

## AFRICAN AMERICAN SENIOR SEMINAR II



AFA 4937 - Section 22D0 - FALL 2015  
African American Studies Program – The University of Florida  
**Instructor:** Dr. P. Hilliard-Nunn



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<b>Class Day/Time:</b>	Tues: 8-9 3:00PM-4:55PM Thurs: 9 4:05PM-4:55PM	<b>Credit:</b> (03) Three Hours <b>Exam:</b> 17A <b>Class Location:</b> RM 0235 (Little Hall) <b>Office Location:</b> 105 Walker Hall <b>Office Phone:</b> 352-392-5726 <b>e-mail:</b> hilliardnunn@ufl.edu
<b>Office Hours:</b>	Tuesdays 12:45PM-1:45PM Other Times By Appointment	

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### COURSE GOAL:

The goal of this course is introduce students to the key steps involved in refining their research proposals, executing an interdisciplinary study, analyzing data and writing a scholarly report based on her/his findings. Students will be guided in using concepts and theories that will assist them in explaining and reporting information relevant to the African American experience.

### COURSE DESCRIPTION:

*African American Integrated Senior Seminar II* is interdisciplinary and seeks to develop in students, a knowledge view that consciously applies methodology and language from more than one discipline in examining central themes, issues, problems, topics, or experiences of African Americans. During the course, students will read and interpret research literature, conduct interdisciplinary research and write a research paper related to her/his area of interest. Students will execute the research project already proposed in *Senior Seminar I* and write a complete report. Class sessions will consist of lectures, discussions, student presentations and one on one professor/student consultations.

### COURSE OBJECTIVES:

Upon completion of the course, each student will have an intellectual understanding along side practical experiences in the use of research methods. Students will learn to effectively refine their research proposals and clarify an integrated approach to examining some aspect of the African American experience. Finally, students will apply their research to formulate an analysis which includes the intersections of class, culture, ideology, gender, and race and how they 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." 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 upon your return to class. If you miss two or more classes, you should seriously consider dropping. **Poor attendance and tardiness will affect your final grade.** 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 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.

**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/>

**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>

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

#### **REQUIREMENTS AND EVALUATION:**

1. **CLASS ATTENDANCE & PARTICIPATION** (10%):  
Participation means that you are present, **on time** and able to engage in class discussions and group exercises in a meaningful way. It also means that you are prepared on days that you are scheduled to present. Any information and/or changes that are announced in class **are YOUR responsibility, whether you attended class or not**. If you miss class on a day that you are supposed to present and do not have a proper excuse, you will receive a zero on the assignment. (See *attendance policy* on page one for more information).
2. **METHODOLOGY PACKET** (15%):  
Turn in a complete methodology packet for your paper. Include all elements (i.e. references, IRB and Consent forms, questionnaires, advertising posters, etc. (Due: Sept 8)
3. **THEORY/ THEORETICAL FOUNDATION INTERDISCIPLINARITY** (15%):  
Write a three (3) page thorough description of the core **theory** that underpins your research. Explain how it relates to your work. (See Theory Description Handout) (Due: Oct 8)
4. **MALCOLM WILLIAMS GROUP DISCUSSION** (10%):  
Lead a 30 minute discussion of your chapters. Address and explain the key concepts. Complete a discussion form and a Power Point. Propose 2 questions to the class. Bring copies of the discussion form to the class. (Due Dates: See course overview)

5. **DISCUSSION LEADER TEAM (10%):**  
 Student teams will lead **one (1)** 20 minute (max) class discussion of a pre-assigned article. During this discussion, you should note your thoughts on the author, the article and articulate an informed reading of the article. Focus on the **scholar's methodology and theoretical foundation**. **TYPE** a reader response form and craft **2 appropriate discussion questions**. Lead a discussion. **Make a copy of the response form with the discussion questions for each student in the seminar and the instructor.** (Due: Varies)
6. **1<sup>st</sup> FULL DRAFT of your FINAL PAPER w/ ALL ELEMENTS (15%):**  
 Turn in a completed draft of your paper at the beginning of class. This should be a complete version of your paper. You should not have any empty sections at this time. If you do not turn in your full draft and get feedback, your final paper will not be accepted.  
 (See Final Research Paper/Presentation Handout) (Due: Nov 17)
7. **FINAL RESEARCH PAPER / PRESENTATION/DEFENSE (25%):**  
 Be sure to e-mail your paper to [hilliardnunn@ufl.edu](mailto:hilliardnunn@ufl.edu) before Noon on April 22.  
 Turn in a bound copy of the final paper at the beginning of class.  
 (See Final Research Paper/Presentation Handout) (Due: Dec 8)

**REQUIREMENTS AND EVALUATION AT A GLANCE:**

1. Attendance & Participation	10%
2. Methodology Packet	15%
3. Theory/Theoretical Foundation & Interdisciplinarity	15%
4. Malcolm Williams Text Discussion	10%
5. Discussion Leader	10%
6. 1 <sup>st</sup> Full Draft w/ <b><u>All Elements</u></b>	15%
7. Final Research Paper and Defense	<u>25%</u>
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-, 57-59=F+, 57 and below = F.

**Note about grades:** Please refrain from telling me what grade you “want” or “need.” All students will receive the grade that they earn.

**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 each additional day it is late. (*see the make up work section for more details*).

**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.

**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.

**REQUIRED READINGS: (BRING YOUR TEXTS TO CLASS)**

Leedy, P. D. and J. E. Ormrod. (2010). *Practical research: Planning and design*. 9<sup>th</sup> Edition Pearson.

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

Williams, M. (2002). *Science and social science: An introduction*. London: Routledge.

**REQUIRED ARTICLES FOR DISCUSSION:** Articles may be found online via the UF Library website, under this course listing **or** you may look them up on your own. **Readings are due for EVERYONE whether you are presenting or not.** Students have pre-assigned articles.

DISCUSSION LEADER ARTICLES	DATE	LEADER
Cha-Jua, Sundiata Keita. (Spring 2014). "We believe it was murder." Mobilizing black resistance to police brutality in champaign, Illinois. <i>The Black Scholar</i> . 44(1). 58-85.	10/1	Janisha
Harper, Brian E. (Summer 2007). The relationship between black racial identity and academic achievement in urban settings. <i>Theory into Practice</i> . 46(3).230-238.	10/6	MacKenzie
Strayhorn, Terrell L. Derrick L. Tillman-Kelly. (Spring 2013). "Queering masculinity: Manhood and black gay men in college." <i>Spectrum: Journal on Black Men</i> . 1(2). 83-110.	10/13	Bryan
Johnson, J. D., Adams, M. S., Ashburn, L., & Reed, W. (1995). Differential gender effects of exposure to rap music on African American adolescents' acceptance of teen dating violence. <i>Sex Roles</i> , 33(7-8), 597-605.	10/20	
Adams, P. (Spring/Summer, 2004). Self-Esteem Research in Black Communities: "On the whole, I'm satisfied with myself" <i>African American Research Perspectives</i> , 10(1). 66-78.	10/20	

## COURSE OVERVIEW- SENIOR SEMINAR II

DATE	TOPIC(S)	READING(S)/FILM(S)/ASSIGNMENT(S)
<i>Week 1</i> T-Aug 25	COURSE OVERVIEW WELCOME BACK	<i>Pick up Proposals</i>
R-Aug 27	METHODOLOGY REVIEW IRB & CONSENT	NOTE: IRB & CONSENT packets must be edited, organized and ready for submission <b><u>no later than September 8</u></b> – No EXCEPTIONS.
<i>Week 2</i> T-Sept 1	METHODOLOGY PACKET -Add new and relevant sources -Organize your methodology section to be connected with your IRB & CONSENT Forms Include questionnaires, recruiting posters, etc. References.	<b><u>READINGS DUE:</u></b> McDougal Chapter 2
R-Sept 3	METHODOLOGY	<i>Individual meetings, if needed.</i>
<i>Week 3</i> T-Sept 8	RESEARCH METHODOLOGIES IN AFRICAN AMERICAN STUDIES	<b><u>ASSIGNMENT DUE:</u></b> Methodology Packet  <u>If your METHODOLOGY PACKET is missing any element or has not been properly completed, you <b>WILL NOT</b> be allowed to submit your packet to the IRB office. Further, your class grade will be decreased by one letter grade.</u>  <u>Further, you must submit a new research question and methodology section by September 10.</u>
R-Sept 10	THEORETICAL FOUNDATIONS	<b><u>DUE:</u></b> Revised methodology <b><u>if</u></b> the first one was not accepted.
<i>Week 4</i> T-Sept 15	SCIENCE & SOCIAL SCIENCE SOCIAL SCIENTIFIC RESEARCH	<b><u>READINGS DUE:</u></b> Complete the Malcolm Book <i>Science and Social Science</i>
R-Sept 17	AFRICAN AMERICAN STUDIES THEORIES	<b>READINGS DUE:</b> McDougal Chapter 2 again
<i>Week 5</i> T-Sept 22	AFRICAN AMERICAN STUDIES THEORIES	<b><u>READING DUE:</u></b> Leedy Chapter 3 Re-read McDougal Chapter 10
R-Sept 24	AFRICAN AMERICAN STUDIES THEORIES	
<i>Week 6</i>		

T-Sept 29	INCORPORATING THEORY	<b><u>READING DUE:</u></b> Leedy Chapter 3
R-Oct 1	Discussion 1 _____	<b><u>READING DUE:</u></b> Everyone should READ ARTICLE SEE PAGE #4 for the FULL CITATIONS
<i>Week 7</i> T- Oct 6	Discussion 2 _____	<b><u>READING DUE:</u></b> Everyone should READ ALL ARTICLES SEE PAGE #4 for the FULL CITATIONS
R-Oct 8	<b>THEORETICAL FOUNDATIONS In Student Papers</b>	<b><u>DUE:</u></b> Theory/Theoretical Foundation & Interdisciplinarity
<i>Week 8</i> T-Oct 13	Discussion 3 _____	<b><u>READING DUE:</u></b> Everyone should READ ALL ARTICLES SEE PAGE #4 for the FULL CITATIONS
R-Oct 15	<i>Individual meetings.</i>	
<i>Week 9</i> T-Oct 20	Discussion 4 _____ Discussion 5 _____	<b><u>READING DUE:</u></b> Everyone should READ ALL ARTICLES SEE PAGE #4 for the FULL CITATIONS
R-Oct 22	<i>Individual meetings.</i>	<i>Individual meetings</i>
<i>Week 10</i> T-Oct 27	ETHICAL CONSIDERATIONS	
R-Oct 29	ETHICAL CONSIDERATIONS	
<i>Week 11</i> T-Nov 3	DATA ANALYSIS	<b><u>READING DUE:</u></b> Leedy Chapter 11 & 12
R-Nov 5	CONCLUSIONS & RECOMMENDATIONS	
<i>Week 12</i> T-Nov 10	COMPLETING THE DRAFT	<i>Individual meetings.</i>
Nov 12	COMPLETING THE DRAFT	<i>Individual meetings.</i>

<b>Week 13</b> <b>T-Nov 17</b> <b>R-Nov 19</b>	<b>STRONG DRAFT OF RESEARCH PAPER</b>  <b>EDITING THE FINAL DRAFT</b> <b>EVALUATION FORM</b>	<b><u>DUE:</u></b> First Draft of Proposal In Class Peer and Instructor Edit  <i>Individual meetings.</i>
<b>Week 14</b> <b>T-Nov 24</b> <b>R-Nov 26</b>	<b>COMPLETING THE FINAL DRAFT</b>  <b>NO CLASS</b>	  <b>NO CLASS</b>
<b>Week 15</b> <b>T-Dec 1</b>  <b>R-Dec 3</b>	<b>COMPLETING THE FINAL DRAFT</b>  <b>COMPLETING THE FINAL DRAFT</b>	<i>Individual meetings.</i>  <i>Individual meetings.</i>
<b>Week 16</b> <b>T-Dec 8</b>   <b>R-Dec 10</b>	<b>FINAL PAPER PRESENTATION &amp;</b> <b>DEFENSE</b> <b>LAST DAY OF CLASS</b>  <b>NO CLASS READING DAY</b>	<b>DUE: FINAL PAPER &amp; DEFENSE</b> E-mail your complete paper with all elements by 10:59PM on December 7. Turn in a hard, <b>bound copy</b> with a clear cover at the start of class.  <b>READING DAY</b>

### RECOMMENDED READINGS

- Adams, P. (Spring/Summer, 2004). Self-Esteem Research in Black Communities: "On the whole, I'm satisfied with myself" *African American Research Perspectives*, 10(1). 66-78.
- Babbie, E. 1995. (Eighth Edition). *The Practice of Social Research*. Belmont, CA: Wadsworth.
- Bogues, Anthony. (2003). Teaching Radical Africana Political Thought and Intellectual History," *Radical History Review* (Special Issue on Transnational Black Studies), 87(Spring). 146-156.
- Brown, T. N., (Sep, 2003). 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. *Issues in the Ethics of Research Method: An Interpretation of the Anglo-American Perspective*. *Current Anthropology*, Vol. 17, No. 3 (Sep., 1976), 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. Introducing African American Studies: Systematic and Thematic Principles. *Journal of Black Studies*, Vol. 26, No. 6 (Jul., 1996), 713-734. EJournal
- Hearn, K. D. & L. R. Jackson (Spring/Summer 2002). African American Women and HIV Risk: Exploring the Effects of Gender and Social Dynamics on Behavior *African American Research Perspectives*. Vol. 8, Issue 1, pp. 163-173.
- Ladson-Billings, Glorinda and Jael Donnor. () *The Moral Activist Role of Critical Race Theory Scholarship*.

(Chapter 11) in Handbook of Qualitative Research. Retrieved on August 7, 2012 from [http://eps.education.wisc.edu/Faculty%20papers/LadsonBillings\\_Denzin%2011%20Feb8%202005.pdf](http://eps.education.wisc.edu/Faculty%20papers/LadsonBillings_Denzin%2011%20Feb8%202005.pdf)

- Leedy, P. D. and J. E. Ormrod. (2010). Practical Research: Planning and Design. 9<sup>th</sup> Edition Pearson.
- McDowell, Linda 1992. Doing Gender: Feminism, Feminists and Research Methods in Human Geography. *Transactions of the Institute of British Geographers*. New Series, Vol. 17, No. 4. 399- 416.
- Norment, N. (Ed). (2007). The African American studies reader. (2<sup>nd</sup> Edition). Carolina Academic Press.
- Santiago-Valles, W.F. (2006). Producing Knowledge for Social Transformation: Precedents from the Diaspora for Twenty-first Century Research and Pedagogy. *The Black Scholar*, 35(2) Summer. 50-60.
- Sitton, T. (Spring, 1981). Black history from the Community: The Strategies of Fieldwork. *The Journal of Negro Education*. 50(2), 171-181.
- Stokes, C. E. & L. M. Gant, (Fall 2002). *Turning the Tables on the HIV/AIDS Epidemic: Hip Hop as a Tool for reaching African-american adolescent girl*. *African American Research Perspectives*, 8(2), 70-81.
- Thomas, Gloria D., Carol Hollenshead 2001. 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*, Vol. 70, No. 3, Black Women in the Academy: Challenges and Opportunities (Summer, 2001), pp. 166-175.
- Tyson, C. A. (Dec, 1988), A Response to “Coloring Epistemologies: Are Our Qualitative Research Epistemologies Racially Biased? *Educational Researcher*, Vol 27, No 9. pp. 21-22.
- Vesey, G. A. (Fall, 2002). A Successful Strategy for Recruitment and Retention of Black Elders in Applied Research. *African American Research Perspectives*. 8(2), 40-56.
- Williams, M., (2002). Science and Social Science: An Introduction. London: Routledge. EBook

**NOTE:** This syllabus is a general guide. Should it change, you will be notified ahead of time. If you miss class, it is your responsibility to find out what you missed from the professor. Do not assume that you are excused from class, an assignment or anything else based on what you think to be the case.

*Wisdom is not a medicine to be swallowed.*



*To ask well is to know much      African Proverbs*

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**Mate Masle (symbol of wisdom and knowledge)**