root>

Ta-Nehisi Coates, "The Case For Reparations," *Atlantic* (June 2014)
<http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>

April 4 Read: African American Studies: Vital, Transformative, and Sustainable by Jeanette Davidson and Tim Davidson in AAS

Write: Critique the 6 pages that you receive from your peers (you may do this by jotting notes on the text). Bring to class and save a copy for your portfolio.

Week Fourteen: Class Presentations

April 9 Presentations

April 11 Presentations

Week Fifteen: Class Presentations

April 16 Presentations

April 18 Presentations

NOTE: FINAL PAPERS AND EDITING PORTFOLIOS DUE APRIL 18TH

General Education Student Learning Outcomes

Subject Area	Content	Critical Thinking	Communication
Social and Behavioral Sciences	<p>Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.</p> <p>Students will identify, describe, and explain the history of the African American Studies discipline, theories and methodologies that have been used in African American Studies research.</p> <p>Achievement of this learning outcome will be assessed by student performance on short papers, a final original research project, a oral history project, and a digital assignment. The instructor will provide written feedback on these assignments throughout the course of the semester.</p>	<p>Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.</p> <p>Students will study articles that use both quantitative and qualitative research methodologies to examine the individual and group decisions made by African American citizens. They will examine ethical perspectives when issues such as racial microaggressions, interracial dating, and lgbtq issues. When discussing these issues, students will examine whether the views of African Americans and compare them to the views of other races of people.</p> <p>Achievement of this learning outcome will be assessed by student performance on their assigned date as the discussion leader and during class discussions in which they read and analyze interdisciplinary articles that are written by several African American Studies' scholars.</p>	<p>Communicate knowledge, thoughts and reasoning clearly and effectively.</p> <p>Students will communicate knowledge, thoughts, and reasoning clearly and effectively in forms appropriate to the subject area of African American Studies in directed classroom discussions.</p> <p>This learning outcome will be assessed through the instructor's formal observation of student discussions in the classroom. Second, at the end of the semester, students will present information from their final research project in a power point presentation.</p>

Successful completion of these requirements will result in the student learning outcomes listed below.

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics. In the introduction, a clear thesis statement and research question(s) must be included. Each section of the paper should address the research question(s) and thesis statement.	Documents and paragraphs lack clearly identifiable organization, a thesis statement, and clear research questions. Sections of the paper fail to adequately answer the research question(s) and thesis statement.
ARGUMENT AND SUPPORT	Papers and other written assignments refer to scholarly articles and books to support the student’s argument(s).	Assignments include less credible (non-academic) sources. Student fails to include references to sources to support his/her argument.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction.
MECHANICS	Papers will feature correct or error-free presentation of ideas with few or no spelling, grammatical, and punctuation errors.	Papers contain many mechanical or grammatical errors and is poorly written.

General Education Objectives (Social and Behavioral Sciences):

Social and behavioral sciences courses (S) provide instruction in the history, key themes, principles, terminology, theories, and methodologies of social and behavioral science disciplines. First, students learn to identify and to analyze social institutions, structures or processes. Second, social and behavioral sciences courses emphasize critical thinking by requiring that students use both qualitative or quantitative methods to understand the reasoning behind individual and group decisions in society. Finally, these courses emphasize communication skills because students learn to communicate their knowledge, thoughts and reasoning clearly and effectively. The interdisciplinary African American Studies Senior Integrative Seminar course will meet these objectives by allowing students to learn and analyze research theories, issues, and methodologies in several social and behavioral sciences disciplines such as African American Studies, Criminal Justice, History, Education, Political Science, Public Health, Religion, Sociology, Urban Studies, and Women’s Studies.

Syllabus Acknowledgement and Acceptance

I _____ have carefully read the syllabus in its entirety and agree with the requirements, policies, and all other terms. I have asked clarifying questions to ensure that I understand what I read.

Signature: _____ Date: _____