

African American (Capstone) Senior Seminar

Course Syllabus - Dr. P. Hilliard-Nunn

AFA 4936 - Section 01EA - FALL 2019 Credit (03) Three Hours
African American Studies – The University of Florida

Class Time:	Tues 8-9 3:00PM-4:55PM Thurs 9 4:05PM-4:55PM	Office: African American Studies Temporary Location: 63 Dauer Hall
Class Location:	Bldg: Little Rm: 0233	Phone: 352-392-5724 (Office #)
Office Hours:	Tues 1:45PM-2:45PM Thurs-1PM-3:45	E-mail: hilliardnunn@ufl.edu
Other Times By appointment until I move into my permanent office.		

COURSE GOAL: The goal of this course is to introduce students to some of the conceptual and operational methods used to research and write about the experiences of African Americans.

COURSE DESCRIPTION: African American Studies Senior Integrated Seminar is a Capstone course that fulfills partial requirement for the African American Studies minor and/or major. This is a research intensive course which allows you to apply your knowledge gained from coursework in African American Studies to complete a research paper. The course is interdisciplinary and seeks to develop in students, a knowledge view that consciously applies methodology, theory and language from more than one discipline in examining central themes, issues, problems, topics, or experiences of people of African descent in the Americas. Students will read and interpret research literature, study the research practices of other scholars, prepare an annotated bibliography, write a research proposal and complete a research paper. Classes will include discussions, lectures, film screenings, independent research exercises and presentations.

COURSE OBJECTIVES: Upon completion of the course, each student will have an intellectual understanding along side practical experiences in the use of research methods. Secondly, students will learn to effectively research library, archival, and internet sources to research and write research paper. Finally, students will be able to apply their knowledge to formulate an analysis which includes the intersections of class, culture, ideology, gender, and race and the impact of the structures and policies, western or otherwise, on the lives of African Americans.

REQUIRED COURSE TEXTBOOK & ARTICLES:

McDougal III, Serie. (2014). Research methods in africana studies. NY, NY: Peter Lang Publishing.

The Reserve Articles - are available on the www.uflib.ufl.edu web site. To read or print these articles, click on the course reserves link, type in my last name, and click on the article's title.

Note: Additional articles, websites and video clips will be assigned during class.

REQUIREMENTS & EVALUATION AT A GLANCE:

Assignment	Due Dates	% of Grade
Attendance & Participation	Ongoing	10%
Three (3) Short Papers	Sept 10, Oct 8, Nov 7	30%
Discussion Leader & Power Point	<i>Sept 3, 6, 10 13, 17, 19, 24, 26</i> <i>Oct 1, 3, 8, 17, 22, 24, 29, 31</i>	10%
African American Concepts/Theories Test	Sept. 18	10%
Research Proposal & Annotated Bibliography	Oct. 3	10%
Research Paper Defense & Power Point	11/12, 11/14, 11/19, 11/21, 11/26	10%
Research Paper (Hard Copy & Canvas Copy)	Dec. 3	20%
TOTAL		100%

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>

ASSIGNMENT DETAILS, REQUIREMENTS AND EVALUATION:

1. **CLASS ATTENDANCE & PARTICIPATION** (10%):
Attendance will be based on you arriving at class on time, signing the class roll sheet, and remaining for the entire class. Participation also means that **you have completed your readings and/or assignments** on time and **are able to contribute to class discussions in a meaningful way**. If you must miss class, for any reason, on a day that you are due to present or turn in an assignment, you must turn in your work **ahead of time**.
(See the attendance policy).
2. **THREE (3) SHORT PAPERS** (30%):
You will write three papers on the topics listed below. Each paper should incorporate the names of scholars, theories and themes covered in class readings, discussions and in other scholarly articles that you find. (Read the Handout on Canvas for more details) Upload your papers to canvas by 11PM on the date that they are due.
The first paper is due September 10
African American Studies – Origins and Purpose.
The second paper is due October 8
African American Studies Scholars (Select a scholar listed on the Canvas Handout)
The third paper is due November 7 (Select one of the topics below)
1) Blacks and Sports 3. The Black Church: From Protests to Mental Health
2) Blacks and Media 4. Intra-racial Relationships
3. **DISCUSSION LEADER & POWER POINT (DUE: Varies)** (10%):
Each student will lead a discussion of an article she/he signs up for. Complete a discussion leader form **and** a power point presentation. You will address the content and significance of the research and give background information about the scholar. Bring **copies (about 25) of the discussion leader form with (3) three questions to distribute to your classmates and the Professor**. *(See the Handout on Canvas for more details)*
4. **TEST ON CONCEPTS/THEORIES/SCHOLARS** (DUE: September 19) (10%):
(See the Handout on Canvas for more details)
5. **RESEARCH PROPOSAL & ANNOTATED BIB. (DUE: October 3)** (10%):
Turn in a Research Proposal Form, a two page Research Proposal, and an Annotated Bibliography with, at least, eight (8) properly formatted sources that you have found and read.
(See the Handout on Canvas for more details)
6. **RESEARCH PAPER DEFENSE & POWER POINT (DUE: 11/12 - 11/26)** (10%):
Present and defend your research paper. You are expected to give a 10-15max min. Power Point Presentation which addresses your method, theories and findings. *(See the Handout)*
7. **RESEARCH PAPER** (DUE: Dec 3) (30%):
Write a 12-15 page research paper with the proper sections. The page count does not

include the outline and reference page. Turn in a bound hard copy at the beginning of class on December 3 **and** upload a copy on Canvas by 10PM **December 2**.

(See the Handout on Canvas for more details)

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

APPROPRIATE SOURCES: This is a research class and you are expected to use scholarly sources in your papers. Refrain from using sources like Wikipedia, About.com, Infoplease.com, encyclopedias, course textbooks and the like. Feel free to read those sources, but don't use them in your paper. Your paper will be evaluated, in part, based on the quality of your references.

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.

SUBMISSION OF WORK: Upload your written assignments to Canvas by the deadline(s).

OPTIONAL EXTRA CREDIT ASSIGNMENTS: If you attend and complete a two page, typed, double-spaced paper on an announced program, five points will be added to your lowest scores. You must turn in the paper no more than seven days after you attend the program.

ATTENDANCE POLICY: Attendance is based on you being on time, signing the roll sheet, being prepared and staying for the entire class. Do not arrive at class late and expect to receive credit for being present. 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. Telling me or e-mailing a message indicating that you'll be absent is considerate, but will not automatically become an "excused absence." If you have an official UF excuse for an absence, 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 upon your return to class. Any information and/or changes that are announced in class **are YOUR responsibility, whether you attended class or not**. Unexcused absences and tardiness will decrease your grade for attendance and participation. No further admonishments will be made.

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

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: Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

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/>.”

GRADES: Refrain from telling me the grade that you “need” for one reason or another. You’ll 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. Be considerate and don't attend class if you're sick with a contagious disease (flu, etc),
- 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, doing homework for another class, daydreaming, loud yawning, not participating 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. Have Fun!

COMMUNICATIONS: (Remember your manners)

- a. If you send me an e-mail, be sure to identify yourself and the class section that you are in.
- b. Include a salutation/greeting (for example, Good morning Dr. Hilliard-Nunn or Dr. Nunn when you e-mail me. Also, add a closing along with your name (for example, Sincerely, Kiesha Thompson).
- c. Allow about 24 hours for a response to your e-mail, but I usually I respond sooner.
- d. DO NOT put papers in my mailbox unless I ask you to do so.
- e. Make and appointment to visit me during my office hours as the African American Studies office is in temporary space.

REQUIRED READINGS: Readings are due on the day that they appear in the course outline.

1. Hine, Darlene Clark. (2014). A black studies manifesto: characteristics of a Black Studies mind." *The Black Scholar*, vol. 44(2) 11+. *Military and Intelligence Database Collection*, go.galegroup.com/ps/i.do?p=PPMI&sw=w&u=gain40375&v=2.1&id=GALE%7CA381947361&it=r&asid=177df01586c6975b2470d6007368aea4. Accessed 27 Dec. 2016.
2. Molefi Asante, Afrocentricity. Found at <http://www.asante.net/articles/1/afrocentricity/>.
3. Carr, G. K. “What Black Studies is Not: Moving from Crisis to Liberation in Africana Intellectual Work.” *Socialism & Democracy* 25, 1 (2011), 178-191.

4. Evans, Stephanie. (2006). "I was one of the first to see daylight: Black women at Predominantly white colleges and universities in florida since 1959." *Florida Historical Quarterly*, 85, 42–63. Can be found at plaza.ufl.edu/drevans/Evans%20%20First%20to%20See%20Daylight.pdf.
5. Coates, Ta-Nehisi (January/February 2017). My president was black. A history of the first African american whitehouse—and of what came next. *The Atlantic*.
www.theatlantic.com/magazine/archive/2017/01/my-president-was-black/508793/
6. Darity, William A. Jr. (December 22, 2016). How barack obama failed black americans: The country's first black president never pursued policies bold enough to close the racial wealth gap. *The Atlantic*. <https://www.theatlantic.com/politics/archive/2016/12/how-barack-obama-failed-black-americans/511358/>
7. Christopher S. Parker. (2016). Race and Politics in the Age of Obama." *Annual Review of Sociology*, 42:217–30.
8. Gladwell, Nathan (April 29, 1996). Black like them. Gladwell.com. Retrieved December 27, 2016. <http://gladwell.com/black-like-them/>.
9. Wright, Micha. (Summer 2015). "A epidemic of negrophobia: Blackness and the legacy of the us occupation of the dominican republic." *The Black Scholar*. 45(2). 21-33.
10. Austin Wright, Sharon D. & Richard T. Middleton and Rachel Yon. (September 2012). The effect of racial group consciousness on the political participation of African Americans and black ethnics in miami-dade county, florida. *Political Research Quarterly*. 65(3). 629-641.
11. Chapman-Hilliard, Collette and Valerie Adams-Bass. (2016). A conceptual framework for utilizing black history knowledge as a path to psychological liberation for black youth. *Journal of Black Psychology*. 42(6) 479 –507.
DOI: 10.1177/0095798415597840
12. Maxwell, Morgan, Joshua Brevard, Jasmine Abrams and Faye Belgrave. (2015). What's Color Got To Do With It? Skin Color, Skin Color Satisfaction, Racial Identity, and Internalized Racism Among African American College Students. *Journal of Black Psychology*. 41(5) 438 –461.
DOI: 10.1177/0095798414542299
13. Hall, Ronald E. "The ball curve: Calculated racism and the stereotype of African American men." *Journal of Black Studies* (2001): 104-119.
14. Jennifer E. Bruening. (Published online: 20 Apr 2012). Gender and racial Analysis in sport: Are all the women white and all the blacks men? Pp. 330-349.
<https://doi.org/10.1080/00336297.2005.10491861>
15. Ratchford, Jamal L. (Spring 2012). 'Black fists and fool's gold: The 1960s black athletic revolt reconsidered' The lebron james decision and self-determination in post-racial America. *The Black Scholar*. 42(1). 49-59.
16. Bonilla, Yarimar and Johnathon Rosa. (February, 2015). #Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States. *Journal of the American Ethnological Society*. 42(1). 4-17. DOI: 10.1111/amet.12112
17. Ball, Jared A. (Spring 2014). A new apartheid: Media consolidation and black America. *The Black Scholar*. 44(1). 47-57.

18. Breaux, R. (2010). After 75 Years of Magic: Disney Answers Its Critics, Rewrites African American History, and Cashes In on Its Racist Past. *Journal of African American Studies*, 14(4), 398-416. Retrieved from <http://www.jstor.org/stable/41819263>
19. Martin, Michael T. (Fall 2014). Conversations with ava duvernay—"A call to action": Organizing principles of an activist cinematic practice. *Black Camera*. 6(1). 57-91.
20. Kenneth B. Nunn. (2002). *Race, Crime and the Pool of Surplus Criminality: Or Why the "War on Drugs" Was a "War on Blacks,"* 6 *J. Gender Race & Just.* 381 (2002), available at <http://scholarship.law.ufl.edu/facultypub/107>
21. Solorzano, D., Ceja, M., & Yosso, T. (2000). Critical Race Theory, Racial Microaggressions, and Campus Racial Climate: The Experiences of African American College Students. *Journal of Negro Education*, 69(1/2), 60.
22. W. Malcolm Byrnes. (September 2014). Climate Justice, Hurricane Katrina, and African American Environmentalism *Journal of African American Studies*. (18)3. pp. 305-314. Stable URL: <http://www.jstor.org/stable/43525555>.
23. Barber, K. (2012). "What Happened to All the Protests?" Black Megachurches' Responses to Racism in a Colorblind Era. *Journal of African American Studies*, 15(2), 218-235. Retrieved from <http://www.jstor.org/stable/43525421>
24. Barnes, S., & Nwosu, O. (2014). Black Church Electoral and Protest Politics from 2002 to 2012: A Social Media Analysis of the Resistance Versus Accommodation Dialectic. *Journal of African American Studies*, 18(2), 209-235. Retrieved from <http://www.jstor.org/stable/43525546>
25. Neighbors, H. W., Musick, M. A., & Williams, D. R. (1998). The African American minister as a source of help for serious personal crises: Bridge or barrier to mental health care? *Health Education and Behavior*. 25 (6), 759-777.

COURSE OUTLINE

Date	Topic	Reading
<u>WEEK 1: AFRICAN AMERICAN STUDIES ORIGINS & PURPOSE</u>		
Tues, Aug 20	Course Overview	Welcome
Thurs Aug 22	African American Studies	READ: McDougal: Chapter 1 In Class: View Video. First Footsteps...
<u>WEEK 2: AFRICAN AMERICAN STUDIES ORIGINS & PURPOSE & ARCHIVES</u>		
Tues Aug 27	Black Studies Sources & Citations	READ: Hine, Darlene Clark. "A black studies manifesto: characteristics of a..." McDougal Chapter 2 (30-52)
*Thurs Aug 29	African American Concepts/ Theories and Scholars	READ: McDougal Chapter 5

WEEK 3: RESEARCH & BLACK STUDIES PARADIGMS

Tues Sept 3	Research Black Studies Paradigms Research Proposal	READ: McDougal: Chapter 2 (52-79) McDougal: Chapter 4
Thurs Sept 6	Black Studies Afrocentricity Women /Academy	READ: 1. Carr, Greg article. 2. Molefi Asante, at http://www.asante.net/articles/1/afrocentricity/ 3. Evans, Stephanie article.

WEEK 4: CHOOSING A TOPIC & MEANINGS OF THE FIRST BLACK PRESIDENT

Tues Sept 10	CHOOSING A TOPIC Research Question	DUE: Short Paper #1 Upload to Canvas by 11PM
Thurs Sept 13	Qualitative & Quantitative Research My President Was Black... How Obama Failed Black Am... Race and Politics in the.....	READ: McDougal Chapter 12 & 13 Coates, Ta-Nehise Darity, William A., Jr. Parker, Christopher S.

WEEK 5: INTRA-RACIAL RELATIONS

Tues, Sept 17	Negrophbia/Dominicans... The effect of racial... A conceptual framework for... Black Like Them...	Wright, Michea Austin Wright, S. and others Chapman-Hilliard, C. & Adams-Bass Gladwell, Nathan
Thurs, Sept 19	DUE: Concept/Theory/Scholars	Test

WEEK 6: PSYCHOLOGY AND IDENTITY

Tues, Sept 24	Skin Color/Identity Ethics in Research	Morgan, Maxwell... We will watch: The Deadly Deception (55 minutes) https://www.youtube.com/watch?v=qNa8CnC4sSU
Thurs, Sept 26	Proposal/Annotated Bibliography	READ: McDougal Chapter 3

WEEK 7: BLACKS AND SPORTS

Tues, Oct 1	The ball curve: Calculated....	Hall, Ronald E.
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	Gender & Racial Analysis in Sports...	Bruening, Jennifer
Thurs, Oct 3	Black fists & fools gold....	Ratchford, Jamal L.
	We will watch: 1968 Olympics Black Power Salute. https://www.youtube.com/watch?v=jnvCiKUILAw	

DUE: Proposal & Annotated Bib
Upload to Canvas by 11PM.

WEEK 8: BLACKS AND MEDIA

Tues, Oct 8	#Ferguson: Digital protest...	Bonilla, Yarimar & Johnathon Rosa
	A new apartheid:....	Ball, Jared
		DUE: Paper #2 Upload to Canvas by midnight

Thurs, Oct 10	After 75 Years of Magic...	Breaux, R.
	Conversations with Ava Duvernay...	Martin, Michael T.

WEEK 10: RACE, CRIME & JUSTICE

Tues, Oct 15	Race Crime and the Pool of ...Nunn, Kenneth	
	The New Jim Crow	M. Alexander Video excerpts in class
Thurs, Oct 17	Structure the Research Paper	

WEEK 11: PULLING THE PAPER TOGETHER

Tues, Oct 22	Critical Race Theory, Racial....	Solorzano, D., Ceja, M., & Yosso, T
		McDougal: Chapter 6
Thurs, Oct 24	Climate Justice, Hurricane Katrina ...	W. Malcolm Byrnes
		McDougal: Chapter 7
		McDougal: Chapter 8

WEEK 12: THE BLACK CHURCH – FROM PROTESTS TO MENTAL HEALTH

Tues, Oct 29	What happened to all the protests...	Barber, K.
	Black Church Electoral and Protest	Barnes, S., & Nwosu, O.
Thurs, Oct	The African American Minister...	Neighbors, H. W., Musick, M. A., & Williams, D. R.

WEEK 13: RESEARCH CONSULTATIONS

Tues, Nov 5 Consultations
Thurs, Nov 7 Consultations **DUE: Paper #3**
Upload to Canvas by 11PM

WEEK 14: CONFERENCES & PRESENTATIONS

Tues, Nov 12 Research Paper Defense(s)
Thurs, Nov 14 Research Paper Defense(s)

WEEK 15: PRESENTATIONS

Tues, Nov 19 Research Paper Defense(s)
Thurs, Nov 21 Research Paper Defense(s)

WEEK 16: PRESENTATIONS & FINAL WEEK

Tues, Nov 26 Research Paper Defense(s)
Thurs, Nov 28 NO CLASS – UF HOLIDAY

WEEK 16:

Tues, Dec 3 WRAP & EVALUATIONS DUE: Research Paper
Turn in hard bound copy in class.
Upload to Canvas by 11:00PM
Thurs, Dec 5 NO CLASS - UF READING DAY

JOURNALS THAT MAY BE HELPFUL:

African American Review
American Literature Forum
American Historical Review [SEP]
American Quarterly
Black American Literature Forum
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
Journal of American History
Journal of Black Psychology
The Journal of Caribbean History
Historical Review
Callaloo
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

CONFERENCES

National Council for Black Studies (NCBS) –Atlanta, GA <http://www.ncbsonline.org/>

The Association for the Study of African American Life and History (ASALH) -
<http://asalh.org/annualconvention.html>

RECOMMENDED READINGS

- Azibo Daudi Ajani ya, (2007). Articulating the distinction between black studies and the study of blacks: The fundamental role of culture and the african-centered worldview. (Originally published in 1992), in *The African American Studies Reader*, ed. Nathaniel Norment (Durham: Carolina Academic Press, 525-546.
- Babbie, E. 1995. (Eighth Edition). *The practice of social research*. Belmont, CA: Wadsworth.
- Bogues, Anthony. (2003, Spring). Teaching radical africana political thought and intellectual history,” *Radical History Review* (Special Issue on Transnational Black Studies), 87. 146-156.
- Brown, T. N., (2003, September). Critical race theory speaks to the sociology of mental health: Mental health problems produced by racial stratification. *Journal of Health and Social Behavior*, 44 (3), Special Issue: Race Ethnicity and Mental Health. 292-301.
- Chilungu, Simeon W. (1976, Sept). Issues in the ethics of research method: An interpretation of the anglo-american perspective. *Current Anthropology*, 17(3), 457-481. Ejournal
- Davis, Darren W. (1997). The direction of race of interviewer effects among african- americans. *American Journal of Political Science*. 41, 309-22.
- Hall, Perry A. (1996, July). Introducing African American Studies: Systematic and Thematic Principles. *Journal of Black Studies*, 26(6), 713-734.
- Ladson-Billings, Glorinda and Jael Donnor. (2005) The moral activist role of critical race theory scholarship. (Chapter 11) in *Handbook of Qualitative Research*. Retrieved http://eps.education.wisc.edu/Faculty%20papers/LadsonBillings_Denzin%2011%20Feb8%202005.pdf
- Norment, N. (Ed). (2007). *The African American studies reader*. (2nd Edition). Carolina Academic Press.
- Santiago-Valles, W.F. (2006, Summer)). Producing knowledge for Social Transformation: Precedents from the diaspora for twenty-first century research and pedagogy. *The Black Scholar*, 35(2), 50-60
- Thomas, Gloria D., Carol Hollenshead (2001, Summer). Resisting from the margins: The coping strategies of black women and other women of color faculty members at a research university. *The Journal of Negro Education*, 70(3), Black Women in the Academy: Challenges and Opportunities. 166-175.
- Tillman, Linda C. (2002, Dec). Culturally sensitive research approaches: An african–american perspective. *Educational Researcher*, 31(9). 3-12.
- Tyson, C. A. (1988, December), A response to “coloring epistemologies: Are our qualitative research epistemologies racially biased? *Educational Researcher*, 27(9). 21-22.
- Vesey, G. A. (2002, Fall). A successful strategy for recruitment and retention of black elders in applied research. *African American Research Perspectives*. 8(2), 40-56.
- Youngblood, D. (2007). Interdisciplinary studies and bridging disciplines: A matter of process. *Journal of Research Practice*, 3(2), Article M18. Retrieve <http://jrp.icaap.org/index.php/jrp/article/view/104/101>

***The course outline is a guide. Should some elements change, you will be notified ahead of time.
Should you have any questions or concerns, do not hesitate to visit, e-mail or call me.
Be sure to review the HANDOUTS for detailed instructions on assignments.***

African Proverbs *Wisdom is not a medicine to be swallowed.. To ask well is to know much.*