African American (Capstone) Senior Seminar I

Course Syllabus
AFA 4936 - Section 1H32 - FALL 2015
African American Studies – The University of Florida
Dr. P. Hilliard-Nunn

Class Time: Tues 7 1:55PM-2:45PM
Thurs 7-8 1:55PM-3:50PM
Credit: (03) Three Hours / Exam 17D

Class Location: Room 0111 FLI Hall
Office Phone: 352-392-5726
Office Location: 105 Walker Hall
E-mail: hilliardnunn@ufl.edu

Office Hours: Noon to 1:00PM
Other Times By Appointment

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: This class is the African American Studies Capstone that fulfills partial requirement for the African American Studies minor and/or major. This is part one of two Senior Seminar courses. This is a research intensive course which allows you to apply your knowledge gained from years of coursework in African American Studies to complete a research proposal. 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. During the course, students will learn to read and interpret research literature, abstract journal articles, complete research exercises, study the research practices of other scholars, prepare an annotated bibliography and write a research proposal. Next semester, in Senior Seminar II, students will execute their study and complete the research paper. The knowledge gained throughout the semester is intended to be cumulative. There will be no quizzes or exams unless deemed necessary by the professor.

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 create an annotated bibliography and a research proposal. Finally, students will apply their research 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.

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 more than 10 minutes 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. Simply telling me or e-mailing a message indicating that you’ll be absent does not automatically become an “excused absence.” Because this class meets once a week, it is critical that you attend every class session. If you have an official 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. Poor attendance and tardiness will affect your final grade. If you miss more than two classes, you should consider dropping the course. 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.

Quiz/Test/Exam: 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 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 during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations.

UNIVERSITY CODE OF HONOR: 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. 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, please visit: http://www.dso.ufl.edu/judicial/academic.php.

STATEMENT REGARDING HARRASSMENT: 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/

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.

REQUIREMENTS AND EVALUATION:

1. **CLASS ATTENDANCE & PARTICIPATION & BINDER** (15%): Attendance will be based on you arriving at class on time, signing the class roll sheet, and remaining for the entire class. Participation means that you have completed your readings and/or assignments on time and are able to contribute to the class discussion in a meaningful way. 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 participation. 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. Permission to hand in an assignment late is only granted for exceptional circumstances. Simply telling me that you’ll be absent does not automatically become an “excused absence.” (See page one, attendance policy). A test worth 10% of the grade will be given if it appears that students are not completing readings and assignments. You will be notified about this ahead of time should a test be given.

1 ½ Inch BINDER: You will need a dedicated binder that you bring to each class. It will hold your class notes, reading notes, articles, ALL RETURNED ASSIGNMENTS and related information.
2. **DISCUSSION LEADER** (15%): Each student will lead one (1) 20 minute discussions of an assigned article. Summarize three main points about the article, share your thoughts and articulate. Give background information about the scholar. Complete a discussion leader form (add pages to allow you to answer all of the questions asked for this assignment). **Make copies of the discussion leader form w/questions for each student and the instructor (about 20 TOTAL). Bring them to class the day that you lead the discussion.** (See handout and discussion form).

3. **RESEARCH METHODS & INFORMATION EXERCISES** (25%):

   **ALL ASSIGNMENTS MUST BE TYPED. READ THE HANDOUTS FOR DETAILS**

   1. African American Studies Journal and Scholar Description (Sept 3) (See handout)

   2. Archival Exercise (Sept 10) (See handout)

   3. Questionnaire Exercise (Oct 22) (See handout)

   4. Consent Form and IRB (Institutional Review Board-UF) Application (Oct 29) (See handout)

4. **RESEARCH PROPOSAL ELEMENTS** (25%):

   1. Research Question(s), Thesis Statement, (Sept 17) (See Handout)
      Note: **Your topic may not change** unless you resubmit a new question and thesis statement one month before the due date for the draft proposal. (See Handout)

   2. Theory and Interdisciplinarity Statement: (Sept 24) (See Handout)

   3. Annotated Bibliography: (Oct 8) (See Handout)

   4. Methodology/Approach: (Oct 15) (See Handout)

   5. Literature Review: (Nov 5) (See Handout)


5. **FINAL RESEARCH PROPOSAL & PRESENTATION** (DUE: Dec 3) (20%)

   E-mail the proposal to me at hilliardnunn@ufl.edu before 10:59PM on Dec 2 AND Turn in two hard copies of the proposal at the beginning of class Dec 3. (See Handout)
REQUIREMENTS AND EVALUATION AT A GLANCE:

1. Attendance & Participation 15%
2. Discussion Leader 15%
3. Research Methodology Exercises 25%
4. Research Proposal Elements 25%
5. Final Proposal & Defense 20%

TOTAL 100%


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 fonts. Use the style APA, MLA or Chicago that is used in your academic discipline. All pages should be numbered and stapled. Do not use a cover sheet. Include the proper identifying information in the upper right hand corner, single spaced. UF has an online writing for students Visit their site at http://web.cwoc.ufl.edu/owl. 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 additional day it is late. Finally, DO NOT e-mail or fax papers unless I ask you to.

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.

REQUIRED READING:  (You must purchase the texts and bring them to class)

UF Resources: Online Writing Lab: //web.cwoc.ufl.edu/owl/ &
IRB Website: //irb.ufl.edu/irb02/index.html

Other required reading: The discussion articles may be found in the course packet. Readings are due on the day that the number (#) is listed on the course outline. Each student will lead the class in a discussion of one of the articles. You will sign up for an article at the beginning of the semester. Everyone WILL NOT necessarily get to sign up for the article that they want.


## African American Studies Senior Seminar I - Course Outline

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC(S)</th>
<th>READING(S)/FILM(S)/ASSIGNMENT(S)</th>
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<tbody>
<tr>
<td>Week 1</td>
<td></td>
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<tr>
<td>T-Aug 25</td>
<td>INTRODUCTIONS COURSE OVERVIEW SYLLABUS</td>
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<tr>
<td>R-Aug 27</td>
<td>RESEARCH QUESTION AFRICAN AMERICAN STUDIES JOURNALS &amp; SCHOLAR</td>
<td>READING DUE: McDougal, Chapter 1  Leedy, Chapter 1</td>
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<td>Week 2</td>
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<tr>
<td>T-Sept 1</td>
<td>PROPOSAL OUTLINE THEORETICAL FOUNDATIONS</td>
<td>READINGS DUE: McDougal, Chapter 2</td>
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<tr>
<td>R-Sept 3</td>
<td>RESEARCH DESIGN RESEARCH METHODOLOGIES AFRICAN AMERICAN STUDIES SCHOLARS</td>
<td>QUIZ ON SYLLABUS: ASSIGNMENT DUE: Journal/ Scholar Description</td>
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<td>Week 3</td>
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<td>T-Sept 8</td>
<td>QUALITATIVE RESEARCH RESEARCH METHODOLOGIES</td>
<td>READINGS DUE: McDougal Chapter 4  Leedy, Chapter 7</td>
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<td>R-Sept 10</td>
<td>SOCIAL SCIENTIFIC RESEARCH</td>
<td>ASSIGNMENT DUE: Archival Research.</td>
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<td>Week 4</td>
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<td>R-Sept 17</td>
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<td>Week 5</td>
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<td>T-Sept 22</td>
<td>QUALITATIVE RESEARCH</td>
<td>READINGS DUE: McDougal Chapter 12 Leedy, Chapter 8  DUE: Description of interdisciplinarity/theory</td>
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<td>R-Sept 24</td>
<td>QUALITATIVE RESEARCH</td>
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<td>Week 6</td>
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<td>T-Sept 29</td>
<td>INTERDISCIPLINARY/ MULTIDISCIPLINARY</td>
<td>READINGS DUE: McDougal Chapter 6</td>
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<td>R-Oct 1</td>
<td>ANNOTATED BIBLIOGRAPHY</td>
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<td>Discussion 1</td>
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<td>Discussion 2</td>
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<td>Discussion 3</td>
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<td>Week 7</td>
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<td>T- Oct 6</td>
<td>HISTORICAL RESEARCH CRITICAL RESEARCH</td>
<td>READING DUE: McDougal Chapter 11 and 13 Leedy, Chapter 8 review</td>
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<tr>
<td>R-Oct 8</td>
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<td>DUE: Annotated Bibliography</td>
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| Week 8 | T-Oct 13 | QUANTITATIVE RESEARCH QUESTIONNAIRES | **READING DUE:** Re-read McDougal Chapter 2  
Leedy, Chapter 9 & 10 |
|--------|----------|--------------------------------------|--------------------------------------------------------------------------------------------------|
|        | R-Oct 15 | Discussion 7 ______________________ | **DUE:** Methodology/Approach  
Read Leedy Chapter 5 to help you plan your research. |
| Week 9 | T-Oct 20 | IRB & CONSENT FORMS ETHICAL CONSIDERATIONS Discussion 10 ______________________ | **READING:**  
UF IRB SITE. **READ IT ALL**  
McDougal Chapter 3 and Chapter 10 |
|        | R-Oct 22 | Discussion 11 ______________________ | **DUE:** Questionnaire Research Exercise |
| Week 10| T-Oct 27 | EXPERIMENTAL RESEARCH REVIEWING THE LITERATURE Discussion 14 ______________________ | **DUE:** Consent Letter **AND** IRB Form and packet. |
|        | R-Oct 29 | Discussion 15 ______________________ | |
| Week 11| T-Nov 3  | PROPOSAL Discussion 17 ______________ | **READING DUE:** McDougal pages 110-119 |
|        | R-Nov 5  | Discussion 18 ______________________ | **DUE:** Literature Review |
| Week 12| T-Nov 10 | PREPARING THE RESEARCH PROPOSAL Discussion 19 ______________ | **READING DUE:** Leedy Chapter 6 |
|        | Nov 12   | RESEARCH PROPOSAL DRAFT REVIEW | **DUE:** **STRONG PROPOSAL DRAFT with ALL elements** |
| Week 13| T-Nov 17 | TRIANGULATION Individual meetings | **Pick up your Drafts and Comments** |
|        | R-Nov 19 | Individual meetings | **Individual meetings** |
| Week 14| T-Nov 24 | Individual meetings | **Individual meetings** |
|        | R-Nov 26 | NO CLASS | **NO CLASS** |
**Week 15**

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<tr>
<th>T-Dec 1</th>
<th>PROPOSAL DRAFT REVIEW</th>
<th>Individual Meetings</th>
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| R-Dec 3 | FINAL PROPOSAL & DEFENSES #1 | **DUE:** Final Draft of Proposal  
E-mail your proposal by 10:59PM on Dec 2. Turn in a bound copy of your proposal with a clear cover at the start of class. |

**Week 16**

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<tr>
<th>T-Dec 8</th>
<th>FINAL PROPOSAL &amp; DEFENSES #2 LAST CLASS</th>
<th><strong>DUE:</strong> You should have turned in the hard copy of your proposal by Dec 3.</th>
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<tr>
<td>R-Dec 10</td>
<td>NO CLASS READING DAY</td>
<td>READING DAY</td>
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**CONFERENCES**

**National Council for Black Studies (NCBS)** – March 16-19, 2016 in Charlotte, North Carolina  
http://www.ncbsonline.org/

**The Association for the Study of African American Life and History (ASALH)** - 100th Annual ASALH Convention 2015 in Atlanta, GA (Sept 23-27)  
http://asalh.org/annualconvention.html

**RECOMMENDED READINGS**


Bogues, Anthony. (2003, Spring). Teaching radical africana political thought and intellectual history,” *Radical History Review* (Special Issue on Transnational Black Studies), 87. 146-156.


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.


**NOTES ON CLASS DECORUM:**

--No eating or drinking in class. Eat before you arrive in class.

--No cell phones, pagers, laptops or other electronic devices may be used in class. If you use your cellphone in class (i.e. text-messaging and/or message checking), you will be asked to leave class and/or considered absent for that day.

--DO NOT e-mail or fax papers unless I ask you to.

--DO NOT put your paper in or under my office door or in my mailbox in the African American Studies office unless I ask you to do so.

--If you send the professor an e-mail, be sure to identify yourself and the class that you are in.

--Have Fun!

* Be sure to review the HANDOUTS / ASSIGNMENT OVERVIEW information in the course packet. It provides detailed instructions for your assignments.

This syllabus represents a guide for the course. Should changes be made, students will be notified ahead of time. No eating or drinking in class. No cell phones, pagers, laptops or other electronic devices may be used in class. Should you have any questions or concerns, do not hesitate to call me.

*Wisdom is not a medicine to be swallowed.*

*To ask well is to know much.*

*African Proverbs*

Mate Masie (symbol of wisdom and knowledge)