

DEPAUW UNIVERSITY

AFRICANA STUDIES PROGRAM

POLS 100 – Introduction to Africana Studies

***PPD SS Requirement**

Spring 2019

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Course Description

Fannie Lou Hammer, Nelson Mandela, Martin Luther King, Jr., Malcom 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 which 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. Spence, Lester. 2015. *Knocking the Hustle: Against the Neoliberal Turn in Black Politics*.
4. West, Cornel. 1992. *Race Matters*
5. Franklin, John. 1999. *Three Negro Classics*.
 - *Up from Slavery* by Booker T. Washington
 - *The Souls of Black Folk* by W.E. B. Dubois
6. Woodson, Carter G. 1933. *The Miseducation of the Negro*.

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 race 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 on **Moodle**. Assignments must be turned in at 12:00 midnight on the date that it is due. If your work is **one second** late it will be treated just like you have not turned it in and **you will receive a Zero** on that particular assignment.

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 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 certain 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.

Weighted Categories for Grading

- 10 % Discussion Leaders and Class Participation
- 30 % Article Critiques (Total Papers 2)
- 10 % Quizzes and Homework
- 25% Exams (Total Exams 3, Midterm and Final)
- 25% 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)

Assignments

Class Participation/ Discussion Leaders 10%

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 demonstrates your understanding of the readings. Simply attending class does not constitute class participation. Each student (In Groups of 2) will be required to lead one class discussion. While the discussion leaders 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 two short article critiques. Each of these papers must be concise and analytical. Each paper must be two pages single spaced pages with solid argumentation and critiques. A paper without a central thesis will be graded harshly. This assignment requires **critique** not **summary**. Papers that provide summary will be graded harshly. To complete this assignment 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

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. 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 or a closely related journal.

- *Journal of Black Studies*
- *Journal of African American Studies*
- *The Black Scholar*

- *National Political Science Review*

Quizzes and Homework 10%

Quizzes will be unannounced

Exams: Midterm and Final 20%

There will be a total of two exams during the semester. The exams will comprise of a midterm and a final. These exams will be comprehensive. Essay format. The Final exam will be takehome. I may decide to replace the final exam with a final paper. If so, I will provide the prompt.

Presentations 25%

In groups of four 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 recommendation for future research.)

I am asking that you be creative. You are permitted to use power point presentations, poster presentations, video presentations or etc. You will be graded on both content and creativity. Presentations are limited to 15 minutes. If you are over your 15 mins time bank points will be deducted.

Extra Credit Opportunity:

Dr. Tiyi Morris will hold a lecture on February 7th at 7:00 in Watson Forum. If you attend this event you will receive extra credit and it will count as 100 points in the Quiz category.

Suggested Topics:

1. The Atlantic 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

Course Schedule Spring 2019	
Jan. 29 T	<p>Introductions, Syllabus Review, Expectations, and Introductions to African Studies</p> <p>Presentation Assignments Discussion Leader Assignments</p> <p><i>The Case for Reparations</i> by Ta-Heshisi Coats</p> <p>Video: <i>Nina Simon: That Blackness</i></p>
Jan . 32 TH	<p>Africana Studies as a Discipline: Scope, Purpose, and Objectives</p> <p><i>The Case for Black Studies</i> by Charles E. Wilson (1969) Chapter I: <i>Foundations of African American Studies</i> pages Complete Chapter</p>
Feb. 4 T	<p style="text-align: center;">Africana Studies as a Discipline Con't</p> <p>Chapter II: <i>Introduction and Development of African American Studies</i> pages Complete Chapter.</p> <p><u>Discussion Leader Group 1</u></p> <p><u>Paper 1 Due</u></p>
Feb. 7 TH	<p>The African Diaspora and The Atlantic Slave Trade: Middle Passage</p>

	Chapter III: <i>Africans in America</i> pages 43-52 Film: <i>Africans in America</i> (Middle Passage)
Feb. 12 T	The Institution of Slavery, Resistance and Rebellion <i>Chapter III: African Bondage and Oppression in America</i> pages 53-66 Ira Berlin, <i>Many Thousands Gone: The First Two Centuries of Slavery in North America</i> (See Moodle) <u>Discussion Leaders Group 2</u>
Feb. 14 TH	The Reconstruction Period <i>African Americans and the Rise and Fall of Reconstruction</i> pages 67-74 <i>From Slave to Citizen: Overview of the Evolution of the African American Economic Status</i> from Oxford Handbook of African American Citizenship <i>Reconstruction and the Foundation of Economic Citizenship</i> from the Oxford Handbook of African American Citizenship
Feb. 19 T	Post Reconstruction <i>Up from Slavery</i> by Booker T. Washington Discussion Leader Group 3
Feb. 22 TH	<i>Up from Slavery</i> by Booker T. Washington
Feb. 26 T	Post Reconstruction: The Problem of the Color Line <i>The Souls of Black Folk</i> by W.E.B. Dubois Film: <u>Birth of a Nation</u> (1914) Watch on your own.
Feb. 28 TH	The Problem of the Color Line <i>The Souls of Black Folk</i> by W.E.B. Dubois (Complete Book) Discussion Leader Group 4
Mar. 5 T	Midterm Exam
Mar. 7 TH	Debates and Exchanges <i>The Miseducation of the Negro</i> by Carter G. Woodson Discussion Leader Group 5
Mar. 12 T	Debates and Exchanges <i>The Miseducation of the Negro</i> by Carter G. Woodson Group Presentation 1

	Paper 2 Due!
Mar. 14 TH	<i>Away at National Conference of Black Political Scientists</i>
Mar. 19 T	<p style="text-align: center;">The Civil Rights Movement</p> <p><i>The Civil Rights Movement and the Post Civil Rights Era, 1955-2007.</i> Pages 82-94.</p> <p><i>African American Citizenship, 1865 Present</i> by Michael Dawson</p> <p><u>The Untold Story of the Murder of Emmett Till</u></p> <p><u>Fannie Lou Hammer's at the DNC</u></p> <p>Group Presentation 2</p>
Mar. 21 TH	<p style="text-align: center;">The Civil Rights Movement</p> <p><i>From The Civil Rights Movement to Present</i> by Michael Dawson</p> <p><i>The United States Constitution and the Struggle for African American Citizenship</i> by Lisa Croomos-Robinson</p> <p><i>African American Legal Status from Reconstruction Law to the Nadir of Jim Crow: 1865 -1919</i> by Lisa Croomos- Robinson</p> <p>Discussion Leader Group 6</p>
Mar. 23 – 31	Spring Break
Apr. 2 T	<p style="text-align: center;"><i>Black Political Ideology</i></p> <p><i>Race Matters</i> by Cornel West</p> <p>Chapters 1, 2, 3.</p> <p>Discussion Leaders Group 7</p> <p>Group Presentation 3</p>
Apr. 4 TH	<p><i>Race Matters</i> by Cornel West</p> <p>Chapter 4-7.</p> <p>Discussion Leader Group 8</p>
Apr. 9 T	<p><i>Knocking the Hustle: Against the Neoliberal Turn in Black Politics</i></p> <p>Chapter 1, 2, and 3</p> <p>Discussion Leader 9</p> <p>Paper 3 Due!</p>
Apr. 11 TH	<i>Knocking the Hustle: Against the Neoliberal Turn in Black Politics</i>

	Chapters 4, 5, and 6 Discussion Leader 10
Apr. 16 T	<i>White Nationalism, Black Interest</i> Chapters 1- 5 Group Presentation 4
Apr. 18 TH	White Nationalism, Black Interests Chapter 6-10 Group Presentation 5
Apr. 23 T	Adjustments Days
Apr. 25 TH	Adjudgments Days
Apr. 30 T	Research Day
May 2 TH	Research Day
May 7 T	Research Day
May 9 TH	Research Day
May 13-16	Final Exam Posted in Moodle

