
INTRODUCTION TO AFRICAN AMERICAN STUDIES

AFA 2000 - Section 2517 - #10288 FALL 2019 3 Credits

African American Studies Program – The University of Florida

Senior Lecturer: Dr. P. Hilliard-Nunn

Class Days/Time: Tues- 4 10:40AM-11:30AM Thurs 4-5 10:40AM-12:35PM	Office: African American Studies Temporary Location: 63 Dauer Hall
Class Location: Room 0120 FAC	Phone: 352-392-5724 (Office #)
Office Hours: Tues 1:45PM-2:45PM Thurs-1:45PM-3:45PM	e-mail: hilliardnunn@ufl.edu
Other times By appointment until I move into my permanent office.	

CATALOG DESCRIPTION: An integrated interdisciplinary exploration of selected themes and representative materials in the African American experience in North America, emphasizing continuity and change. (H) (WR) 4000.

COURSE GOAL: The goal of this course is to critically examine some of the key concepts, theories, issues, people, moments and events related to the African American experience in North America.

COURSE DESCRIPTION: The experience of Africans in America and the Diaspora has been broad and deep. Our study of that experience will begin in Africa, the birthplace of civilization and humanity. It will focus on the Black experience in North America and incorporate elements of the African Diaspora.. We will take an interdisciplinary approach to explore some of the political, cultural, economic, artistic and social themes that have influenced the construction of Black American realities in the past and present. Class sessions will consist of lectures, discussions, debates, power point presentations, media clips, and attendance at an outside lecture or panel discussion.

COURSE OBJECTIVES: Students will 1) gain a general introduction to the origins of African American Studies 2) learn about some of the theories and theorists of African American Studies 3) be exposed to interdisciplinary approaches to the study of African American people, experiences, beliefs, cultures and conditions. 4) demonstrate an understanding of basic concepts common in discourse about African Americans, 5) be able to present a general historical overview of the history of African Americans 6) be exposed to some of the contemporary socio-cultural issues facing African Americans, 7) enhance critical analysis and research skills.

REQUIRED COURSE TEXTBOOK & ARTICLES:

Franklin, John Hope and Evelyn Brooks Higginbotham. (2011). *From Slavery to Freedom: A History of African Americans (9th Ed.)*. NY, NY: McGraw Hill.

Note: Articles and webpage links are listed on page 3 & in the course overview.

REQUIREMENTS & EVALUATION AT A GLANCE:

Assignment	Due Dates	Percent of Grade
Attendance & Participation	Ongoing	5%
(2) Reflection Papers	1. 8/29 Labels & Identification 2. 11/7 (Within 3 days of attending Lecture/Panel)	20%
4 Pop Quizzes	Unannounced	30%
Debate Packet & Debate	Different dates	10%
Research Proposal & Outline	9/19 (Hard Copy in class)	5%
Research Paper & PowerPoint	Nov. 21 (Paper) PP's Oct 3,10,17,31	15%
Test	Dec 3	15%

TOTAL	100%
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Your Grade Will Be Based On The Following Scale %: 93-100=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 63-66=D, 60-62=D-, 57 and below = E.

For more information on current UF grading policies for assigning grade points, you may link to the following website: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

REQUIREMENTS AND EVALUATION:

1. CLASS PARTICIPATION/ATTENDANCE **5%:**

Participation means that you are present, on time, able to engage in class discussions/exercises and engage in proper classroom decorum. It also means that you have completed your reading and are prepared on days that you are scheduled to present. Be sure to sign the roll. Any information and/or changes that are announced in class **are YOUR responsibility, whether you attended class or not.**

2. REFLECTION PAPERS **20%:**

A. LABELS & IDENTIFICATION: Write a (**3 page**) essay that answers the following questions – What kind of racial and/or ethnic label(s) do you use to “identify” and/or describe yourself? Why? Do you believe that your label is readily accepted by others? Why or why not? Upload to Canvas **(Due: Aug 29 11PM)**

B. PROGRAM REFLECTION: Write a (**3 page**) analysis of a lecture or panel discussion held at the University of Florida or in the Gainesville community that you physically **attend before Nov 4. The last day to turn in this assignment is Nov 7.** The event **must** be related to the African American experience. **You must get my approval for the program ahead of time.** The paper must be turn in within 3 days of you attending the event.

(SEE THE HANDOUT)

Upload to Canvas **(Due: 3 Days after the Event/Program by @ 11PM)**

3. FOUR POP QUIZZES **30%:**

Quizzes will cover class readings, lectures, discussions, presentations, debates and films. They will consist of multiple choice, true/false, short answer and short (essay) items). You will typically be given between 10 and 20 minutes to complete the quiz. I will drop the lowest quiz grade from the quiz average. **I do not reschedule quizzes.**

4. DEBATE & DEBATE PACKET **(10%):**

5. RESEARCH PAPER PROPOSAL /OUTLINE **(5%):**

Choose a research topic related to the African American experience that interests you. **DO PRELIMINARY RESEARCH** on the topic and write a 2 page summary describing what you will address in your final paper. (**Note:** Choose your topic carefully because **you may not change it unless you get clearance**, at least, three weeks before the final paper is due and submit a new proposal. **(SEE THE HANDOUT FOR INSTRUCTIONS)** Turn in a hard copy in class. **(Due: Sept 19)**

6. RESEARCH PAPER & POWER POINT **15%:**

Research and write a well-researched, organized and informative (5) five page paper on your pre-proposed topic. The page count does not include the outline and reference page. Your paper will not be accepted if you didn't submit a research paper proposal and had it pre-approved. PowerPoint Presentations will be done before the paper. **(SEE THE HANDOUT FOR INSTRUCTIONS)**

Upload your paper to Canvas no later than **11:00PM** on **(DUE: Nov 21)**

7. **TEST** **15%:**
 The test will be comprehensive and focus on class readings, discussions, presentations, lectures, debates and films addressed during class. It will consist of multiple choice, true/false, short answer and short (essay) answer items. **(Date: Dec 3)**

PRESENTATION OF WORK: All written assignments must be typed, double-spaced using Times Roman 12 point font in MS Word. You must use a standard **one-inch** margin - no **bold**-faced or large fonts. Use the style APA, MLA or Chicago that is used in your academic discipline. All pages should be numbered and stapled. Do not include a cover sheet. **Put identifying information in the top, right corner (no more than two lines, single spaced).** The assignment title or paper title may be centered. Work will be considered late and graded down one letter grade after the beginning of class on the due date. Work will continue to be reduced a letter grade for each additional day it is late.

EVALUATION OF ALL CLASS ACTIVITIES AND ASSIGNMENTS IS BASED ON:

- 1) Quality, scope and organization of documentation; 2) Clarity and coherence of expression; 3) Spelling, Grammar and Punctuation; 4) Quality of critical analysis; 5) Demonstration of an understanding of information and concepts addressed in the readings and/or discussed in class; 6) Following directions and completing assignments on time.

GENERAL EDUCATION LEARNING OUTCOMES:

AFA 2000 is a 4000 (*approximately 18 pages*) word Gordon Rule course which satisfies the General Education requirements for Humanities (H). You must complete and turn in at least 4000 words of evaluated writing during the semester in order to receive credit. You must earn a grade of "C" or better to earn general education credit.

STUDENT LEARNING OUTCOMES: - CONTENT AND SKILLS:

HUMANITIES		
CONTENT	CRITICAL THINKING	COMMUNICATION
Know the history, underlying theories and methodologies used within the discipline of African American Studies	Identify and analyze key elements, biases and influences that shape thought within African American Studies. Approach issues and problems within that discipline from multiple perspectives.	Communicate knowledge thoughts and reasoning clearly and effectively in forms appropriate to African American Studies, individually and/or in groups.

Additional Required Readings List:

UF African American Studies Website <http://afam.clas.ufl.edu/history/>
 Alkalimat, et. al., Intro. to Afro-AmericanStudies (free) www.eblackstudies.org/intro
 Alexander Michelle, "Introduction," in *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (New York: The New Press, 2010), 1-19.
 Stewart, Mariah. (3, 26, 2015). Fleece Force: How Police And Courts Mariah Stewart Around Ferguson Bully Residents And Collect Millions The Huffington Post.
 Woodson, Carter,G. (1933). The miseducation of the Negro.
<https://devontekwatson.files.wordpress.com/2013/10/miseducation-text.pdf>

COURSE OUTLINE

Readings are due on the day that they appear on the outline.

DATE GENERAL TOPIC READING / VIEWING

WEEK 1: AFRICAN AMERICAN STUDIES

Tues, Aug 20	Course Overview	WELCOME
Thurs, Aug 22	African American Studies - a discipline.	Alkalimat, et. al., Intro. to Afro-American Studies (free) www.eblackstudies.org/intro UF AASP History: http://afam.clas.ufl.edu/history/ George Allen & Virgil Hawkins Video In Class : <i>First Footsteps</i>

WEEK 2: AFRICAN ORIGINS

Tues, Aug 27	Labels & Self-Determination Race, Ethnicity, Culture, Phenotype	Chapter 1
Thurs, Aug 29	Sankofa - African Origins	Chapter 2

DUE: Labels and Identification Paper. Upload to Canvas by 11PM

WEEK 3: THE AFRICAN DIASPORA & SLAVERY

Tues, Sept 3	Africans in the Atlantic World	Chapter 3
Thurs, Sept 6	Enslavement of African Peoples	Chapter 4

WEEK 4: BUILDING COMMUNITIES & RESISTANCE

Tues, Sept 10	Give Me Liberty	Chapter 5
Thurs, Sept 13	Building Communities Resistance During Slavery	Chapters 6 & 7

WEEK 5: MIS-EDUCATION & ABOLITIONISM

Tues, Sept 17	Mis-education, Colorism	Woodson, Carter (Chapters 1-3 of The Mis-Education of the Negro) (online) pp. 479-480 in Chapter 19
Thurs, Sept 19	Antebellum Free Blacks & Abolitionism	Chapters 8 & 9

DUE: Research Proposal (Bring a hard copy to class)

DATE	GENERAL TOPIC	READING / VIEWING
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WEEK 6: CIVIL WAR & RECONSTRUCTION

Tues, Sept 24	Civil War	Chapter 10
Thurs, Sept 26	Reconstruction	Chapter 11

WEEK 7 – THE COLOR LINE, JIM CROW and VIOLENCE

Tues, Oct 1	Lynchings & Police Violence	Chapter 12
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Thurs, Oct 3	Debate #1: Blacks of Caribbean heritage are critical of Blacks North American Heritage Era of Self-Help Migrations in the past Immigrants Today UF Homecoming	Chapter 13, pp. 345-350 in Chapter 14 pp. 364-368 in Chapter 15 pp. 627-634 in Chapter 23
Oct 4-5		

WEEK 8: VARIED FORMS OF POLITICAL ENGAGEMENT /BLACKS & MEDIA

Tues, Oct 8	Muhammed Ali, Serena Williams to Colin Kapernick, Marcus Garvey	pp. 370-374 in Chapter 15
Thurs, Oct 10	Debate #2: African Americans should be paid Reparations for Slavery. Blacks and Media	pp. 443-444

WEEK 9: EDUCATION

Tues, Oct 15	Socialization & Education Brown vs. Board of Education	pp. 502-509 in Chapter 19
Thurs, Oct 17	Debate #3: Most Gangster Rap music videos in the U.S. degrade Black women. New Deal & Double V for Victory	Chapter 17, 449-456 in Chapter 18

WEEK 10: BLACK CULTURE

Tues, Oct 22	Harlem Renaissance & BAM	Chapter 16 and pp. 598-603
Thurs, Oct 24	Africanisms African Survivals Cultural Appropriation	p. 76 and 478-479

WEEK 11: BLACK PSYCHOLOGY AND PHYSICAL HEALTH

Tues, Oct 29	Mental Health, Intersectionality Post Traumatic Slave Syndrome	Joy DeGruy Video Clip http://joydegruy.com/resources-2/dr-joy-lectures-videos/
DATE	GENERAL TOPIC	READING / VIEWING

Thurs, Oct 31	Debate #4: Racial profiling of African Americans by police officers is justified. Physical Health, Tuskegee Study Medical Treatment	pp. 432-433 and 618-620
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WEEK 12: MOVEMENTS AND PROTESTS

Tues, Nov 5	Black Power	Chapter 21
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Thurs, Nov 7 Black Lives Matter Media clip READING TBA
 Policing, Race and the Courts Mariah Stewart_View
http://www.huffingtonpost.com/2015/03/26/st-louis-county-municipal-courts_n_6896550.html

The New Jim Crow Michelle Alexander Chapter 1

DUE: Reflection Paper. This is the LAST DAY it will be accepted. It is due no later than 3 days after you attend the program/panel.

WEEK 13: RESEARCH PAPER PANELS

Tues, Nov 12 Panel: 1. Black People & Media

Thurs, Nov 14 Panel: 2. Black Land/Towns in the American Landscape
 Panel: 3. Black People and Health

WEEK 14: RESEARCH PAPER PANELS

Tues, Nov 19 Panel 4: Black People, Citizenship and Immigration

Thurs, Nov 21 Panel 5: Environmental Racism
 Panel 6. Black Athletes and Social Justice

Due: Final Research Paper. Upload to Canvas by 11PM

WEEK 15:

Tues, Nov 26 Test Review & Complete Class Evaluation

Thur, Nov 28 **UF HOLIDAY -NO CLASS**

WEEK 16:

Tues, Dec 3 TEST & Complete Class Evaluation if you haven't already

Thurs, Dec 5 NO CLASS - UF READING DAY

GRADES: Refrain from telling me the grade that you want or need. You will get the grade that you earn. I will post most grades on CANVAS. The final grade will not be averaged and posted on CANVAS.

CLASSROOM DECORUM:

- a. Be respectful of your classmates and the professor.
- b. No eating or drinking in class. Eat before you arrive.
- c. If you're sick with a contagious disease (flu, etc), please don't attend class.
- d. No cell phones, laptops or other electronic devices may be used in class without prior approval from the professor. Students who violate this rule, will be asked to leave class and/or be considered absent for that day.
- e. No person has permission to audio or videotape classes without the permission of the professor.

- f. If you engage in behavior such as reading texts, browsing the internet, sleeping, daydreaming, loud yawning, not participating in group activities or any other behavior that I consider to be disrespectful to me or to your classmates, you may be considered absent for that day.
- g. You do not have my permission to do classwork from other classes during this class. If I find out that you're doing this, I will deduct points from your participation grade.
- h. Bring your text and/or other relevant readings to class.

COMMUNICATIONS:

- a. Identify yourself and the class and section that you are in when you e-mail me.
- b. Add a salutation/greeting (Good morning, Good Afternoon, Good Evening Dr. Hilliard-Nunn when you e-mail me. Also, add a closing along with your name to the message. (i.e. Sincerely, Thank you, etc.) or I am not likely to respond.
- c. Allow about 24-30 hours for a response to your e-mail. I may respond sooner.
- d. DO NOT slide papers under my office door or put them in my mailbox unless asked to do so.
- e. Feel free to e-mail me and/or visit me during my office hours. **I cannot meet right before or after class** as I must leave for another class.
- f. Have Fun!

ATTENDANCE POLICY: Attendance is based on you being on time, signing the roll sheet, being prepared and staying for the entire class. It is assumed that enrollment in the class means that there are no conflicts with other obligations (weddings, work, travel, meetings, etc.) during class time. Do not send messages about your attendance through a classmate. Simply telling me or e-mailing a message indicating that you'll be absent does not automatically become an "excused absence." If you have an official excuse, provide me with a written letter and/or medical excuse on a physician's official letterhead w/ phone or official university letterhead that includes the time and date of your care or other business on the day you return to class. **Poor attendance and tardiness will affect your final grade.** No further admonishments will be made. University policies that may be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>."

MAKE UP POLICY: All assignments are known in advance; therefore, permission to hand in an assignment late is only granted for exceptional circumstances.

Quiz/Test/Exam: Only students with documented official university or medical excuses may take a make up quiz/test/exam. The professor must be notified **before or immediately after** the absence and the exam must be scheduled **on the first day** that the student returns to campus. Students who do not provide documentation and reschedule the exam will not be given a make up.

Assignments: Students with valid official university or documented medical excuses be allowed to turn in assignments within one day of her/his return to campus without penalty. The assignment will be considered late and reduced one letter grade for each day the assignment is not turned in beginning with the due date if the proper documentation is not provided.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

In compliance with the University of Florida's policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made in writing during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made. Students requesting classroom accommodation must first register with Student Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor.

UF STUDENT HONOR CODE: Each student in this course is expected to abide by the University of

Florida's Student Honor Code and Code of Conduct. Any work submitted by a student in this course for academic credit **will be the student's own work. Do not plagiarize.** All work must be cited. Students suspected of academic dishonesty or of violating the Honor Code **will be reported** to the Dean of Students Office. To learn more about the UF policy regarding Academic Honesty and behaviors that violate UF policy, please visit: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

UF COUNSELING ASSISTANCE: Students who may experience stress related personal issues are encouraged to visit the University of Florida *Counseling and Wellness Center* at 3190 Radio Road. Phone: 392-1575. Website: <http://www.counseling.ufl.edu/cwc/contact-us.aspx>

OTHER CAMPUS RESOURCES:

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
<http://writing.ufl.edu/writing-studio/>

E-learning technical support, 352-392-4357 (select option 2) or e-mail to
Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.
<http://www.crc.ufl.edu/>

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>
Academic Resources

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>

STATEMENT REGARDING HARRASMENT: UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. To learn more about this policy, visit: <http://www.dso.ufl.edu/sccr/sexual/>

COURSE EVALUATION: "Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>."

Journal of American History
Journal of Black Psychology
The Journal of Caribbean History
Historical Review
Callaloo

SELECTED JOURNALS:

African American Review
American Literature Forum
American Historical Review
American Quarterly
Black American Literature Forum

Contributions to Black Studies
Journal of African American History
Journal of Blacks in Higher Education
Journal of Negro Education
Journal of Negro History
The Journal of Pan African Studies
Journal of Southern History
Journal of West Indian Literature
Meridians: Feminism, Race, Transnationalism
National Black Law Journal
Negro American Literature Forum
Phylon
Race, Gender & Class: An Interdisciplinary Journal

Black Camera: A Micro Journal of Black Film Studies
The Black Collegian
Black Issues in Higher Education
Black Music Research Journal
The Black Scholar
Diverse Issues in Higher Education
Ethnicity and Race in a Changing World: A Review Journal
International Journal of Africana Studies
Journal of African American Studies

RECOMMENDED READING: (A small sample of sources).

- Akbar, Na'im, (1996). *Breaking the chains of psychological slavery*. Tall, FL: Mind Prod. & Assos.
- Aptheker, Herbert. (Ed.). (2002). Ten critiques, 1906-1960 new edition. W.E.B. Dubois: the education of black people. *Monthly Review Press*
- Asante, Molefi Kete and Abu Abarry (eds). (1996). *African intellectual heritage*. Temple University Press.
- Asante, Molefi Kete. (Revised edition, 2003). *Afrocentricity*. Africa World Press.
- Baptist, Edward E. (2014). *The half has never been told: Slavery and american capitalism*. NY, NY Basic Books.
- Billingsley, Andrew (1992) *Climbing jacob's ladder: the enduring legacy of african-american families*. New York: Simon and Schuster.
- Cane, Emily, (2000). Racial and ethnic variations in gender related attitudes." *Annual Review of Sociology*. 26: 419-39.
- Coates, Ta-Nehisi. (2015). *Between the world and Me*. Spiegel & Grau.
- Chinweizu (1987). *Decolonizing the african mind*. London: Sundoor Press.
- Collins, Patricia Hill, (2000). Revised 10th Anniv 2nd Edition). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. NY: Routledge
- Cruse, Harold, (1967). *The crisis of the negro intellectual*. New York: William Morrow.
- Delgado, Richard & Jean Stefanic. (2001). *Critical race theory: An introduction*. NY: NY.
- Diop, C. A. (1974). *The African origin of civilization: Myth or reality*. Westport, CN: Lawrence-Hill and Co. (First published 1955, in Paris).
- Diop, C. A. (1991). *Civilization or barbarism: An authentic anthropology*. Brooklyn, NY: Lawrence Hill.
- Drake, St. Clair (1987). *Black folk here and there: Volumes 1 & 2*. Los Angeles: Center for Afro American Studies University of California.
- DuBois, W. E. B. (1903). *The Souls of Black Folk*. Chicago: A.C. McClurg & Co. (On line)
- Giddings, Paula. (1984). *When and where I enter: The impact of black women on race and sex in America*. NY: W. Morrow.
- Hilliard, Asa G. III (1995) *The maroon within us: Essays on african american community socialization*. Baltimore: Black Classic Press.
- hooks, bell. (1989). *Talking back: thinking feminist, thinking black*. Consortium Book.
- hooks, bell. (1981). *Ain't I a woman: black women and feminism*. Boston: South End Press.

- Hunter, Andrea and Sherrill Sellers. "Feminist attitudes among african american men and women." *Gender and Society*. vol. 12, no 1 (1998): 81-99.
- King, M.L.K. (1964). *Why We Can't Wait*. New American Library
- Kotkin, Joel (1993). *Tribes: How race, religion, and identity determine success in the new global economy*. New York: Random House.
- Morgan, Marcyliena. (2009). *Real Hip Hop – Battling for knowledge, power, and respect in the underground*. Duke University Press.
- Nobles, Wade W. (1986). *African psychology: toward its reclamation, reascension and revitalization*. Oakland, CA: Institute for the Advanced Study of Black Family Life and Culture.
- Norment, N. (Ed.). (2007). *The african american studies reader*. (2nd Edition). Carolina Academic Press.
- Owens, Tracey Patton and Julie Snyder-Yuly. (2007). *Any four black men will do: Rape, race, and the ultimate scapegoat*. *Journal of Black Studies*. 37(6), 859-95.
- Skloot, Rebecca. (2010). *The immortal life of herietta lacks*. NY: Random House.
- Shujaa, M. J. (Ed). (1994). *Too much schooling, too little education: paradox of black education in white societies*. Trenton, N. J.: African World Press, Inc.
- Stevenson, Bryan. (2014). *Just mercy: A story of justice and redemption*. NY: Speigel & GRAU.
- Tatum, Beverly Daniel (1997). *Why are all the black kids sitting together in the cafeteria?* New York: Basic Books.
- Van Sertima, Ivan. (1976). *They came before columbus*. NY, NY: Random House.
- Walters, Ron. (2007). Barack Obama and the Politics of Blackness. *Journal of Black Studies*. 38(1), 7-29.
- Williams, Juan. (1988). *Eyes on the prize: America's civil rights years, 1954-1965*. Penguin Group (USA).
- Winbush, R. A. (Ed.) (2003). *Should america pay. Slavery and the raging debate on reparations*. NY, HarperCollins.

Should you have any questions or concerns, do not hesitate to visit or e-mail me.

The course outline is a guide and may change. Should some elements change, you will be notified ahead of time.



SANKOFA

Go Back and Fetch it