**DePauw university**

**Africana Studies Program**

**AFST 100 – Introduction to Africana Studies**

**Spring 2021 (Remote)**

**Tuesdays - 10:00 – 11:30 Asbury 203**

Dr. Emmitt Y. Riley III, Associate Professor & Director of Africana Studies

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Officer Hours: TBA

**Course Description**

Fannie Lou Hammer, Nelson Mandela, Martin Luther King, Jr., Malcolm X, Marcus Garvey, Ella Baker, Barack Obama, Anna Julia Cooper, and so many others blacks have contributed so much to the advancement of justice and equality in this world. This course will attempt to develop an understanding of the complexities of the emergence of Africana Studies in the Academy. It will introduce students to the various disciplines that are a part of the interdisciplinary curriculum, which characterizes Africana Studies. This course will attempt to examine, in part, the experience of Black people in the United States from a variety of viewpoints, to study the impact of modern American society on the Black community, and to introduce students to the discipline of Africana Studies. This course examines the role of Black people in the development of this society, and introduce students to a different, but nonetheless, legitimate, perspective than that of the dominant culture to which they have been exposed. The course reflects the interdisciplinary nature of Africana Studies. In keeping with the goals of the Africana Studies curriculum, the goals of this course are:

1) To develop a sense of Africana Studies as a discipline, and to introduce the student to the concepts, theory, vocabulary, and perspective which characterize that discipline.

2) To familiarize the student with the body of literature and the methods of research that characterize the discipline of Africana Studies.

3) To celebrate, deliberately, the Black experience for its own sake, as an integral part of our culture. From this perspective, there may develop an understanding of the richness and diversity of the Black experience.

4) To expose the cultural and institutional biases wrought by racism in our society, and to create a theoretical framework within which I may reexamine the facts and circumstances.

**Required Text(s):**

1. Anderson, Talmadge, and James Stewart, 2006. *Introduction to African American Studies*.

2. Walters, Ronald, 2003. *White Nationalism, Black Interests: Conservative Public Policy and the Black Community*.

3. Franklin, John. 1999. *Three Negro Classics*.

4. Woodson, Carter, G., 1933. *The Miseducation of the Negro*.

5. *Slavery to Liberation: The African American Experience* edited by Joshua Farrington, Gwendolyn Graham, Lisa Day, and Ogechi E. Anyanwu.

The book can be found here: [*https://encompass.eku.edu/ekuopen/1/*](https://encompass.eku.edu/ekuopen/1/)

**Content and Intellectual Growth**

The content of this course requires us to think critically about race and the experience of people of the African diaspora. Much of the content will discuss issues concerning black people. Given the high racial tension in the national and on this campus, I understand that this can be an uncomfortable conversation. We all approach the study of black people from a modern political science perspective, not an emotional one. For purposes of studying blackness, you will be asked to think critically and scientifically. It is imperative that class discussions remain civil and grounded in academic and empirically sound research. I am not interested in partisan ideologically based opinions that cannot be supported or substantiated with empirical evidence. What you think, feel, or believe is not of importance for our discussions.

**Administrative Issues**

*Makeup Work/ Late Work*

I do not assign makeup work, and I do not accept late assignments. In the past, I have attempted to work with students on deadlines, and I have found that students have taken advantage of this courtesy. You need to make every effort to submit all assignments in a timely fashion. There will be absolutely no make-up exams or quizzes. All of your assignments will be submitted in Moodle. Assignments must be turned in at 12:00 midnight on the date that it is due. Cameras are required to be on.

*Electronics*

Laptops are not to be used in the classroom unless you are instructed to use them by the professor. If you are using electronics that are unauthorized, I will deduct points from your class participation grade.

*Attendance*

Class attendance is required. If you are absent three or more days, I will automatically lower your final grade by one letter grade.

*Grade Grievance /Rescoring Work*

If you believe that your work has not been scored appropriately, you must submit in writing a letter justifying your reasons. This must be done within two days after the graded assignment has been returned. The professional judgment of the professor will be used to determine the merits of your claims. Please understand that if your work is rescored, you might end up with a lower grade.

*Help Outside of Class*

I want each of you to know that I am fully available to provide you with assistance outside of the classroom. Please take advantage of the office hours. If you need to meet outside of office hours, I am more than willing to accommodate you. Between Skype or Facetime, I am sure that we will be able to work that out.

*Returning Graded Work*

I will work to return graded work in a timely fashion. There will be an 8 to 14 day turn around on assignments, essays, and papers. I encourage each of you to take advantage of office hours to discuss the substantive feedback on assignments.

**Zoom Link for class:**

Emmitt Riley is inviting you to a scheduled Zoom meeting.

Topic: AFST100 Intro to Africana Studies (Classes will only meet virtually on Tuesdays)

Time: Feb 2, 2021 10:00 AM Eastern Time (US and Canada)

Every week on Tue, until May 11, 2021, 15 occurrence(s)

Feb 2, 2021 10:00 AM

Feb 9, 2021 10:00 AM

Feb 16, 2021 10:00 AM

Feb 23, 2021 10:00 AM

Mar 2, 2021 10:00 AM

Mar 9, 2021 10:00 AM

Mar 16, 2021 10:00 AM

Mar 23, 2021 10:00 AM

Mar 30, 2021 10:00 AM

Apr 6, 2021 10:00 AM

Apr 13, 2021 10:00 AM

Apr 20, 2021 10:00 AM

Apr 27, 2021 10:00 AM

May 4, 2021 10:00 AM

May 11, 2021 10:00 AM

Join Zoom Meeting

https://depauw-edu.zoom.us/j/92831316545?pwd=NHJpN3lCeXhDQk5WSFFpNXdlTDVKUT09

Meeting ID: 928 3131 6545

Passcode: BlackPower

**Weighted Categories for Grading**

• 15 % Discussion Leaders

• 20% Class Participation

• 30 % Article Critiques (Total Papers 1)

• 5 % Weekly Memos

• 20% Exams (2)

• 10% Presentations

**Grading Scale**

A 100-95, A- 94-90 B+89-87, B 86-83 B- 82-80, C+ 79-77 C 76-73, C- 72-70 D+ 69-67, D 66-63 D- 62-60, F 59-0.

**WHAT GRADES MEAN:**

A= Work that goes beyond the requirements of the assignment by adding insight, creativity and/or particularly thoughtful analysis. Demonstrates a comprehensive command of the course material, and exceptional ability to apply concepts to the real world, and a superior ability to organize and express ideas.

B=Work that adequately meets the requirements of the assignment. Demonstrates a solid command of the course material, an ability to apply concepts to the real world with only minor problems, and good organization and expression of ideas.

C= Work that partially meets the requirements of the assignment. Demonstrates acceptable command of the course material, a basic ability to apply concepts to the real world with some gaps and problems, and moderate skill in the organization and expression of ideas.

D=Work that marginally meets the requirements of the assignment. Demonstrates little command of the course material, minimal attempt to apply concepts to real-world, and limited ability to organize and express ideas.

F= Work that does not meet the requirements of the assignment. Demonstrates no command of the course material, unable to appropriately or consistently apply concepts to the real world, and insufficiently organizes and expresses ideas. (Taken from Professor Oware’s Syllabi 08-17-2015)

W-Courses should require 4-6 formal writing assignments of varying lengths, totaling 16-20 pages of polished, academic prose. Assignments should form a coherent sequence that enables students to build upon the writing skills they are learning and that breaks down large assignments into smaller steps.

**Assignments**

**Class Participation 20%**

Because the format for this class is seminar-style, we will devote a significant amount of attention to discussing and analyzing the readings. I will not lecture in this class. You will be graded on how much and the depth at which your comments demonstrate your understanding of the readings. Simply attending class does not constitute class participation. You are expected to contribute and contribute regularly.

**Discussion Leaders 15%**

In groups of four students will be required to lead one class discussion. While the discussion leader will facilitate the discussion, each student will be required to do his or her part by engaging in class discussions. During the week that you are assigned to lead a class discussion, you will need to submit discussion questions 24 hours prior to class. It is your responsibility to both post the questions in Moodle and email them to your colleagues so that they can prepare for the class discussion. Please note discussion leaders will be graded on two factors: 1. The quality and intellectual depth of your questions and 2. The degree to which your questions facilitate discussion, critical thinking, and your understanding of the readings. As the professor, I will jump in and out of the discussion to facilitate structure.

**Article Critiques 30%**

Each student will be required to write one short article critiques. This paper must be concise and analytical. Each document must be two pages single-spaced pages with solid argumentation and critiques. A paper without a central thesis will receive an automatic F. This assignment requires critique, not summary. Papers that provide summary will be graded harshly. To complete this assignment, the student will need to select an article from one of the journals listed below. The critique should identify the following items:

• Research Questions

• Theory

• Methodology

• Findings

• Implications

**Paper February 21, 2021 at 12:00 midnight**

While you will certainly need to identify the items listed above, you must also provide your criticism of the article in each category. Specifically, did you find the article compelling? If so, why (three reasons why), and if no, why not? Think about if you were writing this article what would you do differently to improve it. The thesis must be three points of criticism. You critiques cannot be about the language or rhetoric, instead it must be a critique of the research itself. Remember that in the header of your paper, you should identify the article that you are analyzing. The articles must come from one of the following journals.

*• Journal of Black Studies*

*• Journal of African American Studies*

*• The Black Scholar*

*• National Review of Black Politics*

**Weekly Reading Memos 5%**

Each student will be required to write about issues about the readings in a one page analytical memo. These papers are short and should discuss three major points and three critiques of the assigned readings. Papers for this assignment should be 1.5. lines spacing.

These papers are due on Moodle at 12 midnight the night before the following days (this will mean these papers are due on Monday night).

Feb 2, 2021 10:00 AM

Feb 9, 2021 10:00 AM

Feb 16, 2021 10:00 AM

Feb 23, 2021 10:00 AM

Mar 2, 2021 10:00 AM

Mar 9, 2021 10:00 AM

Mar 16, 2021 10:00 AM

Mar 23, 2021 10:00 AM

Mar 30, 2021 10:00 AM

Apr 6, 2021 10:00 AM

Apr 13, 2021 10:00 AM

Apr 20, 2021 10:00 AM

Apr 27, 2021 10:00 AM

May 4, 2021 10:00 AM

May 11, 2021 10:00 AM

**Presentations 10%**

In groups of four or five, you will need to put together an academic presentation. Academic presentations are different from regular presentations. Academic presentations are rooted in scientific research that follows a systematic way of tackling a research topic. You are free to select whatever topic that you like; however, your topics must be relevant to African Studies. You will be required to consult a minimum of 6 academic sources. The presentation must contain the following elements.

1. Introduction of Problem (This section should provide the context out of which the issue at hand is addressing)

2. Review of the Academic Research (This section should be a critical evaluation and review of the sources consulted for the project. What are the major debates in the literature? What do we know? What has the literature failed to address?)

3. Methodology It can also contain an evaluation of the methods, measurement for variables, hypothesis, and etc.)

4. Findings ((This section should discuss an overview of the data and what it tells us about the topic.)

5. Conclusion (Concluding Thoughts, debates, and recommendations for future research.

I am asking that you be creative. You are permitted to use PowerPoint presentations, poster presentations, video presentations or etc. You will be graded on both content and creativity. Presentations are limited to 10 minutes.

**May 4, 2021**

**Exams 20%**

**Mid-Term and Final Exam**

**Academic Dishonesty:** In an academic community, the worst offense that can be committed is to cheat or plagiarize; neither will be accepted or condoned within this classroom. All material that is submitted must be your work or appropriately cited, if you have questions regarding citation procedure or when documentation is necessary — see me. Academic dishonesty, in any form, will be taken seriously. Such work will automatically receive a grade of F (“0”) and DePauw University’s policies will be followed. A second concern in the academic community is the freedom to discover inside and outside the classroom. Because this freedom should be equally available to all, harassment of any kind will not be tolerated.

**Types of Academic Dishonesty**

**Cheating.** Using or attempting to use unauthorized materials in any academic exercise or having someone else do work for you. Examples of cheating include looking at another student’s paper during a test, bringing an answer sheet to a test, obtaining a copy of a test prior to the test date or submitting homework borrowed from another student.

**Fabrication.** Inventing or falsifying information. Examples of fabrication include inventing data for an experiment you did not do or did not do correctly or making reference to sources you did not use in a research paper.

**Facilitating academic dishonesty.** Helping someone else to commit an act of academic dishonesty. This includes giving someone a paper or homework to copy from or allowing someone to cheat from your test paper.

**Plagiarism.** Using the words or ideas of another writer without attribution, so that they seem as if they are your own. Plagiarism ranges from copying someone else’s work word for word, to rewriting someone else’s work with only minor word changes (mosaic plagiarism), to summarizing work without acknowledging the source. (See the [Writing Center Guide to Avoiding Plagiarism](http://www.depauw.edu/files/resources/avoiding-plagiarism.pdf) for further information on plagiarism.)

**Deception and misrepresentation.** Lying about or misrepresenting your work, academic records or credentials. Examples of deception and misrepresentation include forging signatures, forging letters of recommendation and falsifying credentials in an application. Of particular concern, given the current popularity of collaborative projects, is taking credit for group work to which you did not contribute significantly or meet your obligations. In a collaborative project, all members of the group are expected to do their share. Group members may work together on each phase of the project or they may divide the tasks--one person might do background research; another might take charge of the lab experiments; another might be responsible for drafting the report. Even in a modular project, however, each member of the group is responsible for being familiar and involved with the entire project. Be sure to get clear instructions on your individual and collective responsibilities from each faculty member for each course. Students are responsible for knowing the academic integrity policy and may not use ignorance of the policy as an excuse for dishonesty.

**Students with Special Needs:** DePauw University is committed to providing equal access to academic programs and university administered activities with reasonable accommodations to students with disabilities, in compliance with the Americans With Disabilities Act and Amendments (ADAAA).  If you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge you are strongly encouraged to contact Student Disability Services for further information on how to receive accommodations and support.  Contact information for Student Disability Services is: 408 S. Locust Street, Suite 200, in The Memorial Student Union Building [(765-658-6267](tel:%28765-658-6267))([studentdisabilityservices@depauw.edu](mailto:studentdisabilityservices@depauw.edu)). Accommodations cannot be implemented until the faculty member has received the official ADA letter, released by Student Disability Services. It is critical that you schedule a time to discuss the implementation of the accommodations specified in your letter with each faculty member receiving the letter. Accommodations are not retroactive*.* Students with documented disabilities have the right to choose not to use accommodations, and in exercising that right, they accept the resulting outcomes. This means that faculty are under no obligation to retroactively address any issue arising from students' choices to forgo accommodations

**Written or Oral TBA**

Suggested Presentation Topics:

1. The Atlantics Slave Trade

2. Black Feminism and Black Masculinity

3. Black Political Ideology

4. Black Political Representation

5. Blacks and the Media

6. Blacks and the Political System

7. Blacks and Protest

8. Black Feminism

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| **Course Schedule Spring 2021** | |
| **February 2** | **Introductions, Syllabus Review, Expectations,**  **and Introductions to African Studies** |
| **February 9** | **Africana Studies as a Discipline: Scope, Purpose, and Objectives**  *The Case for Black Studies* by Charles E. Wilson (1969**)\***  Chapter I: *Foundations of African American Studies* |
| **February 16** | **Africana Studies: Development of Africana Studies**  Chapter II: *Introduction and Development of African American S*tudies  Student Lead Discussion Group 1 |
| **February 23** | **The African Diaspora and The Atlantic Slave Trade: Middle Passage, Slavery, Resistance, and Rebellion.**  Chapter III  Student Lead Discussion Group 2 |
| **March 2** | *Mid-Term Exam* |
| **March 9** | **African American Culture and Society**  Chapter IV.  **African American Health & Religion**  Ch. 12: Critical Issues in African American Health, by Kevin McQueeney <https://encompass.eku.edu/ekuopen/1/> #  Student Lead Discussion Group 3 |
| **March 16** | **Black Psychology and Psychological Well-Being**  Chapter V  **Black Beauty**  Ch. 2: Concepts of Beauty: Black and White Connotations, by Norman Powel <https://encompass.eku.edu/ekuopen/1/>  Student Lead Discussion Group 4 |
| **March 23** | **Post Reconstruction**  *Up from Slavery* by Booker T. Washington |
| **March 30** | **The Problem of the Color Line**  *The Souls of Black Folk* by W.E.B. Dubois |
| **April 6** | **Debates and Exchanges**  *The Miseducation of the Negro* by Carter G. Woodson |
| **April 13** | **Black Religion**  Ch. 9: Prophecy in the Streets: Prophetic Christianity and the Civil Rights Movement, by Richard Thomas. **\***[*https://encompass.eku.edu/ekuopen/1/*](https://encompass.eku.edu/ekuopen/1/)  Student Lead Discussion Group 5 |
| **April 20** | **U.S. Politics and Blacks**  *An Overview of Black Political initiatives* pages 201-218 # (Anderson)  Ch. 13: Black Radicalism, Black Consciousness, Black History, Black Liberation, Black YouTube: A New Age Revolution, by Cheryl Mango <https://encompass.eku.edu/ekuopen/1/>\ |
| **April 27** | **Political Ideology and African American Politics**  Ronald W. Walters. 2003. *White Nationalism: Black Interests Conservative Public Policy and the Black Community*. |
| **May 4** | **Presentation Day!** |
| **May 11** | **Exam** |