
INTRODUCTION TO AFRICAN AMERICAN STUDIES

AFA 2000 - Section 2517 - SPRING 2018 3 Credits, Exam: 3D

African American Studies Program – The University of Florida

Lecturer: Dr. Patricia Hilliard-Nunn

Class Days/Time: Tues- 4 10:40AM-11:30AM

Thurs 4-5 10:40AM-12:35PM

Office: 105 Walker Hall

Class Location: Room 0121 Building Little

Phone: 352-392-5726

Office Hours: Tues: 3-5PM Thurs 4-5PM

e-mail: hilliardnunn@ufl.edu

Other times by appointment.

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: Required 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	Mon 1/25 Labels & Identification Fri 4/10 Lecture or Panel Reflection	20%
4 Pop Quizzes	Unannounced	30%
Debate Packet & Debate	Different dates 2/22, 3/1 3/15 & 3/29	10%
Research Proposal	Tues - 2/20	5%
Research Paper	Mon, 4/17	15%
Final Exam	Thursday May 3:00PM-5:00PM	15%
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>

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: Thurs, Jan 25 by 11PM)**

 - B. **PROGRAM REFLECTION:** Write a (3 page) analysis of a lecture or panel discussion held at UF or in the Gainesville community that you physically attend. The event **must** be related to the history, politics, education, culture or some other aspect of the African American experience. You must get my approval ahead of time. I will post possible programs on canvas. **(READ THE HANDOUT FOR DETAILS)** Upload to Canvas **(Due: within two weeks of you attending the event. Last date to submit April 10 @ 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 15 and 20 minutes to complete them. I will drop the lowest quiz from the quiz average. I do not reschedule quizzes. See the make-up policy.

4. **DEBATE & DEBATE PACKET** **(10%):**
Research, write a five (5) page report and participate in a debate related to the African American experience. Evaluate the debates you don't participate in. **Details:** Sign up to debate a pre-set topic. I'll try to accommodate you in terms of your topic, but it may not be possible. All teams may not have an equal number of people. Research and prepare to debate on **both sides of the issue.** You will not know which side of the debate you will argue until one class beforehand. You will be expected to complete and submit your debate packet via Canvas no later than 11:00PM the night before your debate.

Debate Topics:

#1: Blacks of Caribbean heritage are critical of Blacks raised in the US.	Date: 2/22
#2: Most Gangster Rap music videos in the U.S. degrade Black women.	Date: 3/1
#3 If Blacks were legally armed, it would reduce police violence against them.	Date: 3/15
#4 The policies of President Obama significantly benefited African Americans	Date: 3/29

(CAREFULLY READ THE HANDOUT FOR DETAILED INSTRUCTIONS) **(Due: Varies)**

5. **RESEARCH PAPER PROPOSAL /OUTLINE** **(5%):**
Choose a general research theme below and focus your paper on some aspect of it:
 1. Black Children & Media, 2. Black Towns in the American Landscape 3. Confederate Imagery: It's History and Meanings to Blacks, 4. Environmental Racism
 5. Say Her Name: Black Women Killed by Police 6. Black Athletes and Social Justice

DO PRELIMINARY RESEARCH and write a 2 page summary describing what you will focus on in your final paper. (**Note: You may not your topic unless you get clearance**, at least, three weeks before the final paper is due and submit a new proposal.

(READ THE HANDOUT FOR MORE INSTRUCTIONS)

(Due: Tues Feb 20)

6. **RESEARCH PAPER and PANEL PRESENTATION** **15%:**

Research and write an organized and informative (5) five page paper - not including the outline and reference page on your pre-proposed topic. Your paper will not be accepted if you did not submit a research paper proposal and had it approved. You will present a 10 minute summary of your paper on a panel with other students.

Upload your paper to Canvas no later than **11:00PM** on **(DUE: April 17)**

(SEE THE HANDOUT FOR MORE SPECIFIC INSTRUCTIONS)

7. **FINAL EXAM 3D** **15%:**

It will be comprehensive and focus on 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:** - Thursday May 3, 3:00PM-5:00PM (In the regular classroom))

PRESENTATION OF WORK: All written assignments must be typed, 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. Cover sheets are not needed. **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. Your 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.

Video 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
<u>WEEK 1: COURSE OVERVIEW & AFRICAN AMERICAN STUDIES</u>		
Tues, Jan 9	Course Overview	WELCOME
Thurs, Jan 11	African American Studies a discipline. George Allen & Virgil Hawkins Dr. Martin Luther King	Alkalimat, et. al., Intro. to Afro-American Studies (free) www.eblackstudies.org/intro UF AASP History: http://afam.clas.ufl.edu/history/ Video <u>In Class</u> : <i>First Footsteps</i> Chapter 20 View <i>Eyes on the Prize</i> excerpt Part 4
<u>WEEK 2: AFRICAN ORIGINS</u>		
Tues, Jan 16	Labels & Self-Determination Race, Ethnicity, Culture, Phenotype	Chapter 1
Thurs, Jan 18	Sankofa - African Origins	Chapter 2
<u>WEEK 3: THE AFRICAN DIASPORA & SLAVERY</u>		
Tues, Jan 23	Africans in the Atlantic World	Chapter 3
Thurs, Jan 25	Slavery	Chapter 4
DUE: Labels and Identification Paper. Upload to Canvas by 11PM		
<u>WEEK 4: BUILDING COMMUNITIES & RESISTANCE</u>		
Tues, Jan 30	Give Me Liberty UF Library Research	Chapter 5 Stephanie Birch (African Am. Librarian)
Thurs, Feb 1	Building Communities Resistance During Slavery	Chapters 6 & 7
<u>WEEK 5: MIS-EDUCATION & ABOLITIONISM</u>		
Tues, Feb 6	Mis-education Colorism, Passing, Whitening	Woodson, Carter (Chapters 1-3 of The Mis-Education of the Negro) (online) pp. 479-480 in Chapter 19
Thurs, Feb 8	Antebellum Free Blacks & Abolitionism	Chapters 8 & 9

DATE	GENERAL TOPIC	READING / VIEWING
------	---------------	-------------------

WEEK 6: CIVIL WAR & RECONSTRUCTION

Tues, Feb 13	Civil War	Chapter 10
--------------	-----------	------------

Thurs, Feb 15	Reconstruction	Chapter 11
---------------	----------------	------------

WEEK 7 – THE COLOR LINE, JIM CROW and VIOLENCE

Tues, Feb 20	Lynchings & Police Violence	Chapter 12
--------------	-----------------------------	------------

DUE: Research Proposal

Thurs, Feb 22	Debate #1: Blacks of Caribbean heritage are critical of Blacks North American Heritage Era of Self-Help Migrations in the past Immigrants Today	Chapter 13, pp. 345-350 in Chapter 14 pp. 364-368 in Chapter 15 pp. 627-634 in Chapter 23
---------------	--	---

WEEK 8: POLITICAL ENGAGEMENT / BLACKS & MEDIA

Tues, Feb 27	Muhammed Ali to Colin Kapernick Marcus Garvey	pp. 370-374 in Chapter 15
--------------	--	---------------------------

Thurs, Mar 1	Debate #2: Most Gangster Rap music videos in the U.S. degrade Black women. Blacks and Media	pp. 443-444
--------------	--	-------------

WEEK 9: UF SPRING BREAK

NO CLASS Spring Break - March 5-9

WEEK 10: EDUCATION

Tues, Mar 13	Socialization & Education Brown vs. Board of Education	pp. 502-509 in Chapter 19
--------------	---	---------------------------

Thurs, Mar 15	DEBATE #3 If Blacks were legally armed, it would reduce police violence against them. New Deal & Double V for Victory	Chapter 17, 449-456 in Chapter 18
---------------	---	-----------------------------------

WEEK 11: BLACK CULTURE

Tues, March 20	Harlem Renaissance & BAM	Chapter 16 and pp. 598-603
----------------	--------------------------	----------------------------

Thurs, March 22	Africanisms African Survivals Cultural Appropriation	p. 76 and 478-479
-----------------	---	-------------------

DATE	GENERAL TOPIC	READING / VIEWING
WEEK 12: BLACK PSYCHOLOGY AND PHYSICAL HEALTH		
Tues, March 27	Mental Health, Intersectionality Post Traumatic Slave Syndrome	Joy DeGruy Video Clip http://joydegruy.com/resources-2/dr-joy-lectures-videos/
Thurs, March 29	DEBATE #4 The policies of President Obama significantly benefited African Americans. Physical Health, Tuskegee Study Medical Treatment	pp. 432-433 and 618-620
WEEK 13: MOVEMENTS AND PROTESTS		
Tues, April 3	Black Power	Chapter 21
Thurs, April 5	Black Lives Matter Policing, Race and the Courts The New Jim Crow	Media clip READING TBA Mariah Stewart View http://www.huffingtonpost.com/2015/03/26/st-louis-county-municipal-courts_n_6896550.html Michelle Alexander Chapter 1
WEEK 14: RESEARCH PAPER PANELS		
Tues, April 10	Panel: 1. Black Children & Media, DUE: Reflection Paper # 2	
Thurs, April 12	Panel: 2. Black Towns in the American Landscape Panel: 3. Confederate Imagery: It's History and Meanings to Blacks,	
WEEK 15: RESEARCH PAPER PANELS		
Tues, April 17	Panel 4: Say Her Name: Black Women Killed by Police	
Thurs, April 19	Panel 5: Environmental Racism Panel 6. Black Athletes and Social Justice Due: Final Research Paper. Upload to Canvas by 11PM	
WEEK 16:		
Tues, April 24	Review & Last Day of Class & Complete Class Evaluation	
Thur, April 26	NO CLASS - UF READING DAY	
FINAL EXAM 3D - Thursday May 3 3:00PM-5:00PM (In the regular classroom)		

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 are sick, with a contagious disease (coughing, 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.
- 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 or 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 hours for a response to your e-mail. I may respond sooner.
- d. DON'T slide papers under my office door or put them in my mailbox unless ask you to.
- e. Feel free to visit me during my office hours or send me an e-mail.
- 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 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: 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/AcademicResources>

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/scct/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/>.”

RECOMMENDED READING: (A small sample of sources).

SELECTED JOURNALS:

<i>African American Review</i>	<i>Journal of American History</i>
<i>American Literature Forum</i>	<i>Journal of Black Psychology</i>
<i>American Historical Review</i>	<i>The Journal of Caribbean History</i>
<i>American Quarterly</i>	<i>Historical Review</i>
<i>Black American Literature Forum</i>	<i>Callaloo</i>
<i>Black Camera: A Micro Journal of Black Film Studies</i>	<i>Contributions to Black Studies</i>
<i>The Black Collegian</i>	<i>Journal of African American History</i>
<i>Black Issues in Higher Education</i>	<i>Journal of Blacks in Higher Education</i>
<i>Black Music Research Journal</i>	<i>Journal of Negro Education</i>
<i>The Black Scholar</i>	<i>Journal of Negro History</i>
<i>Diverse Issues in Higher Education</i>	<i>The Journal of Pan African Studies</i>
<i>Ethnicity and Race in a Changing World: A Review Journal</i>	<i>Journal of Southern History</i>
<i>International Journal of Africana Studies</i>	<i>Journal of West Indian Literature</i>
<i>Journal of African American Studies</i>	<i>Meridians: Feminism, Race, Transnationalism</i>
	<i>National Black Law Journal</i>
	<i>Negro American Literature Forum</i>
	<i>Phylon</i>
	<i>Race, Gender & Class: An Interdisciplinary Journal</i>

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.

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.
- Marable, Manning, (Ed.). (2000). *Let nobody turn us around: voices of resistance, reform, and renewal in the black experience*. Rowman & Littlefield Publishing Group.
- Morgan, Marcyliena. (Forthcoming, 2008). *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.
- 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.
- 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).

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

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

SANKOFA



Go Back and Fetch it