

# Diversity and Inclusion in America?

**MWF 11:00 11:50**

***University of Florida***  
**Fall Semester 2020**



AFA 3930 - Special Topics

Class Number: 27937

Section: RS13

Instructor: Robert L. Stevenson, Jr., PhD

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Class Dates: 8/31/2020 - 12/9/2020

## **Course Description:**

This course is an interdisciplinary survey of the practical and ideological dimensions of race, power, diversity and inclusion in the United States. The course examines the causes for the introduction and the formation of race as a social construct. We will also examine the effects of structural systemic racism, and sexual assault as residual power practices fueled by white, male heteronormative concepts of the Black Body politic. In our analysis of these concepts we will examine the Declaration of Independence, the role of plantation politics, the case of Plessy v Ferguson and other pertinent legal arguments/documents that challenge the notion of white supremacy and racial prejudice that is so prevalent in the United States. Beginning with Bacon's rebellion of the 1600s through the murder of Mr. George Floyd we will track the development of economic, environmental, gender intersectionality and political racism.

## **General Education Objectives:**

Our main objective is to help students gain an increased awareness of the most important thematic issues facing America as it relates to white supremacy, diversity, racism and inclusion. So that those who are interested in pursuing advance undergraduate study and graduate study in African American Studies as a discipline are equipped with the basic knowledge about the scholarship that the field has produced. As such, the course examines the traditional historiography composed by classic and contemporary authors, as well as Afro-centric literature and film that focuses on the intellectual contributions to African and African American scholarship.

- Deepen their knowledge and articulate the significance of this body of knowledge particularly as it relates to racialization and other forms of difference and social inequality that operate in conjunction with processes of race making
- To provide students with a basic introduction to African American socio-cultural and intellectual history and critical analysis
- To promote creative and self-directed learning through the research, reading, and writing processes
- To provide the skills needed to complete a substantial research paper

## **General Education Student Learning Outcomes**

1. Explain how historical knowledge influences community and culture, including chronological thinking, by examining primary sources and secondary sources, for the purposes of comprehension, historical analysis and interpretation.
2. Evaluate historical events through the examination of various human endeavors, such as social, political, economic, and scientific, aesthetic activities.
3. Explain historical trajectories and consequences, through world-views, politics, race and gender and the trouble encountered as ways diverse cultures co-exist within the United States.
4. Explain how slavery, reconstruction, civil rights and social constructions of ethnicity/race and gender became challenges that helped to shape group and individual identities: gender, class, abilities, age, sexual orientation, religion, or common history.
5. Written Communication – write effectively for multiple purposes and audiences. Develop content that is appropriate to a specific disciplinary or professional context, drawing upon relevant sources. Organize and express written material and ideas to suit the purposes of the document and meet the needs of the intended audience. Use conventions of grammar, punctuation, formatting, and citation appropriate to the specific writing situation.
6. Ethical Reasoning – use a decision -making process based on defining systems of value. Recognize ethical issues when presented in a complex situation. Demonstrate understanding of key concepts and principles underlying various systems of reasoning. Accurately apply ethical theories and terms to situations. Demonstrate the ability to deal constructively with ambiguity and disagreement.

### **Course Themes:**

**Theme 1:** The Slave Ship as an incubator for Black Body Politics and Racism in America

**Theme 2:** The division between indentured servants and the first African emigrants.

**Theme 3:** The Declaration of Independence: What’s missing, (168 words)?

**Theme 4:** Lynching, sexual assault and slave patrols, as a form of social control.

**Theme 5:** Intersectionality. Black LGBTQ

**Theme 6:** Solutions

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>

## Writing Requirement Rubric

The Writing Requirement (WR) ensures that students both maintain their fluency in writing and use writing as a tool to facilitate learning scholarship production.

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.

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

	<b>SATISFACTORY (Y)</b>	<b>UNSATISFACTORY (N)</b>
<b>CONTENT</b>	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provides at least an adequate discussion with a basic understanding of the 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.
<b>ORGANIZATION AND COHERENCE</b>	Documents should include an outline. The paragraphs should 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. The conclusion should tie the previous information together and offer further research ideas.	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.
<b>ARGUMENT AND SUPPORT</b>	Other scholarly sources, papers and written data should 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.

**BIBLIOGRAPHY & CITATIONS**

Should follow MLA or Chicago Style citations. See Kate Turabian for instructions.

## Required & Recommended Course Materials

### **Required Texts:**

DelGado, Richard and Stefancic, Jean, Critical Race Theory, New York University Press, 2012.

(Ebook: [https://books.google.com/books?hl=en&lr=&id=T4iaDsruU38C&oi=fnd&pg=PP2&dq=tenets+of+critical+race+theory&ots=6Ze3JmZPGX&sig=iknpJlINCX91W\\_MF\\_sMkgr3Vhrk#v=onepage&q=tenets%20of%20critical%20race%20theory&f=false](https://books.google.com/books?hl=en&lr=&id=T4iaDsruU38C&oi=fnd&pg=PP2&dq=tenets+of+critical+race+theory&ots=6Ze3JmZPGX&sig=iknpJlINCX91W_MF_sMkgr3Vhrk#v=onepage&q=tenets%20of%20critical%20race%20theory&f=false))

The Declaration of Independence: <https://www.archives.gov/founding-docs/declaration-transcript>

Middleton, Stephen, David R. Roediger and Donald Shaffer, The Construction of Whiteness: An interdisciplinary Analysis of Race Formation and the Meaning of a White Identity, Mississippi, The University of Mississippi Press, 2016.

Plessy vs. Ferguson: <https://www.history.com/topics/black-history/plessy-v-ferguson>

### **Recommended Readings:**

Freire, Paulo, Pedogogy of the Oppressed, New York, Continuum Publishing, 1993.

Films: This course requires you to view several films, most of which are available through streaming services like Netflix or Amazon. If you cannot stream the films, you may watch them on closed reserve at Library West; request them from the circulation desk.

- "Timbuktu Saving the World's Oldest Library." (<https://www.youtube.com/watch?v=4pJTaiev8k&t=5s>) & ([https://www.youtube.com/watch?v=5TFbEks\\_zFc](https://www.youtube.com/watch?v=5TFbEks_zFc))
- Myths about Racism <https://www.youtube.com/watch?v=2L5MBD0ULVs>
- Deconstructing White Privilege with Dr. Robin DiAngelo <https://www.youtube.com/watch?v=h7mzj0cVL0Q>
- The Transatlantic Slave Trade: <https://www.youtube.com/watch?v=RZPBL7BDr34>

## Assignment Evaluation and Descriptions

Assignment	Percent of Grade
1) Attendance /Participation	30%
Classroom verbal participation	15%
Research paper presentation	15%
2) 5 Short Papers (worth 5% each)	25%
3) Content Analysis & Oral History Presentation	10%
4) Research Paper	35%

### Attendance Policy and Missed Work

After three unexcused classes are missed, you will not receive the percentage points for class participation (and will not have the option of submitting an optional paper). It is your responsibility to sign the attendance roster that will be given out at the beginning of each class session. If you forget to, sign it during the next class. Also, try to get to class on time. The policy for missed work in this class is consistent with the university's policy (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>).

### Class Participation and Teaching Methodology

Effective teachers are persons who teach for transformation as well as education. The second key to effective transformative education is, don't do for students what they can learn to do for themselves. Risk, failure, and critical inquiry are key components to academic growth. By introducing a dialogical structure into the learning process the student gains opportunities to engage in conversations with one another which also creates a camaraderie among colleagues. This approach to learning is known as or often referred to as "Critical Pedagogy". Critical pedagogy requires educators to *provoke* dialogue, debate and critical analysis within the

classroom setting. In so doing we are creating persons who are good listeners unafraid, of failure and they learn to reach beyond their comfort zones independently. Therefore, We will discuss a number of issues pertaining to non-violent, armed social activism, the Second Amendment and why traditional scholarship has neglected to introduce these concepts in the prominent historiography. I understand that some students are more comfortable participating in class discussions than others but we will all have an opportunity to offer input. However, students are **expected** to come to class prepared having completed the readings and being ready to contribute their critical analysis of the reading to the course discussions. Participation is graded by the student's contribution to discussion, group work, and class exercises and not right or wrong answers.

**Please read your text books and watch the videos carefully and exegetically.**

### **Five Short Papers**

Write a two page paper on the four topics below. In the paper summarize the main points the paper. Critique the methodology and explain why you think this method was successful. Your paper will be graded on the basis of your knowledge of the video the author(s) support his/her arguments well? Your analysis should examine how these data have affected African American Studies and people of African descent socially.

**The first paper is due 1/14/20.** Write a 1 page paper on Film "Timbuktu Saving the World's Oldest Library." ( [https://www.youtube.com/watch?v=\\_4pJTaiev8k&t=5s](https://www.youtube.com/watch?v=_4pJTaiev8k&t=5s))

**The second paper is due 1/28/20.** Write a 1 page paper on "Black History before Slavery." ( <https://www.youtube.com/watch?v=1LRZjwCINy>)

**The third paper is due 2/4/20 .** Write a 1 page paper on Film " The Reason Education sucks". ( <https://www.youtube.com/watch?v=iLQepXUj98> )

**The fourth is due 2/25/20 .** Write a 1 page paper "RECONSTRUCTION: America After The Civil War, Reconstruction Part 1." ( <https://www.youtube.com/watch?v=TiXxQpBLMuk>) Please emphasize how The Reconstruction affected the way history has ben written and how it must now be written.

**The Fifth paper is due 4/16/20.** Write a paper on The Rodney King beating, ( <https://www.youtube.com/watch?v=1zLA2gzQQ0g&t=59s>)

### **One Oral History Assignment**

Select from one of three topics: Colin Kapernick, The Me Too Movement, and/or Black Lives Matter and present a 2-3 page typed, double-spaced paper. In the paper, analyze the topic and explain the benefits of African American studies in today's context. Explain what you learned from the exercise? **The assignment is due on 3/17/20.**

## **Final Research Paper**

Your paper must be an original research project and be a minimum of 8-12 pages of text, and a bibliography page. During each class session, we will discuss articles and book chapters that address a number of issues of concern to African Americans and the manner in which they are historically represented. These readings and lectures will give you ideas about possible topics, research questions, theoretical frameworks, outlines and methods for writing your paper.

**The final paper is due 4/21/20.**

## **Presentations**

Beginning on, each student must give an approximately 3-5 minute power-point presentation. In the presentation, describe your research topic, explain its significance to the discipline of African American Studies, provide a literature review, and explain the methods you used to acquire and analyze your sources. We will go in alphabetical order and you will receive a zero if you are not prepared to give your presentation when your name is called. There will be three presentations per class until all have presented.

## **Grading Scale:**

94-100 A	90-93 A-	87-89 B+	84-86 B	80-83 B-	77-79 C+
74-76 C	70-73 C-	67-69 D+	64-66 D	60-63 D-	Below 60 E

A to C- will be a qualifying grade for major, minor, Gen Ed, Gordon Rule or College Basic Distribution credit.

## **Academic Dishonesty:**

Academic dishonesty includes plagiarism and cheating on examinations. The penalty for cheating is a grade of 0 on the assignment. In addition, the Dean of Student's office may choose to administer a harsher punishment such as a temporary suspension from this class or a permanent expulsion from the university.

## **Classroom Behavior (Cell Phones and Laptops):**

In the past, several of my students have forgotten to turn off their cell phones in class. ***I am asking you to please turn off your phones before our class begins.*** Remember, a student who takes his/her work seriously will make sure that his/her phone is off during class meetings.

Also, if you engage in behavior such as texting, browsing the internet, sleeping, loud yawning, or any other behavior that I consider to be disrespectful to me or to your classmates, you may not receive all of the percentage points for class participation. I expect you to pay attention at all times in class especially when films are shown. You do not have my permission to do the work in your other classes when films are shown. If I find out that you're doing this, I reserve the right to deduct points from your participation grade.

### **Disabilities Statement:**

Students requiring accommodations must first register with the Dean of Student's office, Disability Resource Center. The Dean of Student's office will provide documentation, which the student will then give to the instructor. For more information, see [HTTP://www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc)

## **Fall 2020 Semester Weekly**

Semester week	Theme 1	Video Assignment	Reading Assignment	
<b>Week 1 MWF</b>		<b>The Truth About the Confederacy in the United States:<a href="https://www.youtube.com/watch?v=QOPGpE-sXh0">https://www.youtube.com/watch?v=QOPGpE-sXh0</a></b>		
<b>Week 2</b>	Theme 1	<b>Jane Elliott:<a href="https://www.youtube.com/watch?v=1aJD--1aRZQ">https://www.youtube.com/watch?v=1aJD--1aRZQ</a></b>		
<b>Week 3</b>	Theme 1			
<b>Week 4</b>	Theme 2			
<b>Week 5</b>	Theme 2			
<b>Week 6</b>	Theme 2			
<b>Week 7</b>	Theme #3			

Semester week	Theme 1	Video Assignment	Reading Assignment	
<b>Week 1 MWF</b>		<b>The Truth About the Confederacy in the United States:<a href="https://www.youtube.com/watch?v=QOPGpE-sXh0">https://www.youtube.com/watch?v=QOPGpE-sXh0</a></b>		
<b>Week 8</b>	<b>Theme #3</b>			
<b>Week 9</b>	<b>Theme #3</b>			
<b>Week 10 MWF</b>	<b>Theme#4</b>			
<b>Week 11</b>	<b>Theme #4</b>			
<b>Week 13</b>	<b>Theme #4</b>			
<b>Week 14</b>	<b>Theme#5</b>			
<b>Week 15</b>	<b>Theme#5</b>			
<b>Week 16</b>	<b>Theme#5</b>			