

**African American Studies**  
**Senior Research Methods Integrative Seminar (AFA 4936)**  
Class 23028 Section 12BB  
Spring 2021  
Professor Rik Stevenson, PhD  
Visiting Assistant Professor of African American Studies  
University of Florida

Class Meeting Times: **Tuesdays**: 1:55pm-3:50 pm & **Thursdays** 1:55pm-2:45pm

Meets in: Lit 0125

Contact Information:

Office Hours: Tuesday TBA Thursday TBA

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**Course Description:**

This interdisciplinary class is the African American Studies capstone that fulfills partial requirements for the African American Studies minor and/or major. This is a research intensive course that requires students to complete 5 mini papers and a major research project. The course also seeks to develop in students an ability to apply concepts, methodology, and theories from more than one discipline in examining the issues, problems, and experiences of people of African descent in the Americas. During each class session, we will read and discuss scholarly articles that can be used as a format for writing the final paper. **This class fulfills requirements for social and behavioral sciences and the 6,000 word writing requirement.**

**General Education Objectives (Social and Behavioral Sciences):**

Social and behavioral sciences courses (S) provide instruction in the history, key themes, principles, terminology, theories, and methodologies of social and behavioral science disciplines. First, students learn to identify and to analyze social institutions, structures or processes. Second, social and behavioral science courses emphasize critical thinking by requiring that students use both qualitative or quantitative methods to understand the reasoning behind individual and group decisions in society. Finally, these courses emphasize communication skills because students learn to be able to communicate their knowledge, thoughts and reasoning clearly and effectively.

The interdisciplinary African American Studies Senior Integrative Seminar course will meet these objectives by allowing students to learn and analyze research theories, issues, and methodologies in several social and behavioral science disciplines such as African American Studies, Criminal Justice, History, Education, Political Science, Public Health, Religion, Sociology, Urban Studies, and Women's Studies.

## **General Education Student Learning Outcomes**

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1. Explain how historical knowledge affects community and culture, including chronological thinking, by examining primary sources and secondary sources, for the purposes of comprehension, historical analysis and interpretation.
2. Evaluate historical events through the examination of various human endeavors, such as social, political, economic, and philosophical/religious/aesthetic activities.
3. Explain historical trajectories and consequences, through world-views, politics, race and gender and the ways diverse cultures exist within the United States.
4. Explain how slavery, reconstruction, civil rights and social constructions of ethnicity/race and became challenges that helped to shape group and individual identities: gender, class, abilities, age, sexual orientation, religion, or common history.
5. Written Communication – write effectively for multiple purposes and audiences. Develop content that is appropriate to a specific disciplinary or professional context, drawing upon relevant sources. Organize and express written material and ideas to suit the purposes of the document and meet the needs of the intended audience. Use conventions of grammar, punctuation, formatting, and citation appropriate to the specific writing situation.
6. Ethical Reasoning – use a decision -making process based on defining systems of value. Recognize ethical issues when presented in a complex situation. Demonstrate understanding of key concepts and principles underlying various systems of reasoning. Accurately apply ethical theories and terms to situations. Demonstrate the ability to deal constructively with ambiguity and disagreement.

Subject Area	Content	Critical Thinking	Communication
Social and Behavioral Sciences	<p>Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.</p> <p>Students will identify, describe, and explain the history of the African American Studies discipline, theories and methodologies that have been used in African American Studies research.</p> <p>Achievement of this learning outcome will be assessed by student performance on short papers, a final original research project, a oral history project, and a digital assignment. The instructor will provide written feedback on these assignments throughout the course of the semester.</p>	<p>Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.</p> <p>Students will study articles that use both quantitative and qualitative research methodologies to examine the individual and group decisions made by African American citizens. They will examine ethical perspectives when issues such as racial microaggressions, interracial dating, and LGBTQ issues. When discussing these issues, students will examine whether the views of African Americans and compare them to the views of other races of people.</p> <p>Achievement of this learning outcome will be assessed by student performance on their assigned date as the discussion leader and during class discussions in which they read and analyze interdisciplinary articles that are written by several African American Studies' scholars.</p>	<p>Communicate knowledge, thoughts and reasoning clearly and effectively.</p> <p>Students will communicate knowledge, thoughts, and reasoning clearly and effectively in forms appropriate to the subject area of African American Studies in directed classroom discussions.</p> <p>This learning outcome will be assessed through the instructor's formal observation of student discussions in the classroom. Second, at the end of the semester, students will present information from their final research project in a power point presentation.</p>

## Writing Requirement Rubric

The Writing Requirement (WR) ensures that students both maintain their fluency in writing and use writing as a tool to facilitate learning scholarship production.

Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory evaluation on the writing requirements of the course. The instructor will evaluate and provide feedback, on all written assignments with respect to grammar, punctuation, clarity, coherence, and organization.

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

	<b>SATISFACTORY (Y)</b>	<b>UNSATISFACTORY (N)</b>
<b>CONTENT</b>	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provides at least an adequate discussion with a basic understanding of the sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
<b>ORGANIZATION AND COHERENCE</b>	Documents should include an outline. The paragraphs should exhibit at least some identifiable structure for topics. In the introduction, a clear thesis statement and research question(s) must be included. Each section of the paper should address the research question(s) and thesis statement. The conclusion should tie the previous information together and offer further research ideas.	Documents and paragraphs lack clearly identifiable organization, a thesis statement, and clear research questions. Sections of the paper fail to adequately answer the research question(s) and thesis statement.
<b>ARGUMENT AND SUPPORT</b>	Other scholarly sources, papers and written data should support the student's argument(s).	Assignments include less credible (non-academic) sources. Student fails to include references to sources to support his/her argument.

**STYLE**

Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure.

Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction.

**MECHANICS**

Papers will feature correct or error-free presentation of ideas with few or no spelling, grammatical, and punctuation errors.

Papers contain many mechanical or grammatical errors and is poorly written.

**BIBLIOGRAPHY & CITATIONS**

Should follow MLA or Chicago Style citations. See Kate Turabian for instructions.

## Required Text

McDougal, Serie III Research Methods in Africana Studies Revised Edition, Peter Lang Inc., 2017.

## Assignment Evaluation and Descriptions

<b>Assignment</b>	<b>Percent of Grade</b>
1) Attendance /Participation	10%
Classroom verbal participation	15%
Research paper presentation	15%
2) 5 Short Papers (worth 5% each)	25%
3) Content Analysis & Oral History Presentation	10%
4) Research Paper	25%

## **Attendance Policy and Missed Work**

After three unexcused classes are missed, you will not receive the percentage points for class participation (and will not have the option of submitting an optional paper). It is your responsibility to sign the attendance roster that will be given out at the beginning of each class session. If you forget to, sign it during the next class. Also, try to get to class on time. The policy for missed work in this class is consistent with the university's policy (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>).

## **Class Participation and Teaching Methodology**

Effective teachers are persons who teach for transformation as well as education. The second key to effective transformative education is, don't do for students what they can learn to do for themselves. Risk, failure, and critical inquiry are key components to academic growth. By introducing a dialogical structure into the learning process the student gains opportunities to engage in conversations with one another which also creates a camaraderie among colleagues. This approach to learning is known as or often referred to as "Critical Pedagogy". Critical pedagogy requires educators to *provoke* dialogue, debate and critical analysis within the classroom setting. In so doing we are creating persons who are good listeners unafraid, of failure and they learn to reach beyond their comfort zones independently. Therefore, We will discuss a number of issues pertaining to non-violent, armed social activism, the Second Amendment and why traditional scholarship has neglected to introduce these concepts in the prominent historiography. I understand that some students are more comfortable participating in class discussions than others but we will all have an opportunity to offer input. However, students are **expected** to come to class prepared having completed the readings and being ready to contribute their critical analysis of the reading to the course discussions. Participation is graded by the student's contribution to discussion, group work, and class exercises and not right or wrong answers.

**Please read your text books and watch the videos carefully and exegetically.**

### **Five Short Papers**

Write a two page paper on the four topics below. In the paper summarize the main points the paper. Critique the methodology and explain why you think this method was successful. Your paper will be graded on the basis of your knowledge of the video the author(s) support his/her arguments well? Your analysis should examine how these data have affected African American Studies and people of African descent socially.

**The first paper is due 1/21/2021.** Write a 2 page paper on Film "Timbuktu Saving the World's Oldest Library." ( <https://www.youtube.com/watch?v=4pJTaiev8k&t=5s>) & ([https://www.youtube.com/watch?v=5TFbEks\\_zFc](https://www.youtube.com/watch?v=5TFbEks_zFc))

**The second paper is due 1/28/21.** Write a 2 page paper on "Black History before Slavery." (<https://www.youtube.com/watch?v=1LRZjwCINy>)

**The third paper is due 2/11/21.** Write a 2 page paper on "Without Sanctuary." Please discuss the role of media and photography as means of collecting historical data. (<https://www.youtube.com/watch?v=dGrXCOlx6QQ>)

**The fourth is due 2/25/20.** Write a 2 page paper "RECONSTRUCTION: America After The Civil War, Reconstruction Part 1." (<https://www.youtube.com/watch?v=TiXxQpBLMuk>) Please emphasize how The Reconstruction affected the way history has been written and how it must now be written.

### **One Oral History Assignment**

Submit an approximately 4-6 page typed, double-spaced paper. In the paper, first, refer to the "Oral History and Qualitative Research" reading, and explain the benefits of using oral history research. What steps need to be taken to conduct an effective oral history interview? Second, what five oral interviews did you listen to? What did you learn from them? What additional questions could the interviewer have asked, if any? (<https://memory.loc.gov/mss/mesn/111/111.pdf>) **The assignment is due on TBA.**

## Final Research Paper

Your paper must be an original research project and be a minimum of 8-12 pages of text, and a bibliography page. During each class session, we will discuss articles and book chapters that address a number of issues of concern to African Americans and the manner in which they are historically represented. These readings and lectures will give you ideas about possible topics, research questions, theoretical frameworks, outlines and methods for writing your paper. **The final paper is due TBA.**

## Presentations

Beginning on TBA, each student must give an approximately 3-5 minute power-point presentation. In the presentation, describe your research topic, explain its significance to the discipline of African American Studies, provide a literature review, and explain the methods you used to acquire and analyze your sources. We will go in alphabetical order and you will receive a zero if you are not prepared to give your presentation when your name is called. There will be three presentations per class until all have presented.

## Grading Scale:

94-100 A	90-93 A-	87-89 B+	84-86 B	80-83 B-	77-79 C+
74-76 C	70-73 C-	67-69 D+	64-66 D	60-63 D-	Below 60 E

A to C- will be a qualifying grade for major, minor, Gen Ed, Gordon Rule or College Basic Distribution credit.

## Academic Dishonesty:

Academic dishonesty includes plagiarism and cheating on examinations. The penalty for cheating is a grade of 0 on the assignment. In addition, the Dean of Student's office may choose to administer a harsher punishment such as a temporary suspension from this class or a permanent expulsion from the university.

## Classroom Behavior (Cell Phones and Laptops):

In the past, several of my students have forgotten to turn off their cell phones in class. ***I am asking you to please turn off your phones before our class begins.*** Remember, a student who takes his/her work seriously will make sure that his/her phone is off during class meetings.



Also, if you engage in behavior such as texting, browsing the internet, sleeping, loud yawning, or any other behavior that I consider to be disrespectful to me or to your classmates, you may not receive all of the percentage points for class participation. I expect you to pay attention at all times in class especially when films are shown. You do not have my permission to do the work in your other classes when films are shown. If I find out that you're doing this, I reserve the right to deduct points from your participation grade.

### Disabilities Statement:

Students requiring accommodations must first register with the Dean of Student's office, Disability Resource Center. The Dean of Student's office will provide documentation, which the student will then give to the instructor. For more information, see [HTTP://www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc)

### Class Schedule:

Date	Lecture Topic	Flash Assignment	Vocabulary	Reading Assignment	Written Assignment	Due Date
1/11/21	Introduction to class & each other.		Tehuti, Sesh, Diaspora, Afro-centricity, Dr. Molefi Asante, Interdisciplinary, Timbuktu, W.E.B. DuBois	Read Chapter 1 of McDougal	Locate two different types of research methods identify the one or two you might use in paper.	

Date	Lecture Topic	Flash Assignment	Vocabulary	Reading Assignment	Written Assignment	Due Date
1/14/21	What is the Relationship between, Race, Research and African American Studies?		Tradition, Authority, Common Sense, News&Media, Selective Observation.	Chapter 1 of McDougal, Con't.	Research methods identification.	
1/14/21	Con't What is the Relationship between, Race, Research and African American Studies?		Epistemology, Race, Racism, White Supremacy, Exegetical, Hermeneutic	McDougal, Ch.2		
1/19/21	Methodology in African Studies research & Outline, Development		Paradigm & Paradigm Shifts	McDougal, Ch. 2 Begin discussion on Ch.2	Write a brief discourse on (2) of the 9 paradigms mentioned.	
1/21/21	Discuss Chapter 2	Discuss the reading		Discuss the reading	Discuss the reading	Discuss the reading
1/26/21	The Afro-centric paradigm	Developing the Outline	Watch: The Doll Test.	Chapter 2 p.37	In class writing assignment	In class writing assignment

Date	Lecture Topic	Flash Assignment	Vocabulary	Reading Assignment	Written Assignment	Due Date
2/2/21	Discuss the reading.	Discuss the reading			Discuss the reading	
2/4/21	Reaffirmation Recommitment and Renewal of Africana Studies.	Your assignment due next Tuesday, September 17th 2019. Please be able to discuss briefly what you intend to research and write about? Note that starting in October, you are required to make a presentation of your research paper before the class.	<b>Research papers proposal are due.</b>	AFRICAN A STUDIES AT 40: REAFFIRMATION, RECOMMITMENT AND RENEWAL <a href="http://www.us-organization.org/position/documents/AfricanaStudiesat40.pdf">:http://www.us-organization.org/position/documents/AfricanaStudiesat40.pdf</a>	Read the article and write a 1 page summary	
2/4/20	Discuss the reading and video of Kunjufu	Discuss the reading and video of Kunjufu		Discuss the reading and video of Kunjufu	Discuss the reading and video of Kunjufu	

Date	Lecture Topic	Flash Assignment	Vocabulary	Reading Assignment	Written Assignment	Due Date
2/4/21	REAFFIRMATION, RECOMMIMENT AND RENEWAL of Africana Studies. Con't.			AFRICAN A STUDIES AT 40: REAFFIRMATION, RECOMMIMENT AND RENEWAL : <a href="http://www.us-organization.org/position/documents/AfricanaStudiesat40.pdf">http://www.us-organization.org/position/documents/AfricanaStudiesat40.pdf</a>	Con,t.Read the article and write a 1 page summary	
2/9/21	Discuss the reading	Discuss the reading		Discuss the reading	Discuss the reading	
2/11/21	Library Day TBA			Library Day		Library Day
2/16/21	Discuss the reading			Ch.2 ,p.47-68 Applying Theory to Social Phenomena.	Discuss the reading	
2/18/21	The Scramble: Review Black History before Slavery			Research Presentations begin.	Video: Black History Before Slavery	

Date	Lecture Topic	Flash Assignment	Vocabulary	Reading Assignment	Written Assignment	Due Date
2/23/21	Discuss the reading			Ch.2 ,p.47-68 Applying Theory to Social Phenomena.	Discuss the reading	
3/2/21	Ch.3, Ethics in Research. P.80			Ch.3, Ethics in Research. P.80		
3/4/21	Discuss the reading			Discuss the reading	Discuss the reading	
3/9/21	Ch.3, Ethics in Research. P.80					
3/11/21	Discuss the reading			Discuss the reading	Discuss the reading	
3/16/21	Ch.4. Research Design.p. 94ff			Ch.4. Research Design.p. 94ff		
3/18/21	Discuss the reading			Discuss the reading	Discuss the reading	
3/23/21	Ch.4. Research Design.p. 94ff	The Purpose of Research. p.96		Ch.4. Research Design.p.94ff	The Purpose of Research .p.96	

<b>Date</b>	<b>Lecture Topic</b>	<b>Flash Assignment</b>	<b>Vocabulary</b>	<b>Reading Assignment</b>	<b>Written Assignment</b>	<b>Due Date</b>
3/25/21	Discuss the reading			Discuss the reading	Discuss the reading	
3/30/21	Exploratory Research. p.97				Exploratory Research .p.97	
4/1/21	Discuss the reading			Discuss the reading	Discuss the reading	
4/6/21	Preparation for Final Exam			Preparation for Final Exam		
4/8/21	Discuss the reading			Discuss the reading	Discuss the reading	
4/13/21	What have we learned Semester Summary					
4/15/21	Final Paper is due.					
4/23/20						