

Black Masculinity

AFA 3930 – Section 1C52 – Fall 2016
African American Studies Program – The University of Florida
Dr. Vincent Adejumo- Lecturer

Class Meeting Days: Tuesday and Thursday	Office: Walker Hall
Class Meeting Period: 5-6 (T) 5(Th)	Building: Fine Arts Building C 0127
Class Time: T (11:45 AM – 1:40 PM) Th (11:45 – 12:35)	Phone: 352-392-0936
Office Hours: (T)(TH) 10:00 AM – 11:00 AM	Email: vadejumo3@ufl.edu
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Catalog Description

An integrated interdisciplinary exploration of selected themes and resources that represent the Black Masculine experience in North America, emphasizing continuity and change.

Course Description

Throughout American history, the perception of black masculinity and manhood has often been associated with negative stereotypes such as docility in the antebellum period to criminality in the post-civil rights era. The rise of hip hop in the 1980's, the Million Man March in the mid-1990's, and the election of President Barack Obama in the late 2000's has brought the idea of black masculinity to the fore front of contemporary America and given scholars a breadth of resources to critically analyze and explore the subject further from the perspective of various disciplines such as sociology, psychology, education, anthropology, and political science. This course will explore black masculinity from 1800 – 2012 via such themes as violence, sex, crime, sports, sexuality, geography, hip hop, religion, feminism, and black power. Key figures that will be examined in the course include Tupac Shakur, Richard Allen, Malcom X, Jameis Winston, and R. Kelly. In addition to examining these figures through literary works and popular culture, the course will also review film, music, art, and current events to further dissect and add to the field of black masculine studies.

Course Objectives

Students will 1) obtain a general introduction to the origins of Black Masculinity 2) Identify theories and theorists of Black Masculine studies 3) demonstrate an understanding of basic concepts common in discourse about Black Masculinity that includes general perceptions in behavior and pop culture 4) be able to summarize a general historical overview of the history of Masculinity within the context of African American culture 5) Explain some of the contemporary socio-cultural issues associated with various performances of black masculinity.

Disability Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester

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/>

General Education Objectives and Learning Outcomes

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking to satisfy the 6,000-word requirement, Diversity, and Humanities Requirements.

Writing Requirement (6,000 Words)

The Writing Requirement for the Black Masculinity Course ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive writing credit, a student must receive a grade of “C” or higher and a satisfactory completion of the writing component of the course. Satisfactory completion of the writing requirement entails receiving a grade of “C” or better on the final project report and a “C” or better average on the discussion question responses. Dr. Adejumo will evaluate and provide feedback on each student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization.

Important Considerations

- A minimum grade of C is required for general education credit. Courses intended to satisfy the general education requirement cannot be taken S-U.
- Some majors require or recommend specific general education courses.
- Certain classes are approved to count for multiple general education program areas. Students can count a general education course toward one area only except for (D) and (N) credits, which must be earned concurrently with another area. For example, a course designated as HD can count toward both the H and D requirements, but a course designated CH can count only as C or H.

- Study abroad courses can fulfill international credit, in addition to fulfilling credit in other subject areas. Study abroad must be approved in advance by an academic advisor and the UF International Center.

Successful completion of these requirements will result in the student learning outcomes listed below.

Humanities (H)

Humanities courses provide instruction in the history, key themes, principles, terminology and theories or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Humanities		
<u>Content</u>	<u>Critical Thinking</u>	<u>Communication</u>
<p>Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.</p>	<p>Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems</p>	<p>Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline</p>
<ul style="list-style-type: none"> • Students will demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline of black masculine studies. • Students will know the history, underlying theories, and methodologies used within the discipline of Black Masculinity. • Achievement of this learning outcome will be assessed through quizzes, discussion question responses and rebuttals, final project, and lead group discussion. All assessment activities will receive extensive 	<ul style="list-style-type: none"> • Students will analyze information carefully and logically from multiple perspectives, using methods that are specific to the discipline of liberal arts and sciences, and develop reasoned solutions to problems. • Students will identify and analyze key elements, biases and influences that shape thought within black masculine studies by preparing a report that requires research and analysis of work done by multiple scholars of black masculine studies in order to understand the issues and concepts within the discipline. 	<ul style="list-style-type: none"> • Students will communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms that are appropriate to the discipline of black masculine studies, individually and in groups. • Students will participate in directed class discussions throughout the semester in the classroom and electronically via Canvas to reflect on assigned books and peer reviewed articles. • Achievement of this learning outcome will be assessed through

<p>feedback from Dr. Adejumo.</p>	<ul style="list-style-type: none"> Achievement of this learning outcome will be assessed by the final research report and the discussion question responses. 	<p>formal observation of student discussions during discourse in the classroom and electronically via Canvas.</p>
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Diversity (D)

Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. These courses encourage students to recognize how social roles and status affect different groups in the United States. Students are expected to analyze and evaluate their own cultural norms and values in relation to those of other cultures and to distinguish opportunities and constraints faced by other persons and groups.

Diversity		
<p><u>Content</u> Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.</p>	<p><u>Critical Thinking</u> Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems</p>	<p><u>Communication</u> Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline</p>
<ul style="list-style-type: none"> Students will know the roles of social structure and status of different groups that relate to the discipline of black masculinity within the United States. 	<ul style="list-style-type: none"> Students will analyze and evaluate their own cultural norms and values in relation to those that relate to black masculinity Students will identify, evaluate, and compare their own social status, opportunities, and constraints with those of other persons and groups that in some way, shape, or form relate to black masculinity. 	<ul style="list-style-type: none"> At the end of the semester, students will also present information gathered and created from the course in through the final project.

Assignment Requirements and Evaluation

Class Participation/Attendance

5%

Weekly attendance, participation, and completion of all assignments will be assessed to determine your participation/attendance grade. Three or more unexcused absences in the course will result in a corresponding deduction from your participation grade. For example, 1st absence after 2 absences is 1.5% deduction, 2nd is another 1.5% deduction, and 3rd unexcused means the whole 5% is deducted.

Module Quizzes

25%

In each 3-week module, students will be expected to demonstrate mastery of the material for the week via a multiple choice quiz. The allotted time for the quiz is 1 hour and can be started at any time from noon Monday until the 1st week of the module Sunday Night 11 PM. Failure to complete the quiz by 11:00 PM Sunday Night will result in a zero with no chance for make-up.

Discussion Question responses (5,000 Words)

25%

- In each 3-week module, students will be expected to develop a critical analysis to the weekly discussion board question. Each discussion question will be a topic developed from the selected readings/videos in the module.
- In answering the question in an initial response, students will identify theories and concepts that are in the selected readings/video and explain why those theories and concepts answer the question.
- Each initial response to the question will be 3 (750 words) pages in length, double spaced, 12-point font and includes at least 4 citations from the selected readings/videos. Initial 3 (750 words) page responses will be due on the Sunday of the second week of each module and will be graded on a 100-point scale. See the grading rubric for the discussion question on Canvas.
- After the initial response to the question is posted, students will respond to at least 2 different initial responses of their classmates in at least 300 or more words using readings for that week and will be due the Sunday of the Third Week of Each Module. Each response to the initial question for the 2nd week and responses to peers in the third week of each module will receive extensive feedback from Dr. Adejumo.
- Failure to post initial 3 page (750 words) double spaced response by 11:00 PM 2nd week Sunday will result in a half grade deduction for the assignment. Failure to post 2 rebuttal statements by 11:00 PM of the 3rd Week Sunday will also result in a half grade deduction for the assignment. Failure to complete both tasks in the allotted time frame will result in a ZERO for the assignment (5 modules: $750 \times 5 = 3,750$... $300 \times 5 = 1,500$.. ~5,000 words).

The final project will require students to choose 1 exercise from the following list below:

1. Interview at least 5 students about their perceptions/experiences of black individuals who exemplify masculine traits. Your final packet will entail at least 5 informed consents, New Protocol submission form (I am the principle investigator), the 10 question questionnaire, and a 1,200-word paper in either APA, MLA, or Chicago style format that synthesizes the perceptions/experiences of the participants of black individuals with at least five peer-reviewed sources that is presented in the course.
2. Create a musical/spoken word album of at least 13 tracks of a total of at least 30 minutes that focuses on the contemporary issues of black masculinity in the United States. In addition to the album, you will submit a 1,200-word paper in either APA, MLA, or Chicago style format that synthesizes the contemporary issues of black masculinity that is present in the album with at least five peer-reviewed sources that is presented in the course.
3. Create a WordPress blog with at least 10 separate entries spanning 10 weeks that highlight 10 African-American figures, either male or female that in some way are masculine, throughout the history of the United States. Include a picture of each figure, a brief background summary, and a lengthy entry as for why this figure is important to yourself and to the United States within the context of masculinity. Each entry should be at least 300 words. In addition to the WordPress Blog, you will submit a 1,200-word paper in either APA, MLA, or Chicago style format that synthesizes the information in the WordPress blogs with at least five peer-reviewed sources that is presented in the course.
4. Create a professional poster board with a dimension of at least 42X63 using visual and textual content presented in the course. The content should be presented in story form to effectively chronicle the information. In addition to the professional poster board, you will submit a 1,200-word paper in either APA, MLA, or Chicago style format that synthesizes the information in the poster board with at least five peer-reviewed sources that is presented in the course.
5. Create a 15-minute movie based on the literary or real life figures that are presented in the course. In addition to the 15-minute movie, you will submit a 1,200-word paper in either APA, MLA, or Chicago style format that synthesizes the information in the movie with at least five peer-reviewed sources that is presented in the course.

*** The Movie/Poster Board/Blog/Album/Interview will be evaluated based on depth, brevity, clarity, scope, and quality at the discretion of Dr. Adejumo. Failure to complete either the 1,200 paper or Movie/Poster Board/Blog/Album/Interview will result in an unsatisfactory grade for the overall assignment. Please see the Project of Expectations document for additional details regarding the project.

Lead Discussant Group

20%

At the beginning of the course, groups will be formed for the purpose of leading class discussions for the day. Each group will create a PowerPoint and at least 1 interactive activity that is centered around the selected readings and information from the course for that specific module. You can also use material from a reputable news organization or academic website to bolster your presentation. The PowerPoint must be clear, concise, and at least 10 slides containing a brief introduction and at least two main points from the material that is presented in the module. The interactive activity must engage the class throughout the exercise and also must include each group member having a significant role in administering the activity.

Requirements and Evaluation at a Glance

1. Module Quizzes	25%
2. Module Discussions	25%
3. Research Paper	25%
4. Lead Discussion	20%
5. Participation/Attendance	5%

Grading Scale

94-100=A, 90-93=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-, 59 and below = F

Presentation of Work

All written assignments must be typed, double-spaced using Times Roman 12 point font in MS Word with 250 WORDS PER PAGE. 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. Do not include a cover sheet. Put identifying information in the top, right corner, single spaced. The assignment title or paper title may be centered.

Violations of The 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.

A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

(b) Unauthorized Use of Materials or Resources ("Cheating"). A student shall not use unauthorized materials or resources in an academic activity. Unauthorized materials or resources shall include:

1. Any paper or project authored by the student and presented by the student for the satisfaction of any academic requirement if the student previously submitted substantially the same paper or project to satisfy an academic requirement and did not receive express authorization to resubmit the paper or project.
2. Any materials or resources prepared by another student and used without the other student's express consent or without proper attribution to the other student.
3. Any materials or resources which the faculty member has notified the student or the class are prohibited.
4. Use of a cheat sheet when not authorized to do so or use of any other resources or materials during an examination, quiz, or other academic activity without the express permission of the faculty member, whether access to such resource or materials is through a cell phone, PDA, other electronic device, or any other means.

For more information on violations of honor code, please visit here:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

Evaluation of all Assignments Criteria

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. See Grading rubric for specified distribution of points. UF has an online writing for students Visit their site at <http://web.cwoc.ufl.edu/owl>

Required Books

- Fathers, Preachers, Rebels, Men: Black Masculinity in U.S. History and Literature, 1820–1945 (Black Performance and Cultural Criticism) ISBN-10: 0814211569 ISBN-13: 978-0814211564
- Black Masculinity and the U.S. South: From Uncle Tom to Gangsta (The New Southern Studies) ISBN-10: 0820328901 ISBN-13: 978-0820328904
- Scripting the Black Masculine Body: Identity, Discourse, and Racial Politics in Popular Media (Suny Series, the Negotiation of Identity) ISBN-10: 0791466264 ISBN-13: 978-0791466261
- Looking for Leroy: Illegible Black Masculinities (Postmillennial Pop) ISBN-10: 0814758363 ISBN-13: 978-0814758366
- Sexual Discretion: Black Masculinity and the Politics of Passing ISBN-10: 022609653X ISBN-13: 978-0226096537

Required Peer Reviewed Article Readings

- Alexander-Floyd, N. G. "'We Shall Have Our Manhood': *Black Macho*, Black Nationalism, and the Million Man March." *Meridians: feminism, race, transnationalism* 3.2 (2003): 171-203. *Project MUSE*. Web. 29 Aug. 2016.
<https://muse.jhu.edu/>
- Suzanne Marie Enck-Wanzer "All's Fair in Love and Sport: Black Masculinity and Domestic Violence in the News" *Communication and Critical/cultural Studies* , vol. 6, no. 1, pp. 1-18, 2009 DOI: [10.1080/14791420802632087](https://doi.org/10.1080/14791420802632087)
- Tyner, J. (2006). "Defend the Ghetto": Space and the Urban Politics of the Black Panther Party. *Annals of the Association of American Geographers*, 96(1), 105-118. Retrieved from <http://www.jstor.org/stable/3694147>
- Dunbar, Michele D "Dennis Rodman—“Barbie Doll Gone Horribly Wrongs”:
Marginalized Masculinity, Cross-Dressing, and the Limitations of Commodity Culture”
The Journal of Men's Studies June 1999 vol. 7 no. 3 317-336 Retrieved from
<http://men.sagepub.com/content/7/3/317.short>

- Allen, Ernest Jr. (1992) "Ever Feeling One's Twoness: "Double Ideals" and "Double Consciousness" in the Souls of Black Folk," *Contributions in Black Studies*: Vol. 9, Article 5. Retrieved from: <http://scholarworks.umass.edu/cibs/vol9/iss1/5>
- Hobbs, Alex (March 2013) "Masculinity Studies and Literature" *Literature Compass* Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/lic3.12057/full>
- Martinez, T. (1997). Popular Culture as Oppositional Culture: Rap as Resistance. *Sociological Perspectives*, 40(2), 265-286. doi:1. Retrieved from <http://www.jstor.org/stable/1389525>
- Sargent, A. (2010). "Representing Prison Rape: Race, Masculinity, and Incarceration in Donald Goines's "White Man's Justice, Black Man's Grief" *MELUS*, 35(3), 131-155. Retrieved from <http://www.jstor.org/stable/25750718>
- Keeling, Kara (2003) " 'Ghetto Heaven': "Set It Off" and the Valorization of Black Lesbian Butch-Femme Sociality" *The Black Scholar* Spring 2003; 33, 1; ProQuest Direct http://www.academia.edu/351463/Ghetto_Heaven_Set_It_Off_and_the_Valorization_of_Black_Lesbian_Butch-Femme_Sociality
- Young, A. A. (2011). "The black masculinities of Barack Obama: Some implications for African American men". *Daedalus*, 140(2), 206-214. DOI: [10.1162/DAED_a_00088](https://doi.org/10.1162/DAED_a_00088)
- Iwamoto, D. (2003). Tupac Shakur: Understanding the Identity Formation of Hyper-Masculinity of a Popular Hip-Hop Artist. *The Black Scholar*, 33(2), 44-49. Retrieved from <http://www.jstor.org/stable/41069025>
- Chopra, R., Chaitali Dasgupta, & Mandeep K. Janeja. (2000). Understanding Masculinity. *Economic and Political Weekly*, 35(19), 1607-1609. Retrieved from <http://www.jstor.org/stable/4409257>

Attendance Policy

Attendance for the Black Masculinity Course is mandatory. Students are responsible for satisfying all academic objectives as defined by Dr. Adejumo. Absences count from the first class meeting. In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Three or more unexcused absences in the course will result in a corresponding deduction from your participation grade.

Black Masculinity Course Outline

Module 1- Black Masculinity Introduction (August 22nd – September 11th)

Description- Students will be expected to provide a basic understanding of what masculinity in general is, its origins in the United States, and how it pertains to black individuals in America. Students are then expected to synthesize how the basic perceptions of Black Masculinity in America were performed in Antebellum America.

Date	Lecture	Readings Due	Assignment Due	Media
<i>August 23rd</i>	Syllabus	<i>Black Masculinity syllabus</i>		
	What is Masculinity?	<i>Understanding Masculinity Article</i>		
<i>August 28th</i>	What is Masculinity	Masculinity Studies & Literature Article		
<i>August 28th</i>			<i>Quiz 1</i>	
<i>August 30th</i>	Person's Without Honor	Fathers, Preachers, Rebels & Men Pgs 1- 60		Denmark Vesey https://www.youtube.com/watch?v=j05sCUvzKQ0
	Black Respectability	Fathers, Preachers, Rebels & Men Pgs 61 - 102		
<i>September 1st</i>				Nat Turner video on Canvas
<i>September 4th</i>			<i>Discussion post</i>	
<i>September 6th</i>	Double Consciousness	Ever Feeling One's twoness		
<i>September 8th</i>				W.E.B Dubois: Books, Family, Biography, History https://www.youtube.com/watch?v=f_d9OH_FZGE
September 11tn			Discussion Rebuttal	

Module 2- Body to Body (September 12th – October 2nd)

Description- Students will be expected to provide a basic understanding of different stereotypes of black masculine individuals in America which include Uncle Tom, Bed Buck, Bad Negro, etc. Students are then expected to synthesize how the aforementioned stereotypes of Black Masculinity in America were implemented in popular culture and American policy in the early 20th century. Finally, students will critically interrogate how black men used different stereotypes of black masculinity to resist the larger dominant hegemonic society during the early and middle 20th century.

Date	Lecture	Readings Due	Assignment Due	Media
September 13 th	Politics of the Body	Scripting the Black Masculine Body pgs 1-49		BlackFace https://www.youtube.com/watch?v=64AQ3BzhWKI
	Scripting of the Body	Scripting the Black Masculine Body pgs 49-72		
September 15 th	Tom			Uncle Tom's Cabin https://www.youtube.com/watch?v=IOi1-2c0bcg
September 18 th			Quiz 2	
September 20 th	Scripting of Black Males	Scripting the Black Masculine Body pgs 73-103		Birth of A Nation https://www.youtube.com/watch?v=I3kmVgQHIEY
	Birth of A Nation	From Uncle Tom to Gangsta pgs 23- 73		
September 22 nd	Garvey			Marcus Garvey Interview https://www.youtube.com/watch?v=Kj_F7_JLOh8
September 25 th			Discussion post	
September 27 th	The Expendables	From Uncle Tom to Gangsta pgs 118 - 156		Tuskegee Syphilis Experiment https://www.youtube.com/watch?v=VyMbyZYVlpI
	Macho Man	"Defend the Ghetto": Space and the Urban Politics of the Black Panther Party		
September 29 th				Huey P Newton and Black Panther Party https://www.youtube.com/watch?v=_rf21JLnN-A
October 2 nd			Rebuttal Posts	

Module 3- Thuggish Ruggish (October 3rd – October 23rd)

Description- Students will be expected to provide a basic understanding of modern stereotypes of black masculine individuals in America specifically in the context of hip hop, sports, and movies in the 1980's and 1990's. Students

are also expected to critically interrogate contemporary issues of that time period which include the drug trade, mass incarceration, OJ Simpson trial, and the rise in Butch Femme discourse pertaining to black women.

Date	Lecture	Readings Due	Assignment Due	Media
October 4 th	Straight Outta Compton	Popular Culture as Oppositional Culture: Rap as Resistance		
	Gangsta Music	From Uncle Tom to Gangsta pgs 197 - 215		
October 6 th				N.W.A https://www.youtube.com/watch?v=IYXOAgO2U_A
October 9 th			Quiz 3	
October 11 th	Use Me	Scripting the Black Masculine Body pg 103 - 127		
	Are U Still Down?	Tupac Shakur Hypermasculinity		
October 13 th				Thug Immortal https://www.youtube.com/watch?v=GhS96XhF3PU
October 16 th			Discussion post	
October 18 th	He Hate Me	Black Masculinity and Domestic Violence in Sports		Set It Off Movie
	Set it Off	Ghetto Heaven: Black Lesbian Butch Femme Sociality		
October 20 th	We Marching			Million Man March Pt 1,2,3 https://www.youtube.com/watch?v=U8UB-shmJfQ https://www.youtube.com/watch?v=7XQCA5gqn-o https://www.youtube.com/watch?v=8IQW-MgGpGQ
October 23 rd			Rebuttal post	

Module 4- Cosmo (October 24th – November 13th)

Description- Students will be expected to provide a basic understanding of modern stereotypes of black masculine individuals in America specifically in the context of cosmopolitan discourse. Specific individuals that will be focused on include Jay Z, Barack Obama, Dennis Rodman, Luther Vandross, and characters from the TV show “The Wire”. These individuals in some way or another challenge the prevailing larger dominant hegemonic society thought of masculinity in their respective fields and students will critically interrogate what those challenges are and how it effects society as a whole.

Date	Lecture	Readings Due	Assignment Due	Media
<i>October 25th</i>	Change Clothes and Go	Looking for Leroy pg 35 - 87		
	Spit it Through the Wire	Looking for Leroy pg 87 to 117		
<i>October 27th</i>				Snoop and Omar https://www.youtube.com/watch?v=IpV_ebpBhrs Snoop https://www.youtube.com/watch?v=r3DvWA27iqg Omar https://www.youtube.com/watch?v=22ir_jdkYnc Stringer Bell https://www.youtube.com/watch?v=MXGgwiczOHM
<i>October 30th</i>			<i>Quiz 4</i>	
<i>November 1st</i>	Yes We Can	Black Masculinities of Barack Obama		
<i>November 3rd</i>	En Vogue	Barbie Doll Gone Horribly Wrong: Marginalized Masculinity, Cross Dressing, and the limitations of a commodity culture		Dennis Rodman-Beyond the Glory https://www.youtube.com/watch?v=GTc2OmjewhA
<i>November 6th</i>			<i>Discussion Post</i>	
<i>November 8th</i>	Sing it Lut!	Looking for Leroy pg 143 to 169		Luther Vandross- A House is not a Home https://www.youtube.com/watch?v=TVSM8AfQLjI
<i>November 10th</i>				Luther Vandross https://www.youtube.com/watch?v=S9hEnsdR0Dw
<i>November 13th</i>			<i>Rebuttal</i>	

Module 5- Under Cover Brotha (November 14th – December 4th)

Description- Students will be expected to provide a basic understanding of modern stereotypes of black masculine individuals in America specifically in the context of lesbian, gay, bisexual, transgender/transsexual, and questioning discourse. Specific situations that will be examined that pertain to queered black masculine individuals include rape culture in prison, downlow/closet discourse, technological mediums, and sociological interactions.

Date	Lecture	Readings Due	Assignment Due	Media
<i>November 15th</i>	Prison	No Escape, Male Rape		Gay Men in Prison https://www.youtube.com/watch?v=rYu9kIsIZ7k

		in U.S. Prisons		
	Keep it on the Downlow	Politics of Passing pg 1 - 24		Life on the Downlow https://www.youtube.com/watch?v=lcMC5ZsmbNU
November 17th				Trapped in the Closet Chapter 1-22 https://www.youtube.com/watch?v=zFosUj6A22c&list=PLFECE98856B07CD52
November 20th			Quiz 5	
November 22nd	Luv in the Club	Politics of Passing pg 73 -101		
November 28th			Discussion Post	
November 29th	Computer Luv	Politics of Passing pg 102-131		
	Use Discretion	Politics of Passing pg 162-174		
December 1st				The LowDown SVU
December 4th			Rebuttal	

Final Project Presentations Due

Tuesday December 6th 8:00 AM Via Canvas

Selected Websites

www.blackpast.org

<http://www.jstor.org/>

<http://cms.uflib.ufl.edu/>

Access JSTOR Database

1. Go to <http://www.uflib.ufl.edu/>
2. If off campus, click on Off-Campus Access link under *Services*
3. Under option 1: UF proxy service, click **Follow this link to login with the UF proxy server.**
4. Input your username and password or library card information on left
5. After successful logging in, click UF Smathers Library
6. Click on the database & Journals tab
7. Under find online databases, click databases A-Z, then type in JSTOR in the search box
8. Click on JSTOR-ALL.. Website will reroute to the JSTOR website
9. Use the general or advance search option to research journal articles

Netiquette Guide for Online Courses

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

Security

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone
- Change your password if you think someone else might know it
- Always logout when you are finished using the system

General Guidelines

When communicating online, you should always:

- Treat instructor with respect, even in email or in any other online communication
- Always use your professors' proper title: Dr. or Prof., or if you in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to them by first name.
- Use clear and concise language
- Remember that all college level communication should have correct spelling and grammar
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you"
- Use standard fonts such as Times New Roman and use a size 12 or 14 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING
- Limit and possibly avoid the use of emoticons like :) or ☺
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive
- Be careful with personal information (both yours and other's)
- Do not send confidential patient information via e-mail

Email Netiquette

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line
- Be brief
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return e-mail address
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, "reply all"
- Be sure that the message author intended for the information to be passed along before you click the "forward" button

Message Board Netiquette and Guidelines

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Don't repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point
- Always be respectful of others' opinions even when they differ from your own
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way
- Do not make personal or insulting remarks
- Be open-minded

Course Do's and Don't's

- Do check the announcements page every Monday and Tuesday for assignment updates
- Do check syllabus page on CANVAS for due dates of assignments
- Do email if you have any questions or concerns regarding an assignment
- Do complete every assignment in full and on-time to increase your chance to receive maximum points on an assignment
- Don't assume if you are unsure about an assignment
- Don't request extra credit, especially if you missed or made an unsatisfactory grade on an assignment

***Explicit content is presented in the course and Dr. Adejumo will set the parameters of profane language during the first week classes. Course assignment dates and times are subject to change at anytime at the discretion of Dr. Adejumo.