

AAST 1000-40: Introduction to African American Studies **Fall 2014, University of Wyoming Outreach Class**

Instructor: Luke Stricker

Course Dates: Tuesday, September 2, 2014 – December 18, 2014

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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, political science, sociology, gender studies, philosophy and art. In short, 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 necessitates 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 students to the transdisciplinary study of the African American socio-historical experience.
- To provide students with the opportunity to compare different paradigms, theories, philosophies and ideologies within the discipline of African American Studies.
- To provide an understanding of the critical role that the African sold into slavery in the “New World” played in shaping the course of American history, culture, and society.
- To help students learn about the culture, lifestyle, and religion of people of African descent before enslavement and the colonization of Africa.
- To stimulate interest in the experience and agency of African Americans, and the contributions of African and African Americans into the fabric of American culture, art, society and ideas.
- To motivate students to examine the evolving political, social, and cultural experiences for African Diaspora in a global society.
- To provide students with an understanding of the salience of African American Studies to life in Wyoming.

Course Readings

- Talmadge Anderson and James Stewart, *Introduction to African American Studies: Transdisciplinary Approaches and Implications* (Baltimore: Inprint Editions, 2007)

- Various readings located on the WyoWeb Course Shell for this class. Being familiar with how to access posted readings will be vital to keep up with the course work. You should print all course material in order to avoid any technical difficulties when you are studying for exams or writing papers.

Academic Honesty

Academic dishonesty is an action attempted or performed that misrepresents one's involvement in an academic endeavor in any way, or assists another student in misrepresenting his or her involvement in an academic endeavor; e.g., cheating, fabrication of information, plagiarism, etc. *Any student who plagiarizes will, at minimum, receive an "F" in the course and may go before a University board for a hearing on the matter. At maximum, the above can occur and you can be dismissed from the University.* Please see UW Reg 802.

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.

*** Academic honesty is expected of all students. Each student has an obligation to act with honesty and integrity, and to respect the rights of others in carrying out all academic assignments. All instances of academic misconduct will be penalized. If, at any time, you are not sure if your actions constitute academic misconduct please see me.***

Method of Instruction

Due to its online nature, this class will rely on your individual participation far more than an on-campus class – in fact, your active and engaged participation is imperative for your success in this class. You must be willing to complete the work primarily on your own and be self-driven to keep on top of the readings. If you do not complete the weekly readings and discussion posts,

you will not do well in this class. The online class format is very different than the classroom setting! Unlike the classroom, you must contribute (via posting) every week.

In order to assist with the readings (some of which may be of a more academic, complex nature than course materials with which you have previously been presented), discussion questions are often offered as guidelines for the material/concepts that you are expected to take away from the reading. Proactively use those discussion questions to prepare for discussions and to assure yourself that you have successfully understood the reading.

Each student should be taking note of the discussion questions prior to reading, developing preliminary answers during the reading, taking note of pertinent examples and evidence that might support your answers, and sharing your responses and finding via our Discussions section. Even in an online format, this course provides a space for us to share our collective findings and engage in critical and informed analysis of alternative perspectives. Everyone should approach the Discussion aspect of the course prepared to engage in *rigorous* and *respectful* discourse and dialogue. ***Student self-reflection and critical analysis of texts, course materials and key concepts are especially important components of this course, and they almost always take place on one's own.***

Method of Evaluation

You will be graded on active and informed participation during online Discussions, a midterm and final exam, several quizzes, and two papers. No late assignments or discussion contributions will be accepted or graded. All assignments and descriptions are subject to change by the instructor, although such changes will always be made clear to the students.

Discussion [initial posts and responses] (140 points). Please be sure to note the above section, about active participation and the need to keep up with the readings. To say the least, *this course is participation-intensive*. The demonstration of your understanding and engagement with the key concepts and readings in this course comes via the Discussion aspect of the course. For each week, excluding the first week of the semester, you are expected to complete the assigned readings for the week and to participate in the Discussions section of the course shell.

You earn a maximum of 10 points each week for this work, based upon your performance during online interactions with the instructor and other students, your ability to identify key themes or topics from your assigned readings, your ability to develop *cogent responses to the discussion questions* pertinent to our daily reading, and your ability to provide thoughtful, considerate and academically sound responses to your peers' contributions. A week of discussion work that earns the full 10 points will involve being engaged on more than a few days a week, both strong initial posts and responses to the posts of others, reliance and consistent citing of the textbook and other course readings/material as support for your points, a consistently respectful tone and a demonstration that the student understands the key concepts at hand.

The specific posting rules/guidelines are as follows:

- Students are required to compose a minimum of 3-5 posts each week (of about 5 sentences each). Depending on the performance of the students, the required amount of posts may change.
- Posts should be made on multiple days throughout the week to demonstrate consistent engagement. At least two responses must be made by no later than Wednesday at 5:00 p.m.
- All posts are due by Friday at 4:00 p.m. This is an absolute deadline, but do not make a habit out of consistently coming too close to it, or we run the risk of trying to cram too much discourse into a small window of time.
- The content for your posts should come from the Discussion Questions, but should not at all be limited to that. I also expect you to discuss your own questions about the readings, the key topics and terms from the reading, connections to previously discussed concepts or events, and your analysis about the subjects we cover.
- Include informal citations, quotations and page numbers when referring to course readings (which should be quite often). Think of this as simple preparation for your two essay assignments. If referring to an external example (like a song from YouTube during the Black Art section), include a link to the example.
- Posts should either include the student's own organic thought and analysis about a topic or Discussion Question, respectfully respond to another student's post, or do both.
- The most intellectually and academically rigorous posts are more likely to earn full points, as opposed to posts that merely deposit a rather obvious idea. Likewise, full points will ONLY be earned by posting language that is correct, clear, respectful and is representative of strong academic writing (rather than text messages or social media correspondence).

Within the Discussion section of the course, we are attempting to create a space which fulfills the following three purposes (so be sure to construct your posts accordingly): 1) a space where each student can express their ideas about and reactions to course material, 2) a space where students can demonstrate their engagement with the appropriate material, concepts, terms and resources, and 3) a space where students can engage in smart, respectful academic discourse about a given subject. **IN MAINTAINING THESE PRIORITIES, OUR DISCUSSIONS WILL SERVE AS A VITAL, CHALLENGING AND REWARDING ASPECT OF THIS COURSE.**

If there are ANY questions about Discussions in this course, please ask as soon as they come up!

Quizzes (60 points): Six quizzes or other short work will be assigned throughout the semester. There will be a variety of question types covering the concepts, terminology and examples from the readings, and the student's ability to apply that material to the larger course context.

Mid-Term Exam (75 points). A variety of different exam questions will be developed directly from the assigned readings and other course activities, closely reflecting the Discussion Questions that accompany most readings. The Midterm Exam is on Tuesday, October 14.

Final Exam (75 points). The final exam will be developed similar to the midterm, and is not cumulative (it will only cover concepts, issues and material from mid-semester forward.) The Final Exam will be during Finals Week, at a specific time to be announced later.

Black Social/Cultural Movements Paper (60 points). In this paper you will identify and examine one of the Black social movements we have covered, using greater detail and your own organic analysis. Possible movements to focus on include the New Negro Movement, the Civil Rights Movement, and the Black Power Movement (among many others). Using your course readings and at least three outside scholarly sources, you will trace the contours of the selected social movement, including its ideology, strategies, tactics, organizational structure, membership, and leadership. Additionally, you should assess the movement's success and significance. This paper should be 5-7 pages in length, typed and double-spaced in a standard 12 font with one inch margins on the sides. This paper is due on **Friday, October 24.**

Research Paper (90 points). The purpose of this assignment is to demonstrate your understanding of the transdisciplinary approach of African American Studies, in relation to the issues, challenges or culture/art of the 21st century, through a more focused exploration and practical application of African American Studies. You should select a critical issue, debate, or cultural/artistic example (in conversation with your instructor) and write an 8-10 page research paper. Make good use of some of the theories, methods, and frameworks outlined in your course readings, as well as the context of our discussion and analysis of other relevant issues and concepts. You must also incorporate four additional outside readings. This paper should be typed and double-spaced in a standard 12 font. It has a topic approval deadline of **Wednesday, November 26**, and is due on **Friday, December 12.**

Grading Rubric

Discussion [initial posts & responses]	140 pts
<i>(10 pts per week, except for the first week)</i>	
Quizzes	60 pts
Midterm Exam	75 pts
Final Exam	75 pts
Paper 1: Black Social/Cultural Movements	60 pts
Paper 2: Research Assignment	90 pts
Total:	<hr/> 500 pts

This class utilizes the +/- system that was approved by the University for implementation in the Fall 2014 semester. The grading scale is as follows: A = 475-500pts; A- = 450-474pts; B+ = 430-449pts; B = 415-429pts; B- = 400-414pts; C+ = 380-399pts; C = 365-379pts; C- = 350-364pts; D+ = 330-349pts; D = 315-329pts; D- = 313-314pts; F = 313pts or less.

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.

WEEKLY COURSE SCHEDULE

Unless otherwise noted by specific page numbers, you must read the entire Chapter and/or article listed. These reading should be conducted early in the week, to leave plenty of time for considering the Discussion Questions, asking the instructor any pertinent questions, coming up with your own discussion points, responding to other students, and processing the key concepts.

WEEK 1 [September 2 – September 5]

*Course Introduction, Expectations and Overview

*Become familiar with the Course Shell

***Intellectual Roots, Historical Origins, and Development of Black Studies**

Discussion Questions: (1) What are the intellectual roots of Black Studies and what social forces contributed to the emergence of Black Studies programs during the 1960s? (2) What is the purpose of Black Studies, and how might it be considered along more traditional disciplines, like anthropology or sociology?

Readings: Anderson & Stewart, Ch 1
Anderson & Stewart, Ch 2, pp. 27-34.

Philip T. K. Daniel, “Black Studies: Discipline or Field of Study?,” in *The African American Studies Reader*, ed. Nathaniel Norment (Durham: Carolina Academic Press, 2007), 61-67. (Course Site – “Daniel_Black Studies.pdf”)

*QUIZ #1 – Syllabus and Policies Quiz

WEEK 2 [September 8 – September 12]

* First week of graded Discussion!

***Concepts, Theories, and Approaches**

Discussion Questions: (1) What are the major theoretical approaches or “schools of thought” in Black Studies? (2) How do they differ in terms of their aims, purpose, and function? (3) Do any stand out to you as preferable, more or less effective, or particularly advantageous?

Readings: Anderson & Stewart, Ch.2, pp. 35-40.

Darlene Clark Hine, “The Black Studies Movement: Afrocentric-Traditionalist-Feminist Paradigms for the Next State (1992)” in *The African American Studies Reader*, ed. Nathaniel Norment (Durham: Carolina Academic Press, 2007), 311-319. (Course Site – “Hine_black studies.pdf”)

Perry A. Hall, "Paradigms in Black Studies," in *Out of the Revolution: The Development of Africana Studies*, eds., Delores P. Aldridge and Carlene Young (Lanham: Lexington Books, 2000), pp. 25-39. (Course Site "Hall_Paradigms.pdf")

Patricia Hill-Collins, "The Social Construction of Black Feminist Thought (1989)," in *The African American Studies Reader*, ed. Nathaniel Norment (Durham: Carolina Academic Press, 2007), 209- 224. (Course Site "Hillcollins_social .pdf")

WEEK 3 [September 15 – September 19]

*** History I: African Roots & The Transatlantic Slave Trade to Plantations & The American Revolution**

Discussion Questions: (1) Where should African American History begin and why? (2) What were the defining characteristics and contributions of pre-colonial African societies? (3) What political, social, and economic factors motivated and/or facilitated the rise of the Transatlantic Slave Trade? (4) How did the Transatlantic Slave Trade differ from enslavement within African societies? (5) Was the rise of racial slavery in colonial America inevitable? (6) How and why did the institution of slavery and, accordingly, Black experience differ by region? (7) How was the American Revolution representative of racial slavery and the position of African Americans in the New Nation? (8) What forms of resistance did enslaved Africans employ and to what ends?

Readings: Anderson & Stewart, Ch. 3, pp. 43-62

* QUIZ #2

WEEK 4 [September 22 – September 26]

***History II: Abolitionism, the Civil War, Emancipation, The Rise and Fall of Reconstruction**

Discussion Questions: (1) What were the causes of the Civil War? (2) In the wake of the Civil War, how did African Americans envision freedom and to what degree was it achieved? (3) How radical was Reconstruction and what factors ultimately contributed to its demise? (4) During the antebellum era, African American intellectuals advocated a number of competing strategies to secure their freedom. How did Henry Highland Garnet, Martin Delany, and Frederick Douglass envision the route to freedom?

Readings: Anderson & Stewart, Ch. 3, pp. 62-68

Henry Highland Garnet, "An Address to the Slaves of the United States of America [1843]," in *Call and Response: Key Debates in African American Studies*, ed., Henry Louis Gate, Jr. and Jennifer Burton (NY: W.W. Norton & Co., 2011), pp. 112-17. (CS - "Garnet_Address.pdf")

Martin R. Delany from *Political Destiny of the Colored Race, on the American Continent* [1854], in *Call and Response: Key Debates in African American Studies*, ed., Henry Louis

Gate, Jr. and Jennifer Burton (NY: W.W. Norton & Co., 2011), pp. 70-76. (CS – “Delany_Political.pdf”)

Frederick Douglass, “African Civilization Society [1859],” in *Call and Response: Key Debates in African American Studies*, ed., Henry Louis Gate, Jr. and Jennifer Burton (NY: W.W. Norton, 2011), pp. 76-80. (CS – “Douglass_African.pdf”)

WEEK 5 [September 29 – October 3]

***History III: The Nadir & Neoslavery to Protest, Social Transformation and a Renaissance in Harlem**

Discussion Questions: (1) Why has the period following the collapse of Reconstruction been referred to as a “nadir” or low point in African American history and how did African Americans respond? (2) What solutions did Black intellectuals such as W.E.B. DuBois, Booker T. Washington, and Marcus Garvey offer to the problems facing African Americans during the Nadir? (3) How do the advocacies of DuBois, Washington and Garvey compare and connect to the poetic work of Harlem Renaissance writers Langston Hughes and Claude McKay? (4) What factors ultimately motivated the Great Migration of African Americans and to what degree did northern and western cities represent a Promised Land? (5) What was the phenomenon known as the Harlem Renaissance, and what was notable about it? (6) How can we begin to see African American literature and art as a viable location for political statement and transformation?

Readings: Anderson & Stewart, Ch. 3, pp. 69-82.

Nell Irvin Painter, Creating Black Americans, Ch.9, pp. 189-212.

“Black Leader Booker T. Washington Advocates Compromise, 1895,” in Elizabeth Cobbs Hoffman and John Gjerde ed., *Major Problems in American History: Volume II Since 1865* (Boston: Houghton Mifflin, 2002), 131-132. (CS – “Washington_Booker.pdf”)

“NAACP Founder W.E.B. DuBois Counters Booker T. Washington, 1903,” in Elizabeth Cobbs Hoffman and John Gjerde ed., *Major Problems in American History: Volume II Since 1865* (Boston: Houghton Mifflin, 2002), 132-133. (CS – “DuBois_WEB.pdf”)

“Marcus Garvey and the Universal Negro Improvement Association,” in *Let Nobody Turn Us Around: An African American Anthology*, eds., Manning Marable and Leith Mullings (Lanham: Rowman & Littlefield, 2009), pp. 241-251. (CS – “Garvey_Marcus.pdf”)

Langston Hughes, “A Dream Deferred” / “I, Too” (CS – “HR Poems.doc”)

Claude McKay, “If We Must Die” / “The Harlem Dancer” (CS – “HR Poems.doc”)

* QUIZ #3

WEEK 6 [October 6 – October 10]

*** History IV: The Rise of the Modern Black Freedom Movement (1955-1975)**

Discussion Questions: (1) What historical forces contributed to the rise of the Black Freedom Movement of the late 1950s, 1960s, and early 1970s? (2) What were the major aims, strategies, and tactics of this movement and how effective was it in upending structures of racial apartheid and oppression in the United States? (3) How would you describe and trace the history of Black Power? (4) What are the notable characteristics of Black Power?

Readings: Anderson & Stewart, Ch. 3, pp. 82-91

Nell Irvin Painter, Creating Black Americans, Ch.14, pp. 317-325.

WEEK 7 [October 13 – October 17]

* *MIDTERM EXAM* is on Tuesday, October 14!

*** Politics I: Black Social Movements & Ideologies**

Discussion Questions: (1) What are Black social movements? (2) What key terms and concepts (from the Garner reading) can you apply to the notion of Black Social Movements in general, and some movements in particular? (3) Can you identify and describe 6 Black political ideologies? (4) Can you trace the development and evolution of these ideologies over the historical periods we have examined?

Readings: Anderson & Stewart, Ch. 6, pp. 201-218

Roberta Garner, "Concepts and Definitions," in Contemporary Movements and Ideologies (NY: McGraw-Hill, 1996): 11-39. (Course Site - "Garner_Concepts.pdf")

Michael C. Dawson, "Introduction: The Contours of Black Political Thought," in Black Visions: The Roots of Contemporary African-American Political Ideologies (Chicago: University of Chicago Press, 2003): 1-43. (Course Site – "Dawson_BlackVisions.pdf")

WEEK 8 [October 20 – October 24]

**Paper #1* is due on Friday, October 24!

*** History V: African American History and Experiences in Wyoming, including The Black 14**

Discussion Questions: (1) How does the field of African American Studies apply to a place like Wyoming? (2) What is some of Wyoming's history in regard to African Americans, and what does that history suggest about this field of study

overall? (3) What, if any, connections can be made between the general scope of African American Studies and the specific events regarding the Black 14?

Readings: Black 14 Reading TBA

Reagan Joy Kaufman, "Discrimination in the "Equality State": Black-White Relations in Wyoming History," *Annals of Wyoming* 77 (Winter 2005), pp. 13-27. (Course Site – "Kaufman_discrimination.pdf")

WEEK 9 [October 27 – October 31]

*** Sociology I: The Question of Race, and an Examination of Gender, Family & Poverty**

Discussion Questions: (1) What problems does classical sociology pose for the study of the African American experience and why is Black Sociology necessary? (2) What is race? (3) How have various socio-economic factors served to shape the Black Family? (4) How does Daniel P. Moynihan envision the Black family and its impact upon the socio-economic conditions of African Americans? (5) How and why have Black sociologists challenged Moynihan's conceptualization of the Black family?

Readings: Anderson & Stewart, Ch.4, pp. 97-129 and 158-164
Daniel Patrick Moynihan, "The Negro Family: The Case for National Action, [1965]," in *Call and Response: Key Debates in African American Studies*, ed., Henry Louis Gate, Jr. and Jennifer Burton (NY: W.W. Norton & Co., 2011), pp. 638-651. (CS – "Moynihan – Negro Family.pdf")

* QUIZ #4

WEEK 10 [November 3 – November 7]

***Sociology II: Racism and White Privilege**

Discussion Questions: (1) What is racism and how does it operate in the post-Civil Rights era? (2) What is white privilege, and how does acknowledgment of it affect our understanding and engagement with African American Studies? (3) Outside of the effect on our own understanding, what are some other (perhaps large-scale) impacts of white privilege?

Readings:

Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack," *Race, Class and Gender in the United States*, 4th Ed., Paula S. Rothenberg ed., (NY: St. Martins Press, 1998): 165-169. (Course Site – "McIntosh Article.pdf").

George Lipsitz, "The Possessive Investment in Whiteness: Racialized Social Democracy and the "White" Problem in American Studies," *American Quarterly* 47, no. 3 (Sept., 1995): 369-387. (Course Site – "Lipsitz Essay.pdf")

Excerpts of Eduardo Bonilla-Silva, *Racism without Racists: Color-Blind Racism*
(Course Site – “Bonilla-Silva-Racism.pdf”)

WEEK 11 [November 10 – November 14]

*** Sociology III: Class, Race, and Educational Justice**

Discussion Questions: (1) How can we explain ongoing racial inequalities in educational opportunities and outcomes? (2) What solutions are proposed by parents, students, teachers, and policymakers?

Readings: Anderson & Stewart, Ch.4, pp. 129-140.

Jonathon Kozol, “Other People’s Children: North Lawndale and the South Side of Chicago,” in *Savage Inequalities: Children in America’s Schools* (NY: Crown Publishers, 1991), pp. 40-82. (Course Site – “Kozol_Other.pdf”)

Video Clip: “Ohio Mom Kelley Williams-Bolar Serves 10-Day Sentence,”
(January 26, 2011) https://www.youtube.com/watch?v=s_gwvE6DkTw

WEEK 12 [November 17 – November 21]

***Psychology: The Lived Experience of African Americans**

Discussion Questions: (1) Why is Black Psychology necessary? (2) What are the major schools of thought in Black psychology and how do they differ from each other? (3) What are some of the psychological effects of racial oppression and how do the various schools of thought in Black Psychology propose we address them?

Readings: Anderson & Stewart, Ch. 5, pp. 173-197

*QUIZ #5

WEEK 13 [November 24 – November 28]

* Paper #2 Topic Approval deadline is Wednesday, November 26!

*** Economics: Race, Economic Inequalities and the Black Response**

Discussion Questions: (1) What are the roots causes of contemporary inequalities in wealth and income between Black and white Americans? (2) What is the difference between income and wealth accumulation? (3) What solutions are proposed by Black Economics to address these economic inequalities and which do you think would be most effective and why?

Reading: Anderson & Stewart, Ch. 7, pp. 253-292

WEEK 14 [December 1 – December 5]

*** Art & Culture I: Black Art, Culture, and Creative Production**

Discussion Questions: (1) What might be offered as indicative characteristics of Black Art? (2) What sort of cultural, political and transformational observations can be made from an engagement with (and the creation of) Black Art? (3) Can you identify specific examples of Black Art serving either transformative or representational means? (4) How might Black Music be historically traced and divided into various types? (5) How does Alice Walker's short story "Everyday Use" serve as a symbolic representation of Black political thought and historical reality?

Readings: Anderson & Stewart, Ch. 8, pp. 299-340

Various examples of music and art to be circulated by the instructor

Alice Walker, "Everyday Use" [short story] (CS – "Walker_Everyday.pdf")

* QUIZ #6

WEEK 15 [December 8 – December 12]

* Paper #2 is due on Friday, December 12!

*** Politics II: Politics, Black America, and Black Politics in the Age of Obama**

Questions: (1) How should we define "Black political activity"? (2) What are the major streams in Black political thought? (3) What is the significance of the Obama Presidency and what socio-economic problems does Black politics face in the Age of Obama? (4) What are some of the factors that lead Cha-Jua to declare contemporary African American experience as "The New Nadir"? (5) Do you agree or disagree with the notion of the "New Nadir", and why, based on this reading and our previous discussions?

Reading: Anderson & Stewart, Ch. 6, pp. 201-245

Sundiata Keita Cha-Jua, "The New Nadir: The Contemporary Black Racial Formation," *The Black Scholar* 40, no. 1 (March 2010): 38-66. Available via the Course Site.

FINALS WEEK [December 15 – December 18]

*Final Exam date to be finalized and announced.