



Introduction to African American Studies  
African American Studies  
AFA 2000  
Section RS04: 28373  
Fall 2022  
Tuesday 8:30-10:25 AM  
Thursday 9:35-10:25  
FLG 0265

### **Course Description:**

Introduction to African and African American Studies is one of the required General Education courses offered by the University of Florida's African American Studies' undergraduate minor. This course offers an overview the Black/Africana Studies discipline by exploring core themes that capture a broad, global and geographical scope, using classic and contemporary multi and inter-disciplinary scholarships that constitute the disciplinary study of the Black global experience. These core conceptual themes include topics in race, gender, identity, representational discourses, discrimination, oppression, resistance and alternative agency. In order to appreciate the diversity of the Black global experience, this survey course explores the history, politics, cultures, sociologies, and economics of African descendants in the US and the African continent, in addition to other African Diaspora regions including the Caribbean and Afro-Latin-America. (H) (WR)

Attributes: General Education - Humanities, Satisfies 6000 Words of Writing Requirement

### **Course Format**

The professor will utilize a lecture/discussion format. Students are required to complete all weekly reading assignments and be prepared to engage in the classroom discussions. This dialogical structure will provide the students with greater opportunities to engage in dialogue with one another as they consider the required reading and viewing assignments. This approach to learning is known as "Critical Pedagogy". Critical pedagogy requires educators to provoke dialogue in the classrooms. By facilitating the conversation, educators open themselves to challenges from their students, but they are rewarded as co-learners in the classroom.

### **Course Overview:**

Our main objective is to help students gain an increased awareness of the most important thematic issues of African American and African Studies so that those who are interested in pursuing advanced undergraduate study and graduate study in the discipline are provided with the most essential basic knowledge about the scholarship that the discipline produces. As such, The course uses key required readings by classic and contemporary authors, in addition to select readings from the UF's African American Studies "Black/Africana" Studies' core curriculum reading list to explore key themes that capture the discipline's multi and inter-disciplinary classic and contemporary scholarships.

Core themes include debates that define the Black/Africana Studies discipline. We explore the discipline as the interdisciplinary study of Black/Africana people, culture and history. In this regard, the course examines sub-topics in Black and African Nationalisms, Neo & Post Colonialisms, Civil Rights and Black Power, Black Urban and City Issues, and Poverty and Inequality, Black Arts Movement, African Afro-beat, and Reggae music in the Caribbean, Black Feminism and Gender in the US and African Feminism and Womanism in Africa. In understanding the historical legacies that connect the African continent with the northern hemispheric African Diaspora especially in the US, we examine the way that the Western Hemispheric Trans-Atlantic Slave Trade established the Africana Diaspora World. In mapping the African Diaspora and in examining divergences and convergences among historic and new Black Diasporas, we traverse the globe to discover how African descendants have dispersed to form distinctive communities across the world that include cultural African retentions, continuities, creolized and syncretized contexts, and new modern and postmodern Black cultures.

Course Reading Assignments:  
Reading Response: 25%

You will write a research paper on, a topic of your choice. This paper should be between 1,500-2000 words, and should examine a person of African descent from your major. You should state the person's name and field in the introduction of the paper and then follow that person's contribution to your discipline as you argue your points. Your subject can be found in one of our texts or in a book of your choice. You will need to reference at least two other books and two journal articles in support of the subject in your research paper.

Course Objectives:

- 1) Promote open, informed and respectful dialogues about issues of slavery, race, white supremacy, educational inequality and economic disenfranchisement.
- 2) Develop an understanding of how and why Black identities were socially constructed and why they need to be identified as prohibitive and dismantled.
- 3) Historicize racism's creation and disruptive nature in the United States via a comparative approach.
- 4) Encourage students to consider how their personal experiences have been impacted by race, racism, white supremacy, under education and marginalization in the United States.
- 5) Facilitate skill in addressing these issues through different mediums and disciplines (i.e. sociology, history, and literature).

Course Themes:

Theme 1-:How did we get here? The Making of the African Diaspora, Middle Passages and the Transatlantic Slave Trade.

Theme -2:Race History, The Diaspora, Social Constructs, racialized literature and language.

Theme -3: The African American pursuit of education.  
Taking Education by the horns.

Theme 4-: Examining Race, Power and knowledge. "The Power to Shape Knowledge."

Theme 5-:What is the relationship between Race, Research and the Black/Africana Studies method? "The Black/Africana Studies Research Method"

Theme 6-:What is Black/Africana Studies? Part 1 What is Black/Africana Studies Research Methodology? "The Interdisciplinarity of Pan African-a Unity, and the Community transforming nature of education. Afrocentricity and Africana Research Methodology.



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

Skills Objectives:

1. To encourage articulate expression and analysis through effective speaking and writing.
2. To assist students in their ability to think critically and creatively about issues of slavery, race, racism, white supremacy, criminal justice, African Studies and Research Methods and reparations.
3. To locate, assess evaluate and use researched information effectively.

Required Texts:

Rogers, Ibram, *The Black Campus Movement: Black Students and the Racial Reconstruction of Higher Education, 1965-1972*, Palgrave Macmillian, 2012.

Williams, Heather, *Self-Taught: African American Education in Slavery and Freedom*, Chapel Hill, The University of North Carolina Press, 2005.

Supplemental Readings:

Evaluation

In order to earn an “A” for this course, your attendance and participation must demonstrate a high level of accountability and effort. Your written work must be completed at the described level, and it should be intellectually challenging, clear, thorough and well developed.

Throughout the course, you must illustrate astute learning, critical application and synthesis of course materials at an exemplary level. Anything below the above standards of excellence but still shows strong effort, contains few errors, and demonstrates a command of course material will receive a “B.”

Failure to attend class responsibly, turn in completed papers and projects in a timely fashion, or participate fully will result in a “C” or possibly a lower grade. In addition, any paper or exam or presentation that shows no more than a basic understanding of assigned readings or chosen topics will result in a “C.”

Submitted work that exhibits a demonstrably inaccurate understanding of readings or other assigned material, shows carelessness or little effort in writing, or reveals a lack of serious or thoughtful engagement with the assigned texts, class discussions, lectures or other material will likely receive less than a “C” grade.

Course Requirements: Critical Pedagogy

Class attendance and participation: 20%

Our class will be largely dialogical, and your participation in these discussions is central to your success in this class. It is imperative that every student contributes to our shared knowledge base by actively engaging the topics at hand. This means not only arriving to class having completed the assigned readings, with your cell phone off, and laptops used only with my explicit approval, but also adding your voice to class discussions. Please see me at the beginning of the semester if you are uncomfortable speaking in class so that we can discuss possible alternatives. A portion of this grade will reflect your participation in in-class conversations with your peers. Overall, your in class contributions constitute 20% of your grade.

Reading Responses and Current Events/In Class Work: 10%

As the syllabus indicates, at five points in the semester you will evaluate news articles, videos or some sort of literature about a current event and explicitly relate it to the readings’ topics for two points. The remaining five points will be completed through in class exercises/quizzes that

focus on the assigned reading and the week's subject. These will generally be unannounced but will not occur on a day when you bring in a news article.

#### STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

#### UNIVERSITY OF FLORIDA HONOR CODE

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

#### UF COUNSELING AND WELLNES CENTER

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

#### OTHER CAMPUS RESOURCES

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

#### ACADEMIC RESOURCES

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.

## COVID 19 STATEMENT

### Face-to-Face

In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.

This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.

Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.

If you are experiencing COVID-19 symptoms (Click here for guidance from the CDC on symptoms of coronavirus), please use the UF Health screening system and follow the instructions on whether you are able to attend class. Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university attendance policies.

## ONLINE

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

## WRITING STUDIO

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://>

writing.ufl.edu/writing-studio/ or in 302 Tigert Hall for one-on-one consultations and workshops.

### COURSE EVALUATION

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://gatorevals.aa.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://gatorevals.aa.ufl.edu/>.

Satisfactory: Y  
Unsatisfactory:N

CONTENT	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.
ORGANIZATION AND COHERENCE	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.
ARGUMENT AND SUPPORT	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.