
INTRODUCTION TO AFRICAN AMERICAN STUDIES

AFA 2000 - Section 2517 - #10280 SPRING 2020 3 Credits

African American Studies Program – The University of Florida

Senior Lecturer: Dr. P. Hilliard-Nunn

Class Days/Time: Tuesday - 4 10:40AM-11:30AM - Room L005 Turlington Hall

Class Locations: Thursday - 4 & 5 10:40AM-12:35PM - Room 0205 Little Hall

Office: 1012 Turlington Hall **Phone:** 352-392-5724 **e-mail:** hilliardnunn@ufl.edu

Office Hours: Tuesdays-1:45PM-2:45PM / Thursdays -1:45PM-3:45PM

Other times By appointment.

CATALOG DESCRIPTION: An integrated interdisciplinary exploration of selected themes and representative materials in the African American experience in North America, emphasizing continuity and change. (H) (WR) 4000.

COURSE GOAL: The goal of this course is to critically examine some of the key concepts, theories, issues, people, moments and events related to the African American experience in North America.

COURSE DESCRIPTION: The experience of Africans in America and the Diaspora has been broad and deep. Our study of that experience will begin in Africa, the birthplace of civilization and humanity. It will focus on the Black experience in North America and incorporate elements of the African Diaspora. We will take an interdisciplinary approach to explore some of the political, cultural, economic, artistic and social themes that have influenced the construction of Black American realities in the past and present. Class sessions will consist of lectures, discussions, debates, power point presentations, media clips, and attendance at an outside lecture or panel discussion.

COURSE OBJECTIVES: Students will 1) gain a general introduction to the origins of African American Studies 2) learn about some of the theories and theorists of African American Studies 3) be exposed to interdisciplinary approaches to the study of African American people, experiences, beliefs, cultures and conditions. 4) demonstrate an understanding of basic concepts common in discourse about African Americans, 5) be able to present a general historical overview of the history of African Americans 6) be exposed to some of the contemporary socio-cultural issues facing African Americans, 7) enhance critical analysis and research skills.

REQUIRED COURSE TEXTBOOK & ARTICLES:

Franklin, John Hope and Evelyn Brooks Higginbotham. (2011). *From Slavery to Freedom: A History of African Americans* (9th Ed.). NY, NY: McGraw Hill.

Note: Articles and webpage links are listed on page 3 & in the course overview.

REQUIREMENTS & EVALUATION AT A GLANCE:

Assignment	Due Dates	% of Grade
Attendance & Participation	Ongoing	5%
(2) Reflection Papers	1. Jan 16 - Labels & Identification 2. Within 3 days of Lecture/Panel) Last date April 2	20%
4 Pop Quizzes (<i>Unannounced</i>)	No make-ups. The lowest grade will be dropped.	30%
Debate Packet & Debate	Different dates	10%
Research Proposal & Outline	Feb 6	5%
Research Paper	April 16 (Paper)	15%
Test (Comprehensive)	April 21	15%
TOTAL		100%

Your Grade Will Be Based On The Following Scale %: 93-100=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 63-66=D, 60-62=D-, 57 and below = E.

For more information on current UF grading policies for assigning grade points, you may link to the following website: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

REQUIREMENTS AND EVALUATION:

1. **CLASS PARTICIPATION/ATTENDANCE** **5%:**
Participation means that you are present, on time, able to engage in class discussions/ exercises and engage in proper classroom decorum. It also means that you have completed your reading and are prepared on days that you are scheduled to present. Be sure to sign the roll. Any information and/or changes that are announced in class **are YOUR responsibility, whether you attended class or not.**

2. **REFLECTION PAPERS** **20%:**
 - A. **LABELS & IDENTIFICATION:** Write a (3 page) essay that answers the following questions – What kind of racial and/or ethnic label(s) do you use or not use to “identify” and/or describe yourself? Why? Do you believe that your label is readily accepted by others? Why or why not?
Turn in a **hard copy** in class **(Due: Jan 16)**

 - B. **PROGRAM REFLECTION:** Write a (3 page) analysis of a lecture or panel discussion related to the African American Experience held at the University of Florida or in the Gainesville community that you **physically attend on or before March 30. The last day to turn in this assignment is April 2. You must get my approval for the program/panel ahead of time.** The paper must be turned in within 3 days of you attending the event. **(SEE THE HANDOUT FOR INSTRUCTIONS)**
Turn in a **hard copy** in class **(Due: 3 Days after the Event/Program)**

3. **FOUR POP QUIZZES** **30%:**
Quizzes will cover class readings, lectures, discussions, presentations, debates and films. They will consist of multiple choice, true/false, short answer and short (essay) items). You will typically be given between 10 and 20 minutes to complete the quiz. I will drop the lowest quiz grade from the quiz average. **I do not reschedule pop quizzes.**

4. **DEBATE & DEBATE PACKET** **(10%):**
(SEE THE HANDOUT FOR INSTRUCTIONS)

5. **RESEARCH PAPER PROPOSAL /OUTLINE** **(5%):**
Choose a research topic related to the African American experience that interests you. **DO PRELIMINARY RESEARCH** on the topic. Prepare a topic outline and write a 2 page summary describing what you will address in your final paper. **You may not change it unless you get clearance and submit a new proposal,** at least, three weeks before the final paper is due.
(SEE THE HANDOUT FOR INSTRUCTIONS) Turn in a hard copy in class. **(Due: Feb 6)**

6. **RESEARCH PAPER** **15%:**
Research and write an organized and informative (5) five page paper on your pre-proposed topic. The page count does not include the topic outline and reference pages. Your paper will not be accepted if you didn't submit a research paper proposal and had it pre-approved.
(SEE THE HANDOUT FOR INSTRUCTIONS - Submit it on Canvas by 11:00PM (DUE: April 16)

7. **TEST** **15%:**
The test will be comprehensive and focus on class readings, discussions, presentations, lectures, debates and films addressed during class. It will consist of multiple choice, true/false, short answer and short (essay) answer items. **(Date: April 21)**

PRESENTATION OF WORK: 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 style (APA, MLA or Chicago) that is used in your academic discipline. All pages should be numbered and stapled. Do not include a cover sheet. **Put identifying information in the top, right corner (with no more than two single spaced lines).** Work will be considered late and graded down one letter grade after the beginning of class on the due date and/or Canvas Upload time. Work will continue to be reduced a letter grade for each additional day it is late.

EVALUATION OF ALL CLASS ACTIVITIES AND ASSIGNMENTS IS BASED ON:

1) Quality, scope and organization of documentation; 2) Clarity and coherence of expression; 3) Spelling, Grammar and Punctuation; 4) Quality of critical analysis; 5) Demonstration of an understanding of information and concepts addressed in the readings and/or discussed in class; 6) Following directions and completing assignments on time. 7) Follows directions with formatting.

GRADES: Refrain from telling me the grade that you want or need. You will get the grade that you earn. I will post most grades on CANVAS. The final grade will not be averaged and posted on CANVAS. Do not expect to receive an “A” simply because you complete and turn an assignment in on time.

GENERAL EDUCATION LEARNING OUTCOMES:

AFA 2000 is a 4000 (*approximately 18 pages*) word Gordon Rule course which satisfies the General Education requirements for Humanities (H). You must complete and turn in at least 4000 words of evaluated writing during the semester in order to receive credit. You must earn a grade of “C” or better to earn general education credit.

STUDENT LEARNING OUTCOMES: - CONTENT AND SKILLS:

HUMANITIES		
CONTENT	CRITICAL THINKING	COMMUNICATION
Know the history, underlying theories and methodologies used within the discipline of African American Studies	Identify and analyze key elements, biases and influences that shape thought within African American Studies. Approach issues and problems within that discipline from multiple perspectives.	Communicate knowledge thoughts and reasoning clearly and effectively in forms appropriate to African American Studies, individually and/or in groups.

Additional Required Readings List:

UF African American Studies Website <http://afam.clas.ufl.edu/history/>

Alkalimat, A. <https://blogs.lt.vt.edu/acbeggs4/2013/12/28/alkalimat-introduction/>

Alexander Michelle, “Introduction,” in *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (New York: The New Press, 2010), 1-19.

King, M. L. (August, 1963). Letter from a birmingham jail. Retrieved December 31, 2019. https://web.cn.edu/kwheeler/documents/Letter_Birmingham_Jail.pdf

Reilly, Ryan and Mariah Stewart. (3, 26, 2015). Fleece Force: How Police And Courts Around Ferguson Bully Residents And Collect Millions The Huffington Post. http://www.huffingtonpost.com/2015/03/26/st-louis-county-municipal-courts_n_6896550.html

Woodson, Carter, G. (1933). *The miseducation of the Negro*. <https://devontekwatson.files.wordpress.com/2013/10/miseducation-text.pdf> (full book)

Equal Justice Initiative Website: (EJI) <https://eji.org/>

COURSE OUTLINE

Readings and assignments are due on the day that they appear on the outline.

DATE	GENERAL TOPIC	READING / VIEWING
<u>WEEK 1: AFRICAN AMERICAN STUDIES</u>		
Tues, Jan 7	Course Overview	WELCOME - Syllabus Review
Thurs, Jan 9	African American Studies - a Discipline.	Alkalimat, et. al., Intro. to Afro-American Studies. Read chps 1 & 2 at link below: https://blogs.lt.vt.edu/acbeggs4/2013/12/28/alkalimat-introduction/ UF AASP History - http://afam.clas.ufl.edu/history/ Virgil Hawkins & George Allen Video In Class : <i>First Footsteps</i> King, Randolph, Rustin, Baker, etc.) Chapter 20
<u>WEEK 2: LABELS, IDENTIFICATION & AFRICAN ORIGINS</u>		
Tues, Jan 14	Race, Ethnicity, Culture, Phenotype Sankofa - African Origins	Chapter 1
Thurs, Jan 16	Sankofa - African Origins	Chapter 2
DUE: Labels and Identification Paper. Bring a hard copy to class & Upload to Canvas by 11PM		
<u>WEEK 3: MIS-EDUCATION: CONSEQUENCES & SOLUTIONS</u>		
Tues, Jan 21	Mis-education, Cultural Hegemony Colorism, Passing, Whitening Woodson chapters here: Black History Month	Woodson, Carter (Chaps 1-3 of <i>The Mis-Education of the Negro</i>) (online) https://historyisaweapon.com/defcon1/misedne.html pp. 479-480 in Chapter 19
Thurs, Jan 23	Hegemony, Racism, Anti-Racism, Resistance Intersectionality, White Supremacy	
<u>WEEK 4: THE AFRICAN DIASPORA & SLAVERY</u>		
Tues, Jan 28	Black Internationalism Africans in the Atlantic World	Chapter 3
Thurs, Jan 30	Enslavement of African Peoples	Chapter 4
<u>WEEK 5: COMMUNITY BUILDING & RESISTANCE</u>		
Tues, Feb 4	Give Me Liberty	Chapter 5
Thurs, Feb 6	Resistance During Slavery Building Communities	Chapters 6 & 7
DUE: Research Proposal (Bring a hard copy to class)		

	DATE	GENERAL TOPIC	READING / VIEWING
WEEK 6:	ABOLITIONISTS, CIVIL WAR & RECONSTRUCTION		

Tues, Feb 11	Antebellum Free Blacks & Abolitionism	Chapters 8 & 9
Thurs, Feb 13	U.S. Civil War & Reconstruction	Chapters 10 & 11

WEEK 7:	TERRORISM & AASP 50th Anniversary Symposium		
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Tues, Feb 18	Lynchings & Police Violence	Chapter 12
Thurs, Feb 20	Class will meet at the Ronald C. Foreman Symposium (Sign the Class Roll Sheet) Smathers Libraries East, #100	

AAS 50th Anniv. Ronald C. Foreman Symposium – Thursday, February 20, 2020		
8:00AM	Opening Reception & Author’s Corner - Smathers Libraries East, #100	
9:00AM	Open, Panels: 9:30AM-Academic, 11:30AM-Alumni & Student, 3:00PM-Community	
5:00PM	Screening: <i>The Making of the Institute of Black Culture at UF</i> at the IBC	
AAS The 50th Anniversary Community Celebration Friday, February 21, 2020		
10:30AM	Tour the African American Studies Space & Reception - 1 st Flr. Turlington Hall	
NOON	Historic Marker Unveiling - Turlington Plaza	
12:45PM	50 th Anniversary Community Program and Honors – Florida Auditorium	
2:00PM	Closing Reception – Friends of Music Room	

WEEK 8:	THE COLOR LINE, JIM CROW AND POLITICAL TRANSITIONS		
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Tuesday, Feb 25	Era of Self-Help Migrations in the past Immigrants Today	Chapter 13, pp. 345-350 in Chapter 14 pp. 364-368 in Chapter 15 pp. 627-634 in Chapter 23
Thurs, Feb 27	Political Transitions New Deal & Double V for Victory The Garvey, Malcolm X, Hammer, Chisholm, Obama Athletes: Robeson, Owens, Gibson, Ali, Williams & Kaepernick,	Chapter 17 and 449-456 in Chapter 18

WEEK 9:	MARCH 2-6	SPRING BREAK
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WEEK 10:	EDUCATION & SOCIALIZATION
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Tues, Mar 10	Socialization & Education Brown vs. Board of Education “Savage Inequalities”	pp. 502-509 in Chapter 19
Thurs, Mar 12	Blacks and Media	pp. 443-444

WEEK 11:	BLACK CULTURE
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Tues, Mar 17	Harlem Renaissance & BAM	Chapter 16 and pp. 598-603
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DATE	GENERAL TOPIC	READING / VIEWING
WEEK 11: BLACK CULTURE		
Thurs, Mar 19	Africanisms / African Survivals Hip Hop, Cultural Appropriation	p. 76 and 478-479
WEEK 12: BLACK PSYCHOLOGY AND PHYSICAL HEALTH		
Tues, Mar 24	Mental Health, Intersectionality Post Traumatic Slave Syndrome	Joy DeGruy Video Clip http://joydegruy.com/resources-2/dr-joy-lectures-videos/
	Physical Health, Tuskegee Study Medical Treatment	pp. 432-433 and 618-620
Thurs, Mar 26	Debate #1: Most Gangster Rap music videos in the U.S. degrade Black women.	
WEEK 13: MOVEMENTS AND PROTESTS		
Tues, Mar 31	Black Power	Chapter 21
Thurs, April 2	Black Lives Matter Policing, Race and the Courts	Media clip READING TBA Reilly & Mariah Stewart Read article Linked below. http://www.huffingtonpost.com/2015/03/26/st-louis-county-municipal-courts_n_6896550.html
	The New Jim Crow	Michelle Alexander Chapter 1
	DUE: Reflection Paper. This is the LAST DAY it will be accepted. It is due no later than 3 days after you attend the program/panel.	
WEEK 14: RESEARCH PAPER PANELS		
Tues, April 7	Debate #2: Blacks of Caribbean heritage are critical of African Americans.	
Thurs, April 9	Debate #3: African Americans should be paid Reparations for Slavery.	
WEEK 15: RESEARCH PAPER PANELS		
Tues, April 14	Research Paper Summaries	
Thurs, April 16	Research Paper Summaries	
	Due: Final Research Paper. Upload to Canvas by 11PM	
WEEK 16:		
Tues, April 21	Test & Complete Course Evaluation	
Thur, April 23	NO CLASS - UF READING DAY	

CLASSROOM DECORUM:

- a. Be respectful of your classmates and the professor.
- b. No eating or drinking in class. Eat before you arrive.
- c. If you're sick with a contagious disease, please don't attend class – get a doctor's note.
- d. No cell phones, laptops or other electronic devices may be used in class without prior approval from the professor. Students who violate this rule, may be asked to leave class and/or be considered absent for that day.
- e. No person has permission to audio or videotape classes without the professor's permission.
- f. If you engage in behavior such as reading texts, browsing the internet, sleeping, daydreaming, not participating in activities or any other behavior that I consider to be disrespectful, you may be considered absent for that day.
- g. You do not have my permission to do classwork from other classes during this class.
- h. Bring your text and/or other relevant readings to class.

COMMUNICATIONS:

- a. Identify yourself and the class that you're in when you e-mail me.
- b. Add a salutation/greeting (Good morning, Good Afternoon, Good Evening Dr. Hilliard-Nunn when you e-mail me. Also, add a closing along with your name to the message. (i.e. Sincerely, Thank you, etc.) or I am not likely to respond.
- c. Allow about 24-30 hours for a response to your e-mail. I may respond sooner.
- d. DO NOT slide papers under my office door or put them in my mailbox unless asked to do so.
- e. Feel free to e-mail me and/or visit me during my office hours. **I cannot meet right before or after class.**
- f. Have Fun!

ATTENDANCE & PARTICIPATION: Attendance is based on you being on time, signing the roll sheet, being prepared and staying for the entire class. It is assumed that enrollment in the class means that there are no conflicts with other obligations (*weddings, work, travel, meetings, etc.*) during class time. Do not send messages about your attendance through a classmate. Telling me or e-mailing a message indicating that you'll be absent does not automatically become an "excused absence." If you have an official excuse, provide me with a written letter and/or medical excuse on a physician's or university program's official letterhead that includes the time and date of your care/business at the beginning of class on the day you return. Each of the 29 classes is worth 3.4 points. You may have 3 excused absences. Keep in mind, however, that you will be at a disadvantage if you miss class as I will not re-teach classes during office hours. If you have completed your readings, assignments and secured notes about the missed class from a classmate, I will be happy to answer any questions that you may have. UF attendance policies may be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>."

MAKE UP POLICY: All assignments are known in advance; therefore, permission to hand in an assignment late is only granted for exceptional circumstances.

Quiz/Test: Pop quizzes will not be rescheduled. Only students with a documented official UF or medical excuse may take a make-up quiz/test if they have already missed a quiz. In this case, the professor must be notified **before or immediately after** the absence and the make up must be rescheduled **on the first day** that the student returns to campus. Students who do not provide appropriate documentation and reschedule the quiz/test immediately upon their return will not be given a make up.

Assignments: Assignments are known ahead of time so your grade will be reduced one letter grade for each day the assignment is not turned in beginning with the due date. Students with valid official

university or documented medical excuses will be allowed to schedule make up ***in-class presentations*** within one day of her/his return to campus without penalty.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

In compliance with the University of Florida's policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made in writing during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made. Students requesting classroom accommodation must first register with Student Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor.

UF STUDENT HONOR CODE: Each student in this course is expected to abide by the University of Florida's Student Honor Code and Code of Conduct. Any work submitted by a student in this course for academic credit **will be the student's own work. Do not plagiarize.** All work must be cited. Students suspected of academic dishonesty or of violating the Honor Code **will be reported** to the Dean of Students Office. To learn more about the UF policy regarding Academic Honesty and behaviors that violate UF policy, please visit: <https://www.dso.ufl.edu/scr/process/student-conduct-honor-code/>.

UF COUNSELING ASSISTANCE: Students who may experience stress related personal issues are encouraged to visit the University of Florida *Counseling and Wellness Center* at 3190 Radio Road. Phone: 392-1575. Website: <http://www.counseling.ufl.edu/cwc/contact-us.aspx>

OTHER CAMPUS RESOURCES:

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
<http://writing.ufl.edu/writing-studio/>

E-learning technical support, 352-392-4357 (select option 2) or e-mail to
Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.
<http://www.crc.ufl.edu/>

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/AcademicResources>

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>

STATEMENT REGARDING HARRASMENT: UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. To learn more about this policy, visit: <http://www.dso.ufl.edu/scr/sexual/>

COURSE EVALUATION: "Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations 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/results/>.”

SELECTED JOURNALS:

<i>African American Review</i>	<i>Journal of Black Psychology</i>
<i>American Literature Forum</i>	<i>The Journal of Caribbean History</i>
<i>American Historical Review</i>	<i>Historical Review</i>
<i>American Quarterly</i>	<i>Callaloo</i>
<i>Black American Literature Forum</i>	<i>Contributions to Black Studies</i>
<i>Black Camera: A Micro Journal of Black Film Studies</i>	<i>Journal of African American History</i>
<i>The Black Collegian</i>	<i>Journal of Blacks in Higher Education</i>
<i>Black Issues in Higher Education</i>	<i>Journal of Negro Education</i>
<i>Black Music Research Journal</i>	<i>Journal of Negro History</i>
<i>The Black Scholar</i>	<i>The Journal of Pan African Studies</i>
<i>Diverse Issues in Higher Education</i>	<i>Journal of Southern History</i>
<i>Ethnicity and Race in a Changing World: A Review Journal</i>	<i>Journal of West Indian Literature</i>
<i>International Journal of Africana Studies</i>	<i>Meridians: Feminism, Race, Transnationalism</i>
<i>Journal of African American Studies</i>	<i>National Black Law Journal</i>
<i>Journal of American History</i>	<i>Negro American Literature Forum</i>
	<i>Phylon</i>
	<i>Race, Gender & Class: An Interdisciplinary Journal</i>

RECOMMENDED READING: (A small sample of sources).

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- Akbar, Na'im, (1996). *Breaking the chains of psychological slavery*. Tall, FL: Mind Prod. & Assos.
- Aptheker, Herbert. (Ed.). (2002). *Ten critiques, 1906-1960 new edition*. W.E.B. Dubois: the education of black people. *Monthly Review Press*
- Asante, Molefi Kete and Abu Abarry (eds). (1996). *African intellectual heritage*. Temple University Press.
- Asante, Molefi Kete. (Revised edition, 2003). *Afrocentricity*. Africa World Press.
- Baptist, Edward E. (2014). *The half has never been told: Slavery and american capitalism*. NY, NY Basic Books.
- Billingsley, Andrew (1992) *Climbing jacob's ladder: the enduring legacy of african-american families*. New York: Simon and Schuster.
- Cane, Emily, (2000). Racial and ethnic variations in gender related attitudes." *Annual Review of Sociology*. 26: 419-39.
- Coates, Ta-Nehisi. (2015). *Between the world and Me*. Spiegel & Grau.
- Chinweizu (1987). *Decolonizing the african mind*. London: Sundoor Press.
- Collins, Patricia Hill, (2000). Revised 10th Anniv 2nd Edition). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. NY: Routledge
- Cruse, Harold, (1967). *The crisis of the negro intellectual*. New York: William Morrow.
- Delgado, Richard & Jean Stefanic. (2001). *Critical race theory: An introduction*. NY: NY.
- Diop, C. A. (1974). *The African origin of civilization: Myth or reality*. Westport, CN: Lawrence-Hill and Co. (First published 1955, in Paris).
- Diop, C. A. (1991). *Civilization or barbarism: An authentic anthropology*. Brooklyn, NY: Lawrence Hill.

- Drake, St. Clair (1987). *Black folk here and there: Volumes 1 & 2*. Los Angeles: Center for Afro American Studies University of California.
- DuBois, W. E. B. (1903). *The Souls of Black Folk*. Chicago: A.C. McClurg & Co. (On line)
- Garvey, M. (1914). *Philosophy and Opinions of Marcus Garvey*. (Ed. Amy Jacques-Garvey). Brawtley Press.
- Giddings, Paula. (1984). *When and where I enter: The impact of black women on race and sex in America*. NY: W. Morrow.
- Hill-Collins, (1990). *Black feminist thought: knowledge, consciousness, and the politics of empowerment*. Boston: Unwin Hyman.
- Hilliard, Asa G. III (1995) *The maroon within us: Essays on african american community socialization*. Baltimore: Black Classic Press.
- hooks, bell. (1989). *Talking back: thinking feminist, thinking black*. Consortium Book.
- hooks, bell. (1981). *Ain't I a woman: black women and feminism*. Boston: South End Press.
- Hunter, Andrea and Sherrill Sellers. "Feminist attitudes among african american men and women." *Gender and Society*. vol. 12, no 1 (1998): 81-99. f
- King, M.L.K. (1964). *Why We Can't Wait*. New American Library
- Kotkin, Joel (1993). *Tribes: How race, religion, and identity determine success in the new global economy*. New York: Random House.
- Morgan, Marcyliena. (2009). *Real Hip Hop – Battling for knowledge, power, and respect in the underground*. Duke University Press.
- Nobles, Wade W. (1986). *African psychology: toward its reclamation, reascension and revitalization*. Oakland, CA: Institute for the Advanced Study of Black Family Life and Culture.
- Norment, N. (Ed). (2007). *The african american studies reader*. (2nd Edition). Carolina Academic Press.
- Owens, Tracey Patton and Julie Snyder-Yuly. (2007). *Any four black men will do: Rape, race, and the ultimate scapegoat*. *Journal of Black Studies*. 37(6), 859-95.
- Rooks, Noliwe. (2007). *White money black power: The surprising history of African American studies and the crisis of race in higher education*. Beacon Press.
- Skloot, Rebecca. (2010). *The immortal life of herietta lacks*. NY: Random House.
- Shujaa, M. J. (Ed). (1994). *Too much schooling, too little education: paradox of black education in white societies*. Trenton, N. J.: African World Press, Inc.
- Stevenson, Bryan. (2014). *Just mercy: A story of justice and redemption*. NY: Spiegel & GRAU.
- Tatum, Beverly Daniel (1997). *Why are all the black kids sitting together in the cafeteria?* New York: Basic Books.
- Van Sertima, Ivan. (1976). *They came before columbus*. NY, NY: Random House.
- Walters, Ron. (2007). Barack Obama and the Politics of Blackness. *Journal of Black Studies*. 38(1), 7-29.
- Williams, Juan. (1988). *Eyes on the prize: America's civil rights years, 1954-1965*. Penguin Group (USA).
- Winbush, R. A. (Ed.) (2003). *Should america pay. Slavery and the raging debate on reparations*. NY, HarperCollins.



SANKOFA – Go Back and Fetch It

*Should you have any questions or concerns, do not hesitate to visit or e-mail me.
The course outline is a guide and may change. Should some elements change, you will be notified ahead of time.*