

AAST1000: Introduction to African American Studies

Fall 2014

September 3rd to December 12th

M,W,F – 2:10-3:00pm in Engineering Building, Rm. 1055

Instructor: Dr. Kerry Pimblott

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Office Hours: Monday's from 3-5pm and Wednesdays from 3-4pm, or by appointment.

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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, anthropology, political science, sociology, gender studies and philosophy. 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.

COURSE REQUIREMENTS:

There are no pre-requisites for taking this course. However, the AAST1000 is a requirement for participation in the African American & Diaspora Studies Minor. If you are interested in becoming a minor or a self-design major, please speak with me and visit the program website for more information: <http://www.uwyo.edu/aads/>.

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.

LEARNING GOALS & OBJECTIVES:

1. To introduce students to the transdisciplinary study of the African American socio-historical experience.
2. To provide students with the opportunity to compare different paradigms, theories, philosophies and ideologies within the discipline of African American Studies.
3. 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.
4. To introduce students to the ways in which African Americans have thought about their experience and about their agency to transform American society, culture, and ideas.
5. To foster an environment where students can begin to use African American transdisciplinary perspectives to critically analyze the social forces and structures, culture, and institutions of American society.

6. To help student make explicit linkages between the theories and transdisciplinary perspectives of African American Studies and contemporary crises in the United States and the broader African Diaspora, as well as understand how the insights can be used to guide social change.

REQUIRED TEXTS:

*In order to save you money, all materials that normally would be in a reader are available for free on our WyoCourses website (www.wyocourses.uwyo.edu). These materials are electronic and can be read/downloaded by you at any time.

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

METHOD OF INSTRUCTION:

People learn in different ways. To optimize your learning experience I adopt a mixed methods approach to instruction. The primary teaching strategy used in this class is the facilitated discussion but you should also expect a variety of other approaches including interactive mini-lectures, audio-visual materials, and group work. Students will be provided with a series of discussion questions in advance of each 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.

Being prepared means that you should be developing preliminary answers to the questions in advance of class taking note of pertinent examples and evidence that might support your case. You should bring your readings to class either in an e-copy or hardcopy format. I allow laptops and pads to be used in the classroom however surfing the internet or checking social media is prohibited unless I state otherwise. The classroom provides an opportunity for us to share our collective findings and engage in critical and informed analysis of alternative perspectives. My goal is for each of you to find your own voice and develop the verbal dexterity and aural skills vital to democratic participation. Student self-reflection and critical analysis of lectures, readings, and audio-visual materials is an especially important component of this course.

METHOD OF EVALUATION:

You will be graded on active and informed participation in classroom exchanges, a midterm and final exam, and two written assignments. Written assignments must be typed (12 point size) and double-spaced, with a maximum of 1-inch margins. Papers must be numbered and stapled. No late essays will be accepted unless explicitly stated otherwise. Do not email or fax papers to the instructor. All papers are due in-class in a hard copy.

Attendance. This course is *participation-intensive*. Substantial class participation is expected and regular attendance is mandatory. You may have (2) 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, the overall final grade will be lowered by a half a letter grade.

Participation (25 points). Your in-class participation is evaluated based on both the *regularity* and *quality* of your responses to the discussion questions assigned for that day as well as your ability to *listen* and *build upon* the comments of others. After each class session, the instructor keeps a journal on student participation using the below rubric for use in her final evaluation of individual student performance. At mid-semester you will meet with instructor to discuss your participation grade and be provided with advice on how to improve.

Rubric for Assessing Student Participation

| | Exemplary (23-25pts) | Proficient (20-22pts) | Developing (18-20pts) | Unacceptable (>17pts) |
|-----------------------------------|---|--|--|--|
| Frequency of participation | Student contributes more than once a week to classroom dialogue. | Student contributes at least once a week to classroom dialogue. | Student contributes in at least half of our classroom dialogues. | Student does not initiate contribution & needs instructor to solicit input. |
| Quality of comments | Comments are always insightful & constructive and directly engage the discussion questions at hand using evidence from the course readings as well as general impressions and opinions. | Comments are mostly insightful & constructive. Occasionally comments are too general or not relevant to the discussion questions at hand. | Comments are sometimes constructive, with occasional signs of insight. Comments are not always relevant to the discussion questions at hand. | Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion and personal taste. |
| Listening skills | Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks. | Student is mostly attentive when others present ideas, materials, as indicated by comments reflect & build on others' remarks. Occasionally needs encouragement or reminder of focus of comment. | Student is often inattentive and needs reminder of focus of class. | Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion, sleeps, etc. |

Mid-Term Exam (100 points). Exam questions are developed directly from the assigned readings, lectures, videos, discussions, activities and any material presented in class. This -term that will be moderated in class on **MONDAY, OCTOBER 13.**

Final Exam (150 points). The final exam is not cumulative and will cover issues and material from mid-semester forward. The exam will be performed during finals week on a date to be announced. **DATE TO BE ANNOUNCED.**

Black Social Movements Paper (75 points). In this paper you will be tasked with identifying and analyzing one of the Black social movements we have discussed in our class in more detail.

Possible movements include; the New Negro Movement, the Civil Rights Movement, and the Black Power Movement. Using your course readings and at least three outside scholarly sources you should trace the contours of the social movement in question including its ideology, strategies, tactics, organizational structure, membership, and leadership. In turn, you should assess the movement's success and significance. This paper should be 6-8 pages, typed and double-spaced in 12 font with one inch margins on the sides. This paper is due in-class on **MONDAY, OCTOBER 27.**

Research Paper (150 points). 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 African Studies. You should select a critical issue, debate, or problem in conversation with your instructor and write an 8-10 page research paper making good use of some of the theories, methods, and frameworks outlined in your course readings. You should also incorporate five additional outside readings. A one-paragraph *topic statement* identifying the specific topic and questions you will investigate as well as a preliminary *bibliography* of potential sources is to be submitted to the instructor in class on **FRIDAY, NOVEMBER 21.** The final paper should be typed and double-spaced in 12 font and is due in-class on **FRIDAY, DECEMBER 12.**

Grading Rubric

| | |
|------------------------------|---------|
| Participation | 25 pts |
| Midterm Exam | 100 pts |
| Black Social Movements Paper | 75 pts |
| Research Paper | 150 pts |
| Final Exam | 150 pts |

Total Pts: 500 pts

This class utilizes the +/- system that was approved by the University in the Spring 2013 semester 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; and an F = 313pts or less.

COMMUNICATION:

If you would like to meet with me to discuss your progress in the class or a particular assignment, I strongly recommend that you send me an email using your campus email and schedule to meet with me during my office hours. Please be aware that I only check my email during work hours (8-5pm) and on week days (Monday – Friday). On week days, you can expect a response within 24-hours of your original email. I do not accept assignments turned in over email unless explicitly stated otherwise.

ACADEMIC HONESTY:

Academic dishonesty (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.) will be prosecuted to the fullest extent possible. Prosecution at minimum will include a 0 on an assignment, an "F" in the course, and you will 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.

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.

SYLLABUS CHANGES:

The instructor reserves the right to change the syllabus during the course of the semester should it become necessary.

COURSE SCHEDULE

WEEK 1:

Sept. 3 (W): Introduction and Course Overview

Readings: Please bring a copy of your course syllabus to class.

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| PART I: ORIGINS, DEVELOPMENT, & THEORETICAL APPROACHES |
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Sept. 5 (F): Foundations, Origins, and Development

Questions: *What are the intellectual roots of African American Studies and what more immediate social forces propelled the formation of Black Studies programs during the 1960s?*

Readings: Anderson & Stewart, Ch. 1 and parts of Ch. 2, pp. 1-34.

Interview with Dr. Willie Black, Chancellor of the Black Student Alliance in 1969, on the Black 14. <http://www.wyohistory.org/oral-histories/dr-willie-black-chancellor-black-student-alliance-1969-black-14>

WEEK 2:

Sept. 8 (M): Concepts, Theories, and Approaches I

Questions: (1) *What are the major theoretical approaches or “schools of thought” in Black Studies?* (2) *How do these schools compare and contrast with each other?* (3) *Which school are you most sympathetic to and why?*

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

Darlene Clarke 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), pp. 311-319. **(WyoCourses)**

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. **(WyoCourses)**

Music Video: Nas, *I Can* (2002)

Sept. 10 (W): Concepts, Theories and Approaches II

Questions: (1) *What are the major theoretical approaches or “schools of thought” in Black Studies?* (2) *How do these schools compare and contrast with each other?* (3) *Which school are you most sympathetic to and why?*

Readings: Clenora Hudson-Weems, “Africana Womanism: An Overview,” in *Out of the Revolution: The Development of Africana Studies*, ed. Delores Aldridge and Carlene Young (Lanham: Lexington Books, 2000): 205-217. **(WyoCourses)**

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), pp. 209-224. **(WyoCourses)**

Music Video: Alicia Keys, *Superwoman* (2007)

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| PART II: HISTORICAL FOUNDATIONS |
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Sept. 12 (F): History I: African History & Culture

Questions: (1) *Where should African American History begin and why?* (2) *What were the defining characteristics and contributions of pre-colonial African societies?*

In-Class Film: *Lost Kingdoms of Africa* – Episode 4: “West Africa” (2009) [48mins]

WEEK 3:

Sept. 15 (M): History I: African History & Culture

Questions: *(1) Where should African American History begin and why? (2) What were the defining characteristics and contributions of pre-colonial African societies?*

Readings: Anderson & Stewart, Ch. 3, pp. 43-49

Sept. 17 (W): History I: African History & Culture

Questions: *(1) How can we explain the rise of the Transatlantic slave trade between the 15th and 19th centuries? What social, political, economic, and cultural factors motivated and/or fueled its ascendancy? (2) How did the Transatlantic Slave Trade differ from other systems of enslavement that preceded it on the African continent? (3) What was the role and relationship of Africans to this new slave trade? (4) How was Europe transformed by this trade?*

Readings: Anderson & Stewart, Ch. 3, pp. 49-52.

Documents: Duarte Pacheco Pereira, “The Wealth of Africa,” (1508); King Afonso, “Trying to regulate the trade in slaves,” (1526); and Joshua Gee, “In support of slavery and against monopoly,” (1729) (**WyoCourses**)

Sept. 19 (F): History II: Africans in America

Questions: *(1) Was the rise of racial slavery in colonial America inevitable? (2) How and why did the experience of enslavement differ across the American colonies? (3) To what degree did the American Revolution represent a watershed for racial slavery and the position of African Americans in the New Nation?*

Readings: Anderson & Stewart, Ch. 3, pp. 52-60.

Documents: Benjamin Banneker, Letter to Thomas Jefferson (1791) (**WyoCourses**)

WEEK 4:

Sept. 22 (M): History II: Africans in America

Questions: *What forms of resistance did enslaved African employ and to what ends?*

Readings: Anderson & Stewart, Ch. 3, pp. 60-62.

Documents: Slave Resistance Document Packet (**WyoCourses**)

Sept. 24 (W): History II: Africans in America

In Class Film: *Africans in America – “A Terrible Transformation”* (NY: Films Media Group, 1998), Vol. 1 [90 mins]

Sept. 26 (F): History II: Africans in America

View: *Africans in America* – “A Terrible Transformation” (NY: Films Media Group, 1998), Vol. 1 [90 mins]

WEEK 5:

Sept. 29 (M): History II: Africans in America

Debate: *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. 62-64.

Documents: 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 Gates Jr., and Jennifer Burton (NY: W.W. Norton & Co., 2011), pp. 112-117. **(WyoCourses)**

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

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 Gates Jr., and Jennifer Burton (NY: W.W. Norton & Co., 2011), pp. 70-76. **(WyoCourses)**

Oct. 1 (W): History III: African Americans

Questions: *What do you think “freedom” might have meant to African Americans after the Civil War and Emancipation in 1865 and to what degree did they achieve these goals in the Reconstruction period?*

Mini-Lecture: Winslow Homer’s, *Near Andersonville*.

Readings: Anderson & Stewart, Ch. 3, pp. 65-68.

Documents: “African Americans Talk about Their Personal Experiences of Newfound Freedom, c. 1865,” in Elizabeth Cobbs Hoffman and John Gjerde ed., *Major Problems in American History: Volume II Since 1865* (Boston: Houghton Mifflin, 2002), pp. 4-8. **(WyoCourses)**

The Thirteenth Amendment (1865); The Fourteenth Amendment (1868); and The Fifteenth Amendment (1870) **(WyoCourses)**

Oct. 3 (F): History III: African Americans

Questions: *(1) How and why were the gains of the Reconstruction Era overturned? (2) Why has the period following the collapse of Reconstruction been referred to as a “nadir” or low point in African American History? (3) Todd Guenther argues*

that the effects of the Nadir extended beyond the U.S. South to Wyoming. What was Black life like in Wyoming during the Nadir?

Mini-Lecture: The Colfax Massacre and the Fall of American Democracy

Readings: Anderson & Stewart, Ch. 3, pp. 69-70.

Todd Guenther, "The List of Good Negroes': African American Lynchings in the Equality State," *Annals of Wyoming* 52 (Spring 2009), 1-33. **(WyoCourses)**

WEEK 6:

Oct. 6 (M): **History III: African Americans**

Questions: (1) *How did African Americans respond to and resist the Nadir?* (2) *What solutions did the new generation of Black intellectuals such as W.E.B. Du Bois, Booker T. Washington, and Marcus Garvey offer to the problems facing African Americans during the Nadir?* (3) *What was the New Negro Movement and what social forces made it possible?*

Readings: Anderson & Stewart, Ch. 3, pp. 70-78.

Documents: "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. **(WyoCourses)**

"NAACP Founder W.E.B. Du Bois 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. **(WyoCourses)**

Document C: W. E. B. Du Bois, "The Talented Tenth," excerpt available online at <http://www.yale.edu/glc/archive/1148.htm>

Oct. 8 (W): **History III: African Americans**

Questions: (1) *What historical forces contributed to the rise of the Black Freedom Movement in the 1950s?* (2) *What were the major organizations, ideology, strategies, and tactics of the modern Civil Rights Movement?* (3) *How effective was the modern Civil Rights Movement and why?*

Readings: Anderson & Stewart, Ch. 3, pp. 79-85.

Documents: Martin Luther King, Jr., "The Social Organization of Non-Violence," (1959); "Student Nonviolent Coordinating Committee Statement of Purpose," (1960) **(WyoCourses)**

Video Clips: Selected clips from *Eyes on the Prize*.

Oct. 10 (F): **History III: African Americans**

Questions: (1) *Why was a Black Power Movement necessary if the Civil Rights Movement was so successful?* (2) *What were the major organizations, ideology, strategies, and tactics of the Black Power Movement?* (3) *How effective was the Black Power Movement and why?*

Lecture: “What We Want is Black Power!”

Readings: Anderson & Stewart, Ch. 3, pp. 85-91.

Documents: Stokely Carmichael, “What We Want” (1966); Huey P. Newton, “The Founding of the Black Panther Party” and “Patrolling” (1973) (**WyoCourses**)

PART III: DISCIPLINARY FIELDS AND FINDINGS

WEEK 7:

Oct. 13 (M): Midterm Exam in Class

Oct. 15 (W): Politics: Black Politics and Political Ideologies

Questions: (1) *Did the exclusion of most African Americans from formal participation in American political life until the Civil Rights Movement mark the death of Black politics or do we need to redefine what we perceive a “Black political activity”?* (2) *How has Black political activity evolved and changed over time and why?* (3) *What are the major ideologies or streams of Black political thought?*

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

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. (**WyoCourses**)

Oct. 17 (F): Politics: Black Social Movements Workshop

Workshop: *Today’s class is a workshop session to discuss your ideas for Paper 1. Before class, select a social movement that you might like to examine and begin to apply the key concepts and terms used in our Black politics lecture and readings.*

Readings: Roberta Garner, “Conceptions and Definitions,” in *Contemporary Movements and Ideologies* (NY: McGraw-Hill, 1996), 11-39. (**WyoCourses**)

Anderson & Stewart, Ch. 6, pp. 219-252.

WEEK 8:

Oct. 20 (M): Sociology I: Sociology and the Question of Race

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? Is it a biological reality or a social construction?* (3) *What is racism?*

Readings: Anderson & Stewart, Ch.24, pp. 97-129.

Oct. 22 (W): Sociology I: Sociology and the Question of Race

Questions: *How has racism historically operated in the United States and to what ends?*

Readings: 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. **(online subscription)**

In-Class Film: *Race – The Power of an Illusion*, Episode 3: "The House We Live In," (San Francisco, CA: California Newsreel, 2003) [57 mins]

Oct. 24 (F): Sociology II: Racism & White Privilege

Questions: *(1) How has racism evolved in the post-Civil Rights era? (2) What forms does racial prejudice and discrimination take today?*

Readings: Eduardo Bonilla-Silva, "New Racism," Colorblind Racism, and the Future of Whiteness in America," from *White-Out: The Continuing Significance of Racism*, ed., Ashley W. Doane and Eduardo Bonilla-Silva (Taylor and Francis Books, 2003): 345-359 **(WyoCourses)**

Video Clips: *True Colors* (Primetime Live, Nov. 26, 1992)

WEEK 9:

Oct. 27 (M): Sociology II: Racism & White Privilege

Questions: *(1) How has racism evolved in the post-Civil Rights era? (2) What forms does racial prejudice and discrimination take today? (3) What is white privilege?*

In-Class Film: *White Like Me: Race, Racism & White Privilege in America* (2013) [62 mins]

Black Social Movements Paper Due in Class Today – October 27, 2014

Oct. 29 (W): Sociology II: Racism & White Privilege

Questions: *(1) How has racism evolved in the post-Civil Rights era? (2) What forms does racial prejudice and discrimination take today? (3) What is 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. **(WyoCourses)**

Handout: White Privilege Questionnaire

Oct. 31 (F): Sociology II: Racism & White Privilege

Questions: *(1) How has racism evolved in the post-Civil Rights era? (2) What forms would does racial prejudice and discrimination take in our own community?*

Readings: Reagon Joy Kaufman, "Discrimination in the "Equality State": Black-White Relations in Wyoming History," *Annals of Wyoming* 77 (Winter 2005), pp. 13-27. **(WyoCourses)**

Video Clips: *The Black West* (Dir., Hurst, Mitchell, and Spiker, 2014).

WEEK 10:

Nov. 3 (M): Sociology III: Race and Educational Inequality

Questions: (1) *To what degree did the landmark 1954 Brown decision challenge segregated and unequal education in the United States?* (2) *How can we explain ongoing racial inequalities in educational opportunities and outcomes in the post-Brown era?* (3) *What solutions are being proposed by parents, students, teachers, and policymakers?*

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

In-Class Film: *Frontline: Separate & Unequal* (2014) [60mins]

Nov. 5 (W): Sociology III: Race and Educational Inequality

Questions: (1) *To what degree did the landmark 1954 Brown decision challenge segregated and unequal education in the United States?* (2) *How can we explain ongoing racial inequalities in educational opportunities and outcomes in the post-Brown era?* (3) *What solutions are being proposed by parents, students, teachers, and policymakers?*

Readings: 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. **(WyoCourses)**

Nov. 7 (F): Sociology IV: Socioeconomic Class and the Black Community

Questions: (1) *What constitutes "class"?* (2) *How does social class shape life opportunities?* (3) *What is the relationship between race and social class in the United States?*

Readings: Gregory Mantsios, "Class in America – 2006," pp. 182-195. **(WyoCourses)**

Anderson & Stewart, Ch. 4, pp. 140-164 (esp., 158-164)

Handout: Social class questionnaire

WEEK 11:

Nov. 10 (M): Psychology I: Psychology & the Question of Race

Questions: (1) *What are some of the problems that traditional psychology presents to studying the Black psyche and why is a distinctive Black psychology necessary?* (2) *What are the three major schools of thought in Black Psychology?*

Readings: Anderson & Stewart, Ch. 5, pp. 173-178.

Nov. 13 (W): Psychology II: Racism & Black Mental Health

Questions: (1) *How might racism affect the psychological well-being of African Americans?*
(2) *What are racial microaggressions and how do they effect Black mental health?*

Readings: Anderson & Stewart, Ch. 5, pp. 178-183.

Derald Wing Sue et al., "Racial Microaggressions in Everyday Life: Implications for Clinical Practice," *American Psychologist* (May-June 2007): 271-286. **(online subscription)**

Nov. 15 (F): Psychology III: Promoting a Positive Racial Identity & Self-Concept

Questions: *What solutions does Black Psychology offer for these types of challenges and how do they propose a positive racial identity and self-concept be achieved?*

Readings: Anderson & Stewart, Ch. 5, pp. 183-196.

Beverly Daniel Tatum, "Identity Development in Adolescence," in *"Why Are All the Black Kids Sitting Together in the Cafeteria?": And Other Conversations About Race* (NY: Basic Books, 1997): 52-74. **(WyoCourses)**

Handout: "Cross Models of Identity" and "Helms Models of White Identity Development"

WEEK 12:

Nov. 17 (M): Economics I: Economics & the Question of Race

Questions: (1) *What are the traditional economic theories and why might they pose problems for studying the African American experience?* (2) *What alternatives to these traditional economic theories does Black Studies offer?*

Readings: Anderson & Stewart, Ch. 7, pp. 253-258.

Nov. 19 (W): Economics II: Explaining Economic Inequalities

Questions: *What factors do you think are most responsible for contemporary economic disparities between Black and white Americans?*

Readings: James W. Loewen, "The Importance of Sundown Towns," in *Sundown Towns: A Hidden Dimension of American Racism* (NY: Simon & Schuster, 2005), pp. 3-23 and 90-115. **(WyoCourses)**

In-Class Film: *Banished* (Dir., Marco Williams, 2007) [84mins]

Nov. 21 (F): Economics II: Explaining Economic Inequalities

Questions: *What factors do you think are most responsible for contemporary economic disparities between Black and white Americans?*

Readings: Anderson & Stewart, Ch.7, pp. 258-275.

In-Class Film: *Banished* (Dir., Marco Williams, 2007) [84mins]

Topic Statement and Bibliography for Final Paper Due Today – November 21, 2014

WEEK 13:

Nov. 24 (M): **Economics III: Counteracting Economic Inequality**

Questions: *What solutions does Black Economics propose to address these economic inequalities and which do you think would be most effective and why?*

Readings: Anderson & Stewart, Ch.7, pp. 275-292.

Nov. 26 (W): **No Class – Fall Break**

Nov. 28 (F): **No Class – Fall Break**

WEEK 14:

Dec. 1 (M): **Art & Culture I: African American Music**

Readings: Anderson & Stewart, Ch. 8, pp. 299-320.

Dec. 3 (W): **Art & Culture II: African American Visual Arts**

Readings: Anderson & Stewart, Ch. 8, pp. 320-340.

Dec. 5 (F): **Art & Culture III: African American Literature**

Readings: Anderson & Stewart, Ch. 8, pp. 340-377.

WEEK 15:

Dec. 8 (M): **Technology: Science, Technology, & the Black Experience**

Readings: Anderson & Stewart, Ch.9, pp. 347-377.

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| PART IV: CLOSING THOUGHTS |
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Dec. 10 (W): **Post-Racial America or New Nadir?**

Questions: *(1) The term “nadir” is commonly used to describe the African American experience between 1877 and 1917. What were the political, economic, and social conditions of life during this first nadir? (2) Cha-Jua argues that contemporary conditions constitute a “New Nadir” in the Black experience. What specific political, economic, and social examples does Cha-Jua point to as evidence that we are witnessing a “New Nadir”?*

Readings: Sundiata Keita Cha-Jua, “The New Nadir: The Contemporary Black Racial Formation,” *The Black Scholar* 40, no. 1 (March 2010): 38-66. **(online subscription)**

Dec. 12 (F): Post-Racial America or New Nadir?

Questions: *(1) For Cha-Jua, the New Nadir is no accident but rather the result of conscious human activity. What broad transformations in the economy and public policy are responsible for causing the “New Nadir”? Put simply, who and what is to blame? (2) Are you persuaded by Cha-Jua’s hypothesis that we are living in a “New Nadir” of African American history? Why?*

Readings: Sundiata Keita Cha-Jua, “The New Nadir: The Contemporary Black Racial Formation,” *The Black Scholar* 40, no. 1 (March 2010): 38-66. **(online subscription)**

Final Paper Due in Class Today – December 12, 2014