

AAST 1000-04 Introduction to African American Studies

Instructor:	Dr. Marcus D. Watson	Class Meets:	MWF, 9:00 – 9:50 am
Contact Info:	mwatso10 / 766-4169	Location:	Education Building, room 6
Office:	235 Ross Hall	Semester:	Fall 2014
Office Hrs:	Tues. 9:30-11:30 am Thurs. 12:00-1:00 pm		

COURSE DESCRIPTION

This course aims to provide students with an interdisciplinary introduction to the fundamental concepts, theories, methodologies and debates in the disciplines covered by African American Studies. We will survey a myriad of perspectives in African American Studies, across academic disciplines such as history, economics, psychology, literature, anthropology, political science, sociology, gender studies and philosophy. The course provides a foundation for a critical understanding and discussion of the field. Students will be introduced to the origin, scope and relevance of African American Studies as well as its theoretical foundations and challenges.

This course fulfills the Diversity in the United States or “D” requirement. The “D” requirement requires an exploration of the complexity of cultural identities in the United States and the interdependence of cultures located primarily within these geographic and civic boundaries.

COURSE OBJECTIVES

- To introduce the transdisciplinary study of the African American socio- historical experience.
- To compare paradigms, theories, philosophies, and ideologies within African American Studies.
- To understand how enslaved Africans shaped the course of American history, culture, and society.
- To explore how African Americans have thought about their experience in transforming the U.S.
- To use the transdisciplinary perspectives to analyze the structures, culture, and institutions of the U.S.
- To link transdisciplinary perspectives to current U.S. crises as a way of understanding social change.
- To understand the salience of African American Studies to life in Wyoming.

COURSE READINGS

- Talmadge Anderson and James Stewart. 2007. *Introduction to African American Studies*.
- Other course readings are available through links to the web or through “files” within wyocourses.

ASSIGNMENTS AND GRADING

Final grades will be based on two papers, a mid-term exam, a final exam, surprise quizzes, and participation—including group work— worth up to a possible total of 500 points (see rubric below). The papers include a reflection-on-theory paper and final research paper. Reflection On Theory (75): As African American Studies has evolved, theoretical approaches have emerged including, among others, Afrocentricity, Black Marxist, Black Women’s Studies, and Traditionalist models. In this paper you should draw on your course readings in describing and comparing at least three of these approaches. This paper should be 4-6 pages, typed and printed on both sides, and double-spaced in 12 point font with one inch margins on the sides. This paper is due in-class on **FRIDAY, OCTOBER 1**.

Final Research Paper (150): The purpose of this assignment is to demonstrate the efficacy of the transdisciplinary approach of African American Studies to the urgent issues, problems, and challenges of the 21st century through a more focused exploration and practical application of Black Studies. You should select a critical issue, debate, or problem in conversation with your instructor¹ and write an 8-10 page research paper making good use of some of the theories, methods, and frameworks outlined in your

¹ Students are responsible for meeting with the instructor during office hours for this conversation.

course readings. You should also incorporate five additional outside readings. This paper should follow the same formatting as the first paper. It is due in-class on **MONDAY, NOVEMBER 24.**

Mid-Term Exam (100): Exam questions are developed directly from the assigned readings, lectures, videos, discussions, activities and any material presented in class. The mid-term is to be taken in-class on **MONDAY, OCTOBER 20.** Final Exam (100): The final exam is not cumulative; it will cover issues and material from mid-semester forward. There will be no formal review for the final exam in class. You are advised to meet voluntarily with the instructor during office hours for guidance on the final exam. The final exam will be taken in-class during exam week on **MONDAY, DECEMBER 15.** NOTE: Both exams may be a combination of multiple-choice, true-false, and short-answer questions.

Participation (25): This course is *participation-intensive*. Substantial class participation is expected and regular attendance is mandatory. Participation means coming to class with the readings in-hand and having read the materials, a willingness to regularly ask and answer questions during class, and being an active member in group discussions and presentations. You are permitted three (3) absences without an excuse, after which you must have a note from a medical doctor or University authorization as outlined on the Dean of Students webpage (<http://www.uwyo.edu/dos/absences/index.html>). For each subsequent unexcused absence over three (3), the overall final grade will be lowered by a half a letter grade.

Quizzes (50): Five (5) quizzes will count toward the final grade. The quizzes (5 to 10 minutes) will be unannounced, the idea being that you must take greater responsibility for doing the readings and be prepared to demonstrate your comprehension of them on any given day. Quizzes may take the form of multiple-choice, true-false, or short-answer questions, or a combination of these assessment methods.

METHOD OF INSTRUCTION

To cater to diverse ways of learning, I adopt a mixed methods approach to instruction. The main teaching strategy will be the facilitated discussion but you should also expect other approaches, such as interactive mini-lectures, audio-visual materials, and group work. The instructor will also, at times, refer to his own research and personal experience in order to prioritize experience over abstraction and for the sake of being “open” with students, which are African-centered values—as you will see from readings. On occasion, students will be provided with a series of discussion questions in advance of class and should perform the assigned readings, videos, and recordings with these questions in mind. Everyone should come to class prepared to engage in *rigorous* and *respectful* dialogue. NOTE: Our Graduate Assistant (GA), Cliff Koderer, and a Teaching Assistant (TA), Jasmine Austin, will teach the class on occasion.

GRADING RUBRIC

Participation	25	A	475-500	C	365-379
Quizzes	50	A -	450-474	C -	350-364
Midterm Exam	100	B+	430-449	D+	330-349
Final Exam	100	B	415-429	D	315-329
Theory Paper	75	B-	400-414	D -	313-314
Research Paper	150	C+	380-399	F	below 313
TOTAL	500				

ACADEMIC HONESTY

UW Regulation 6-802. The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable, will not be tolerated, and may result in lowered course grade or failure. Teachers and students should report suspected violations of standards of academic honesty to the instructor, department head, or dean. Other University regulations

can be found at: <http://uwadmnweb.uwyo.edu/legal/universityregulations.htm>.

Examples of acts that constitute cheating include but are not limited to:

Plagiarism: presenting the work (i.e., ideas, data, creations) of another, wholly or in part, as one's own work without customary and proper acknowledgement of sources and extent of use, unless authorized by the instructor; **Cheating:** using information, study aids, notes, materials, devices, or collaboration not explicitly approved by the instructor. For example: doing a class assignment for someone else or allowing someone to copy one's assignment; copying from, or assisting, another student during an examination; or stealing, or otherwise improperly obtaining, copies of an examination before or after its administration; **Fraud:** altering or inventing data, research, or citations for an academic endeavor; fabricating, forging or otherwise misrepresenting to an instructor or an institution one's past or current academic or professional activities; impersonating someone or allowing oneself to be impersonated for an examination or other academic endeavor; using a ghost writer, commercial or otherwise, for any type of assignment; **Violation of Standards:** violations against ethical and professional standards required by individual University programs, academic courses, and clinical programs that may result in qualification for entry into a profession that maintains standards of conduct; **Multiple Submissions:** submitting, wholly or in part, the same academic endeavor to earn credit in two or more courses without explicit approval by all concerned instructors; **Interference/Obstruction:** interfering with academic efforts of other students to gain unfair advantage for personal academic advancement. Interference may include but is not limited to, sabotage, harassment, tampering, bribery, or intimidation of another student; **Complicity:** assisting another person in any act of academic dishonesty as defined above.

NEW TUTOR CENTER!

The STEP Tutor Center in Coe Library offers free evening tutoring for nearly 40 courses. Visit Coe Library between 6:00-10:00pm (Sun. – Thurs.) and visit the STEP website for full details about tutoring opportunities and other UW resources: www.uwyo.edu/STEP.

EARLY ALERT

In late September, you can view a progress report in WYOWEB for your classes. When you click on the Students tab in WYOWEB, you will see Quick Links on the left side bar, go to EARLY ALERT grades. You will see either a P for pass, or a D or F grade for each of your courses. If you have withdrawn from the class you will see a W. Be sure to talk to your instructor if you have a D or F grade. Remember, this is a progress report—not a final grade! This is an ideal time to visit with your instructor and/or your advisor to talk about your options and avenues for support in the class (call 766-2398 for the Center for Advising & Career Services).

DISABILITY STATEMENT

If you have a physical, learning, sensory or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with, and provide documentation of your disability to University Disability Support Services (UDSS) in SEO, room 330 Knight Hall.

IMPORTANT DATES

O 24	Mid-semester
N 3-7	Advising week
N 7	Last day to withdraw from classes
N 26	Last day to withdraw from university
N 26-28	Thanksgiving (<i>classes canceled</i>)
D 12	Last day of classes
D 15-19	Finals week

PART 1: INTRODUCTIONS AND COURSE OVERVIEW²

CLASS	TOPIC	READINGS / ASSESSMENTS / FILMS
S 3	Syllabus	
S 5	Why Black Studies?	In-Class Video: <i>Black Studies USA</i> . 2005. Niyi Coker, 2005 [31 min.]
S 8	Relevance for Wyoming	Reagon Kaufman. 2005. "Discrimination in the 'Equality State.' Black-White Relations in Wyoming History." <i>Annals of Wyoming</i> 77. pp. 13-27

PART 2: ORIGINS, DEVELOPMENT & THEORETICAL APPROACHES

CLASS	TOPIC	READINGS / ASSESSMENTS / FILMS
S 10	Origins / Purpose of Black Studies	Anderson & Stewart, Ch.1 and parts of Ch.2, pp. 1-34.
S 12		Martin Kilson. 1973. "Reflections on Structure and Content in Black Studies." <i>Journal of Black Studies</i> 3(3): 297-314.
S 15		Philip Daniel, "Black Studies: Discipline or Field of Study?," in <i>The African American Studies Reader</i> , ed. Nathaniel Norment (Durham: Carolina Academic Press, 2007), 61-67.
S 17	Concepts, Theories, and Approaches I	Anderson & Stewart, Ch.2, pp. 35-40.
S 19		Darlene Clark Hine, "The Black Studies Movement: Afrocentric-Traditionalist- Feminist Paradigms for the Next State (1992)" in <i>The African American Studies Reader</i> , ed. Nathaniel Norment (Durham: Carolina Academic Press, 2007), 311- 319.
S 22		Daudi Ajani ya Azibo, "Articulating the Distinction Between Black Studies and the Study of Blacks: The Fundamental Role of Culture and the African-Centered Worldview (1992)" in <i>The African American Studies Reader</i> , ed. Nathaniel Norment (Durham: Carolina Academic Press, 2007), 525-546.
S 24		Perry A. Hall, "Paradigms in Black Studies," in <i>Out of the Revolution: The Development of Africana Studies</i> , eds., Delores P. Aldridge and Carlene Young (Lanham: Lexington Books, 2000), pp. 25-39.
S 26	Concepts, Theories, and Approaches II	Patricia Hill-Collins, "The Social Construction of Black Feminist Thought (1989)," in <i>The African American Studies Reader</i> , ed. Nathaniel Norment (Durham: Carolina Academic Press, 2007), 209-224.
S 29		Clenora Hudson-Weems, "Africana Womanism: An Overview," in <i>Out of the Revolution: The Development of Africana Studies</i> , ed. Delores Aldridge and Carlene Young (Lanham: Lexington Books, 2000): 205-217.

² Note: Schedule is subject to change at the discretion of the instructor.

PART 3: HISTORICAL FOUNDATIONS

CLASS	TOPIC	READINGS / ASSESSMENTS / FILMS
O 1	The Making of Diaspora	Anderson & Stewart, Ch. 3, pp. 43-52 <i>DUE: REFLECTION ON THEORY PAPER</i>
O 3	Forced Migrations	In-Class Video: <i>Africans in America</i> [90 mins]
O 6	American Plantation Slavery, Community, and Resistance	Anderson & Stewart, Ch. 3, pp. 52-62
O 8	Abolitionism, Emigrationism, and Emancipation	Anderson & Stewart, Ch. 3, pp. 62-68
O 10	The Demise of Reconstruction and Rise of the Nadir	In-Class Video: <i>The Rise and Fall of Jim Crow</i> [53 mins]
O 13	From Neoslavery to Protest and Social Transformation	
O 15	The Rise of the Modern Black Freedom Movement (1955-1975)	Anderson & Stewart, Ch. 3, pp. 82-91
O 17	The Black Power Movement in Wyoming	In-Class Video: <i>The Black 14: Not Just a Football Story</i> [54 mins]
O 20		<i>MID-TERM EXAM</i>

PART 4: DISCIPLINARY FIELDS AND FINDINGS

CLASS	TOPIC	READINGS / ASSESSMENTS / FILMS
O 22	Anthropology: The Biology of Race	Jonathan Marks. 2006. The Realities of Race. http://raceandgenomics.ssrc.org/Marks/
O 24		AAA. The Human Spectrum. http://www.understandingrace.org/humvar/spectrum.html AAA. Race and Human Variation. http://www.understandingrace.org/humvar/race_humvar.html In-Class Video: History-Race and the USA
O 27	Sociology: Race and Racism as Social Facts in America	Anderson & Stewart, Ch.4, pp. 97-107.
O 29		In-Class Video: <i>Race: The Power of an Illusion</i> [56 mins]
O 31		<i>True Colors</i> (Primetime Live, Nov. 26, 1992; 18 minutes) https://www.youtube.com/watch?v=YyL5EcAwB9c and https://www.youtube.com/watch?v=gOS3BbmUxvs In-Class Video: Tim Wise: On White Privilege (2008), ch. 3 and 7 [16 mins] In-Class Video: Brad Paisley and L.L. Cool J, “Accidental Racist.” [6 min.]

N 3		George Lipsitz. 1995. The Possessive Investment in Whiteness: Racialized Social Democracy and the “White” Problem in American Studies. <i>American Quarterly</i> 47(3): 369-387.
N 5	Anthropology: Ethnographic and Int’l Perspectives on Race	Lutz, Catherine and Jane Collins. 1993. A World Brightly Different. In, Reading National Geographic, by Lutz/Collins.
N 7		Partridge, Damani. 2013. Occupying American “Black” Bodies and Reconfiguring European Spaces. <i>Transforming Anthropology</i> 21(1): 41-56.
N 10		Fischer, Dawn-Elissa. 2013. Blackness, Race, and Language in Japanese Hip-Hop. <i>Transforming Anthropology</i> 21(2): 135-152.
N 12	Politics: Politics and Black America	Anderson & Stewart, Ch. 6, pp. 238-245.
N 14		Manning Marable, “Racializing Obama: The Enigma of Post-Black Politics and Leadership,” <i>Souls</i> 11, no. 1 (2009): 1-15. Michael Dawson. 2012. Forum on the Future of Black Politics at the <i>Boston Review</i> http://www.bostonreview.net/forum/future-black-politics-dawson
N 17	Psychology: The Lived Experience of African Americans	Anderson & Stewart, Ch. 5, pp. 173-197
N 19	Psychology: Black Identity, Self-Concept, and the Media	Tracey Owens Patton, “Hey Girl, Am I More than My Hair?” African American Women and Their Struggles with Beauty, Body Image, and Hair,” <i>NWSA Journal</i> , 18:2 (2006): 24-51.
N 21	Economics: Race and Economic Inequalities	Anderson & Stewart, Ch. 7, pp. 253-275.
N 24	Economics: The Historical Roots of Contemporary Inequalities in Wealth	In-Class Video: <i>Banished</i> [84 mins] DUE: FINAL RESEARCH PAPER
D 1		In-Class Video: <i>Banished</i> [84 mins]
D 3	Economics: Black Responses to Economic Inequalities	Anderson & Stewart, Ch. 7, pp. 275-292.
D 5	Technology: Science, Technology, & The Black Experience	Life Dynamics Incorporated. 2009. Maafa 21: Black Genocide in 21 st Century America. [137 min.]
D 8		Life Dynamics Incorporated. 2009. Maafa 21: Black Genocide in 21 st Century America.
D 10		Life Dynamics Incorporated. 2009. Maafa 21: Black Genocide in 21 st Century America.