

INTRODUCTION TO AFRICAN AMERICAN STUDIES
African American Studies Program – The University of Florida

AFA 2000 -
- #10280
3 Credits1

Section 2517
FALL 2020



Professor: Rik Stevenson, PhD
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Class Days/Time: Tuesday -4 10:40-11:30
Class Location: Thursday -4-5 10:40-12:35 Online:
Office Hours: 1:00-3:00 Monday and Wednesday

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 THEMES:

Theme 1:

What is Black/Africana Studies? (What are Black/Africana Studies Research Methodology? “The Interdisciplinary Study of Pan *African-a* Unity, and the Community transforming nature of education. Afro-centricity and Africana Research Methodology.

Theme 2:

What is the relationship between Race, Research and the Black/Africana Studies method? “The Black/Africana Studies Research Method”

Theme 3:

The Pursuit of Education: Taking Education by the horns.

Theme 4:

Examining Race, Power and knowledge: “The Power to Shape Knowledge.”

Theme 5:

Race History, Diaspora and Social Constructions

Theme 6-

The Making of the African Diaspora and the Atlantic Slave Trade

COURSE OBJECTIVES:

Our main objective is to help students gain an increased awareness of the most important thematic issues of African American and African Studies so that those who are interested in pursuing advanced undergraduate study and graduate study in the discipline are provided with the most essential basic knowledge about the scholarship that the discipline produces. As such, This course uses key required readings by classic and contemporary authors, in addition to select readings from the UF's African American and African Studies "Black/Africana" Studies' core curriculum reading list to explore key themes that capture the discipline's multi and inter-disciplinary classic and contemporary scholarships.

Core themes include debates that define the Black/Africana Studies discipline. We explore the discipline as the interdisciplinary study of Black/Africana people, culture and history. In this regard, the course examines sub-topics in Black and African Nationalisms, Neo & Post Colonialisms, Civil Rights and Black Power, Black Urban and City Issues, and Poverty and Inequality, Black Arts Movement, African Afro-beat, and Reggae music in the Caribbean, Black Feminism and Gender in the US and African Feminism and Womanism in Africa.

In understanding the historical legacies that connect the African continent with the northern hemispheric African Diaspora especially in the US, we examine the way that the *Western Hemispheric Trans-Atlantic Slave Trade* established the Africana Diaspora World. In mapping the African Diaspora and in examining divergences and convergences among historic and new Black Diasporas, we traverse the globe to discover how African descendants have dispersed to form distinctive communities across the world that include cultural African retentions, continuities, creolized and syncretized contexts, and new modern and postmodern Black cultures.

Course Format

The professor will utilize a lecture/discussion format. Students are required to complete all weekly reading assignments and be prepared to engage in the classroom discussions. This dialogical structure will provide the students with greater opportunities to engage in dialogue with one another as they consider the required reading and viewing assignments. This approach to learning is

known as “Critical Pedagogy”. Critical pedagogy encourages educators to provoke dialogue in the classrooms. By facilitating the conversation, educators open themselves to challenges from their students, but they are rewarded as co-learners in the classroom.

Course Overview:

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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.

STUDENT LEARNING OUTCOMES: - CONTENT SKILLS:

Your great 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 20%

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. Roll will be taken at the beginning of class. Any information and/or changes that are announced in class are YOUR responsibility, whether you attended class or not.

2. POPQUIZZES & TEST 20%

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.**

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.

Supplemental Readings: eReading Assignments:

Reading Assignment: eBook, Roland Barker and William Doerflinger. ... Barker, Roland The Middle Passage. pp.152,165,261,& 341. <https://babel.hathitrust.org/cgi/pt?id=mdp.39015070893923;view=1up;seq=1>
Click on the link to read the source.

Andrew Marcum and David Skarbek, Why didn't slaves revolt more often during the Middle Passage? <https://journals-sagepub-com.ezproxy.gvsu.edu/doi/full/10.1177/1043463113513001>

Assignment	Due Dates	% Of Grade
Attendance and Participation	Ongoing	20%
Research Paper Presentation	TBA	10%
4 Short response Papers	TBA	20%
Research Paper	TBA	30%
Quizzes and Test	TBA	20%

Course Requirements: Critical Pedagogy

ATTENDANCE & PARTICIPATION:

Our class will be largely dialogical, and your participation in these discussions is central to your success in this class. It is imperative that **every student contributes** to our shared knowledge base by actively engaging the topics at hand. This means not only arriving to class having completed the assigned readings, **with your cell phone off, and**

laptops used only with my explicit approval, but also adding your voice to class discussions. Please see me at the beginning of the semester if you are uncomfortable speaking in class so that we can discuss possible alternatives. A portion of this grade will reflect your participation in in-class conversations with your peers. Your overall, in class contributions constitute 20% of your grade.

Reading Responses and Current Reading Assignments/In Class Work:

Course Policies

Canvas:

I will use Canvas to post the syllabus, detailed instructions for assignments, and additional course information, and for quizzes as needed.

Discussion: Please show mutual respect when listening to and responding to others in class. ***We will re-examine our personal and cultural values and as well as relevant questions regarding race and community in the United States. This process can be painful, controversial, and rich with opportunities for raising opposing points, of view and diverse individual perspectives.*** It is important that we all respect and learn from each other. Questions are encouraged. Clarification often leads to deeper understanding. Please read assigned materials prior to class so that you may contribute to discussion. ***Rudeness in the form of inattention (including attention diverted by electronic devices/laptops/sleep) or speaking while another is talking prevents the dialog that our course requires.*** Therefore please conduct yourselves respectfully.

Be an active student:

Few students can absorb and retain all the ideas presented in class without taking notes for future review. This course tests your ability to acquire knowledge aurally (through your ears, by listening to me and to fellow students) and through your eyes. Completing assigned reading ahead of class, attending class, and taking notes are essential. Bring your books and readings to class. ***On taking notes:*** I do not provide detail notes on PowerPoint slides; rather, I use PowerPoint almost exclusively for images. Studies suggest taking notes by hand, not on computer, improves learning and retention. Most students must actively take notes during class to do well on the exams.

Be engaged and speak up! Doing this helps you learn. If you find yourself becoming bored by the course, drop it and move along to something that is more fulfilling. If you surf the net, text, watch videos on your smartphone, or chat with friends during class, you are distracting your classmates and most likely annoying some of them. Please do these things outside of class time.

Laptops

If you use a laptop to take notes in school, **you will be required to submit your notes** via email to me within one hour after class has ended. Not submitting your notes will result in a point deduction in your class participation grading

Guidelines for submitted work:

All submitted work should be typed, **double spaced, and in 12 point font, Times New Roman. Proper citation is expected. All late work will have half a grade deducted for every day it is late after its due date.**

Attendance: Attendance and active participation are highly valued. **Three unexcused absences will lower your overall grade by 10%**, so you should provide documentation regarding absences. If your absence is excused, you should consult with me to discuss the material you missed.

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.

Diversity and equity:

All students regardless of race, gender, sexual orientation, gender identity or expression, religion, national origin, or political beliefs are welcome in this class and will be treated respectfully by all class participants

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. Stevenson 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!."

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.

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/sccr/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 HARASSMENT: 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/sccr/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/>.”

August 31st -December 18th 2020

Semester Weeks	Lectures	Readings	Videos	Readings Due date
Week 1 Monday August 31th Theme 1 What is Black/Africana Studies?	Introductions and Ice Breaker: Discuss Syllabus and student expectations	Dr. Maulan Karenga: http://www.us-organization.org/position/documents/Africana-Studiesat40.pdf	Dr. Karenga: _____ _____ _____	Friday Sept. 2nd
Week 2 Monday Sept. 5th Theme 1 What is Black/Africana Studies?	What is African Studies? What are the complexities of Africana Studies		What is Black Studies? _____ _____ _____ _____	Friday Sept. 9th
Week 3 Monday Sept. 12th Theme 2 What is the relationship between Race, Research and African Studies?	Afrocentrism, Africana Study Methodology: Relevant Education. Afrocentrism vs Eurocentrism in scholarship.	Heather Williams, <u>Self Taught</u> , Chap.1 & Rogers', <u>The Black Campus Movement</u> . Chap.2.	Dr. Molefi Asante:https://_____ _____ _____ _____	Friday Sept. 16th Library Meeting with Lindy. Both classes 10 & 12. big computer lab for us on the lower level of the library.

<p>Week 4 Monday Sept. 19th Theme 2 What is the relationship between Race, Research and African Studies?</p>	<p>Discussion on Critical Race Theory and Research Methods</p>	<p><u>Critical Race Theory</u>, chap. 5.</p>	<p>Watch: Tim Wise: On White Privilege (Clip) https://www.youtube.com/watch?v=J3Xe1kX7Wsc</p>	<p>Friday Sept. 23th</p>
<p>Week 5 Monday Sept, 26th. Theme 3 The African American pursuit of education.</p>	<p>Taking Education by the horns.</p>	<p>Heather Williams, <u>Self Taught</u>, Chap..1& 2</p>	<p>Watch: Dr. Rogers:https://_____</p>	<p>Friday Sept. 30th</p>
<p>Week 6 Monday Oct. 3rd. Theme 3 The African American pursuit of education.</p>	<p>Acknowledging Race as a Method Division. The Long BCM.</p>	<p>Rogers', <u>The Black Campus Movement</u>. Chap.3. Delgado & Stefancic <u>Critical Race Theory</u>:Chap.2</p>		<p>Friday Oct. 7th Class presentations.</p>
<p>Week 7 Monday Oct. 10th. Theme 4 <i>Examining Race, Power and knowledge.</i> "The Power to Shape Knowledge."</p>	<p>Power and the Shape of Knowledge: Anna Julia Cooper and other Black Women and Success stories</p>	<p>Delgado & Stefancic <u>Critical Race Theory</u>:Chap.5.&Heather Williams, <u>Self Taught</u>, Chap.7</p>	<p>Katherine Johnson; Mathematician _____ _____ _____</p>	<p>Friday Oct. 14th Class presentations.</p>
<p>Week 8 Monday Oct. 17th Theme 5 <i>Race History, Diaspora and Social Constructions</i></p>			<p>Watch: Social Constructs; _____ _____ _____</p>	<p>Friday Oct. 21th</p>
<p>Week 9 Monday Oct. 24th Theme 6 The Making of the African Diaspora and the Atlantic Slave Trade</p>				<p>Friday Oct. 28th</p>

Week 15 Monday Dec. 5th Theme 9 Rap Music, Hip Hop, Art and Pop Culture	Hip Hop, From Fly Girls to Bitches and Hoes.			Friday Nov. 9th
Week 16th Monday Dec. 12th Finals Week	FINALS	FINALS	FINALS	FINALS Dec. 16th