

African American (Capstone) Senior Seminar

Course Syllabus - Dr. P. Hilliard-Nunn

AFA 4936 - Section 11BF - SPRING 2020 Credit (03) Three Hours
African American Studies – The University of Florida

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|------------------------|-------------------------------------------------|-------------------------------------|
| Class Time: | Tues 8-9 3:00PM-4:55PM Thurs 9 4:05PM-4:55PM | E-mail: hilliardnunn@ufl.edu |
| Class Location: | Bldg: Little Rm: 0125 | Office: 1012 Turlington Hall |
| Office Hours: | Tues 1:45PM-2:45PM & Thurs-1:45PM-3:45PM | Phone: 352-392-5724 |

Other times by appointment.

COURSE GOAL: The goal of this course is to introduce students to some of the conceptual and operational methods used to research and write about the experiences of African descended people in the Americas.

COURSE DESCRIPTION: African American Studies Senior Integrated Seminar is a Capstone course that fulfills partial requirement for the African American Studies minor and/or major. This is a research intensive course which allows you to apply your knowledge gained from coursework in African American Studies to complete a research paper. The course is interdisciplinary and seeks to develop in students, a knowledge view that consciously applies methodology, theory and language from more than one discipline in examining central themes, issues, problems, topics, or experiences of people of African descent in the Americas. Students will read and interpret research literature, study the research practices of other scholars, prepare an annotated bibliography, write a research proposal and complete a research paper. Classes will include discussions, lectures, film screenings, independent research exercises and presentations.

COURSE OBJECTIVES: Upon completion of the course, students will have a greater intellectual understanding of research methods in African American Studies. Students will have practical experiences in the use of research methods. Students will learn to effectively research library, archival, and internet sources to research and write a research paper. Finally, students will be able to apply their knowledge to formulate an analysis which includes the intersections of class, culture, ideology, gender, and race and the impact of the structures and policies, western or otherwise, on the lives of African descended people.

REQUIRED COURSE TEXTBOOK & ARTICLES:

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

The Reserve Articles - are available on the www.uflib.ufl.edu web site. To read or print these articles, click on the course reserves link, type in my last name, and click on the article's title.
Note: Additional articles, websites and video clips will be assigned during class.

REQUIREMENTS & EVALUATION AT A GLANCE:

| Assignment | Due Dates | % of Grade |
|--------------------------------------------------------------|------------------------|-------------|
| Attendance & Participation | <i>Ongoing</i> | 10% |
| Paper: African American Studies Scholar | Jan 16 | 10% |
| Paper: Smathers Archive Assignment | Feb 6 | 10% |
| Discussion Leader & Power Point | <i>Different Dates</i> | 15% |
| TEST - African American Concepts/Theories | Feb 11 | 15% |
| Research Proposal, Topic Outline & Annotated Bibliography | Feb 20 | 10% |
| Research Paper Defense & Power Point | April, 9, 14, 16, 21 | 10% |
| Research Paper (Hard Bound Copy In Class & On Canvas by 3PM) | April 21 | 20% |
| | 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>

ASSIGNMENT DETAILS, REQUIREMENTS AND EVALUATION:

1. **CLASS ATTENDANCE & PARTICIPATION** (10%):
Attendance will be based on you arriving at class on time, signing the class roll sheet, and remaining for the entire class. Participation also means that **you have completed your readings and/or assignments** on time and **are able to contribute to class discussions in a meaningful way**. If you must miss class, for any reason, on a day that you are due to present or turn in an assignment, you must turn in your work **ahead of time**. **You are required to have a dedicated notebook for this class**. See **“attendance policy”** on page 3.
2. **AFRICAN AMERICAN STUDIES SCHOLAR** (DUE: Jan 16) (10%):
Write a (3) page paper about an African American Studies Scholar.
(See the handout on Canvas for more details)
3. **UF ARCHIVAL RESEARCH** (DUE: Feb 6) (10%):
Write a three (3) page paper with supporting documentation bases on archival research.
(See the handout on Canvas for more details)
4. **DISCUSSION LEADER & POWER POINT** (DUE: Varies) (15%):
Each student will lead a discussion of an article she/he signs up for. Complete a discussion leader form **and** a power point presentation **not** to exceed 15 minutes. You will address the content and significance of the research and give background information about the scholar. Bring **copies (about 15) of the discussion leader form with (2) two questions to distribute to your classmates and the Professor**.
(See the handout on Canvas for more details)
4. **TEST ON CONCEPTS/THEORIES/SCHOLARS** (DUE: Feb 11) (15%):
Your dedicated course notebook will be helpful as a study guide.
(See the Handout on Canvas for more details)
5. **RESEARCH PROPOSAL, OUTLINE & ANNOTATED BIB. (DUE: Feb 20)** (10%):
Turn in a Research Proposal Form, a topic outline, a two page summary about what you propose to research, and an Annotated Bibliography with, at least, eight (8) properly formatted sources that you have found and read.
(See the Handout on Canvas for more details)
6. **RESEARCH PAPER DEFENSE & POWER POINT (DUE: April 9,14,16,21)** (10%):
Present and defend your research paper. Your presentation should be between 10-15 minutes **max**. The Power Point Presentation should address your topic, method, theories and findings.
(See the Handout on Canvas for more details)
7. **RESEARCH PAPER** (DUE: April 21) (20%):
Write a 10 page research paper with the proper sections. The page count does not include the outline, reference page and any appendix items. Upload a copy of your paper to Canvas by 3:00PM April 21 **and** turn in a **bound hard copy** at the beginning of class on April 21.
(See the Handout on Canvas for more details)

PRESENTATION OF WORK: All written assignments must be typed and 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 papers must include properly formatted in-text citations and references.** All pages should be numbered and stapled. Do not include a cover sheet unless asked to. **Put identifying information at the top, right corner (no more than two lines, single spaced).** Work will be considered late and graded down one letter grade after the beginning of the class or the Canvas due time on the due date. Work will continue to be reduced one letter grade for each additional day it is late.

APPROPRIATE SOURCES: You are expected to use scholarly sources in your papers. Refrain from using sources like Wikipedia, About.com, Infoplease.com, encyclopedias, course textbooks and the like. Feel free to read those sources as they are helpful, but don't use them in your paper. Your papers will be evaluated, in part, based on the quality of your references.

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.

ATTENDANCE POLICY: Do not arrive at class 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. Telling me or e-mailing a message indicating that you'll be absent is considerate, but will not automatically become an "excused absence." If you have an official UF excuse for an absence, 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 the day you return to class. Any information and/or changes that are announced in class **are YOUR responsibility, whether you attended class or not.** Unexcused absences and tardiness will decrease your grade for attendance and participation. 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.

Test: Only students with documented official university or medical excuses may take a make-up quiz/test. The professor must be notified **before or immediately after** the absence and the exam must be rescheduled **on the first day** that the student returns to campus. Students who do not provide appropriate documentation and reschedule the quiz/test immediately upon their return will not be given a make-up.

Presentations: If you are absent on a day that you are scheduled to present, you will be given a zero. If there is a slot available, you may be able to do your presentation, but you will not receive more than a "C." Only students with valid official UF or documented medical excuses will be allowed to schedule make-up ***in-class presentations*** within one day of returning to campus without penalty.

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/>
Academic Resources

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/sccr/sexual/>

COURSE EVALUATION: “Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.”

GRADES: Refrain from telling me the grade that you “need” for one reason or another. You’ll 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. Be considerate and don't attend class if you're sick with a contagious disease (flu, etc).
- 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 electronically (audio/video) record classes without the permission of the professor.
- f. Refrain from reading texts, browsing the internet, sleeping, doing homework for another class, not participating or any other disrespectful behavior.
- g. DO NOT put papers in my mailbox unless I ask you to do so.
- h. Have Fun!

COMMUNICATIONS: (Remember your manners).

- a. If you send me an e-mail, be sure to identify yourself and the class you are in.
- b. Include a salutation/greeting (for example, Good morning Dr. Hilliard-Nunn when you e-mail me. Also, add a closing along with your name (for example, Sincerely, Kiesha Dell).
- c. Allow about 24 hours for a response to your e-mail - I usually I respond sooner.
- d. Feel free to visit me during my office hours.
- e. I am unable to meet right before or right after class.

REQUIRED READINGS: Readings are due on the day that they appear in the course outline.

1. 1/9 Hine, Darlene Clark. (2014). A black studies manifesto: characteristics of a Black Studies mind." *The Black Scholar*, vol. 44(2) 11+. *Military and Intelligence Database Collection*, go.galegroup.com/ps/i.do?p=PPMI&sw=w&u=gain40375&v=2.1&id=GALE%7CA381947361&it=r&asid=177df01586c6975b2470d6007368aea4. Accessed 27 Dec. 2016.
2. 1/23 Molefi Asante, Afrocentricity. Found at <http://www.asante.net/articles/1/afrocentricity/>.
3. 1/23 Carr, G. K. “What Black Studies is Not: Moving from Crisis to Liberation in Africana Intellectual Work.” *Socialism & Democracy* 25, 1 (2011), 178-191.
4. 1/28 Clayton, D. M. (2018) Black lives matter and the civil rights movement: A comparative analysis of two social movements in the United States. *Journal of Black Studies*. 49(5) 448-480.
5. 1/28 Bonilla, Yarimar and Johnathon Rosa. (February, 2015). #Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States. *Journal of the American Ethnological Society*. 42(1). 4-17. DOI: 10.1111/amet.12112

6. 2/6 Chapman-Hilliard, Collette and Valerie Adams-Bass. (2016). A conceptual framework for utilizing black history knowledge as a path to psychological liberation for black youth. *Journal of Black Psychology*. 42(6) 479 –507. DOI: 10.1177/0095798415597840
7. 2/18 Hall, Ronald E. "The ball curve: Calculated racism and the stereotype of African American men." *Journal of Black Studies* (2001): 104-119.
8. 2/18 Jennifer E. Bruening. (Published online: 20 Apr 2012). Gender and racial analysis in sport: Are all the women white and all the blacks men? Pp. 330-349. <https://doi.org/10.1080/00336297.2005.10491861>
9. 2/18 Ratchford, Jamal L. (Spring 2012). 'Black fists and fool's gold: The 1960s black athletic revolt reconsidered' The lebron james decision and self-determination in post-racial America. *The Black Scholar*. 42(1). 49-59.
10. 2/25 Neighbors, H. W., Musick, M. A., & Williams, D. R. (1998). The African American minister as a source of help for serious personal crises: Bridge or barrier to mental health care? *Health Education and Behavior*. 25 (6), 759-777.
11. 2/25 Gross, K. N. (2015). African American women, mass incarceration, and the politics of protection. *Journal of American History*, 102(1), pp. 25-33.
12. 3/10 Ball, Jared A. (Spring 2014). A new apartheid: Media consolidation and black America. *The Black Scholar*. 44(1). 47-57.
13. 3/10 Breaux, R. (2010). After 75 Years of Magic: Disney Answers Its Critics, Rewrites African American History, and Cashes In on Its Racist Past. *Journal of African American Studies*, 14(4), 398-416. Retrieved from <http://www.jstor.org/stable/41819263>
14. 3/17 Kenneth B. Nunn. (2002). *Race, Crime and the Pool of Surplus Criminality: Or Why the "War on Drugs" Was a "War on Blacks,"* 6 J. Gender Race & Just. 381 (2002), available at <http://scholarship.law.ufl.edu/facultypub/107>
15. 3/17 Christopher S. Parker. (2016). Race and Politics in the Age of Obama." *Annual Review of Sociology*, 42:217–30.
16. 3/19 Barnes, S., & Nwosu, O. (2014). Black Church Electoral and Protest Politics from 2002 to 2012: A Social Media Analysis of the Resistance Versus Accommodation Dialectic. *Journal of African American Studies*, 18(2), 209-235. Retrieved from <http://www.jstor.org/stable/43525546>
17. 3/19 Bunyasi, T.L. and C. W. Smith. (Fall 2018). Get in Formation: Black Women's Participation in the Women's March on Washington as an Act of Pragmatic Utopianism. *Black Scholar*.48(3).

A SMALL SAMPLE JOURNALS THAT MAY BE HELPFUL IN YOUR RESEARCH:

African American Review
African and Black Diaspora:
An International Journal
American Literature Forum
American Historical Review [SEP.]
American Quarterly
Black American Literature Forum
Black Camera: A Micro Journal of
Black Film Studies
The Black Collegian
Black Diaspora Review
Black Issues in Higher Education
Black Music Research Journal

The Black Scholar
Diverse Issues in Higher Education
Ethnicity and Race in a Changing World:
A Review Journal
International Journal of Africana Studies
Journal of African American Studies
Journal of American History
Journal of Black Psychology
The Journal of Caribbean History
Historical Review
Callaloo
Contributions to Black Studies

Journal of African American History
Journal of Blacks in Higher Education
Journal of Negro Education
Journal of Negro History
The Journal of Pan African Studies
Journal of Southern History
Journal of West Indian Literature
Meridians: Feminism, Race, Transnationalism
National Black Law Journal
Negro American Literature Forum
Phylon
Race, Gender & Class: An Interdisciplinary
Journal

*The course outline is a guide and may be updated as the semester progresses.
You will be notified about any changes ahead of time.*

| CLASS | TOPIC | READING & ASSIGNMENT |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| T-Jan 7 | WELCOME / COURSE OVERVIEW THE DISCIPLINE RESEARCH PROCESS | Introductions Organization |
| R-Jan 9 | AFRICAN AMERICAN STUDIES BLACK STUDIES PARADIGM | READ: McDougal - Chapter 1 Hine, Darlene Clark |
| T-Jan 14 | RESEARCH QUESTION SOURCES & CITATIONS AAS SCHOLARS | READ: McDougal - Chapter 2 (30-52) McDougal - Chapter 5 |
| R-Jan 16 | CONCEPTS, THEORIES & AAS SCHOLARS JOURNALS | DUE: AAS Scholar Overview Upload to Canvas Jan 13 <u>and</u> Turn in a hard copy in class. |
| T-Jan 21 | UF ARCHIVES – LIBRARY EAST In the Judaica Suite (2nd Floor) | READ: McDougal: Chapter 2 (52-79) Chapter 4 |
| R-Jan 23 | BLACK STUDIES LANDSCAPE AFRICANA STUDIES DOMAIN THEORY DISCUSSION ARTICLES | READ: Asante, M. K. (Afrocentricity) (http://www.asante.net/articles/1/afrocentricity/) Carr, G. (AAS) |
| T-Jan 28 | METHODOLOGY / PARADIGMS QUALITATIVE RESEARCH DISCUSSION ARTICLES | READ: McDougal: Chapter 12 Clayton, D. M (BLM & Civil Rights) Bonilla, Y & Rosa, J (Digital Protest) |
| R-Jan 30 | QUANTITATIVE RESEARCH | READ: McDougal: Chapter 13 |
| T-Feb 4 | PROPOSAL / ANNOTATED BIBLIOGRAPHY | DUE: Archive Assignment |
| R-Feb 6 | NON-REACTIVE METHODS DISCUSSION ARTICLE | READ: McDougal - Chapter 8 Chapman-Hilliard, C. & Adams-Bass |
| T-Feb 11 | TEST | Concepts/Theories/Scholars, Approach |
| R-Feb 13 | PROPOSAL STRUCTURE TOPIC OUTLINE | |
| T-Feb 18 | DISCUSSION ARTICLES | READ: Hall, R. E. (Ball Curve) Bruening, J. E. (Gender in sports) Ratchford, J. (Black athletic revolt...) |
| R-Feb 20 | CLASS WILL MEET AT THE African American Studies 50th Anniv Ronald C. Foreman Symposium 8:00AM Opening 9:00AM Panels: 9:30AM Academic Panel | DUE: Research Proposal Topic Outline. Morning Activities: Smathers Libraries East, #100 |

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|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| | 11:30AM Alumni & Student Panel 3:00PM Community Panel 5:00PM Screening: <i>The Making of the Institute of Black Culture at UF</i> | Afternoon Activities: Institute of Black Culture University Ave. |
| F-Feb 21 | 10:30AM Tour new AASTudies Space & Reception NOON Historic Marker Unveiling - 12:45PM 50 th Annv. Program & Honors 2:00PM Closing Reception | 1 st Floor Turlington Turlington Plaza Florida Auditorium Friends of Music Room |
| T-Feb 25 | MEASURING SOCIAL REALITY REVIEWING THE LITERATURE 1 (Evaluation, analysis, critique) DISCUSSION ARTICLES | READ: McDougal – Chapter 6 Neighbors, H. W., Musick, M.A. + Gross, K.N. (Afri AmWomen, Mass...) |
| R-Feb 28 | SAMPLING & QUESTIONNAIRES | READ: McDougal – Chapter 7 and 10 |
| Mar 2-6 | Spring Break | NO CLASS |
| T-Mar 10 | REVIEWING THE LITERATURE 2 (Evaluation, analysis, critique) DISCUSSION ARTICLES | READ: Ball, Jared A. (A new Apartheid..) Breux, R. (After 75 years of magic) |
| R-Mar 12 | ETHICAL CONSIDERATIONS | READ: IRB SITE. Review it. McDougal Chapter 3 |
| T-Mar 17 | WRITING UP YOUR FINDINGS DISCUSSION ARTICLES | READ: Nunn, K. (Race, Crime and the..) Parker, C. (Race Politics..Obama) |
| R-Mar 19 | ORGANIZING THE FINAL PAPER DISCUSSION ARTICLES | READ: Barnes, S., & Nwosu, O. (Black Chu..) Bunyasi, T.L. & Smith D. W. (Get ...) |
| T-Mar 24 | IN CLASS PEER/PROF REVIEW | Bring: Updated outline & Proposal Form |
| R-Mar 26 | IN CLASS PEER/PROF REVIEW | Bring: Updated outline & Proposal Form |
| T-Mar 31 | IN CLASS PEER/PROF REVIEW | Bring: Updated outline & Proposal Form |
| R-April 2 | IN CLASS PEER/PROF REVIEW | Bring: Updated outline & Proposal Form |
| T-April 7 | PRESENTING YOUR RESEARCH | |
| R-April 9 | RESEARCH PAPER DEFENSE(S) | Bring: Research Paper Cover Form |
| T-April 14 | RESEARCH PAPER DEFENSE(S) | Bring: Research Paper Cover Form |
| R-April 16 | RESEARCH PAPER DEFENSE(S) | Bring: Research Paper Cover Form |
| T-April 21 | RESEARCH PAPER DEFENSE(S) WRAP COMPLETE COURSE EVALUATION | DUE: *Bound Final Research Paper in class. *Upload Paper to Canvas by 3:00PM |
| R-April 23 | READING DAY | |

A COUPLE OF CONFERENCES of interest:

1. National Council for Black Studies (NCBS) – March 11-14, 2020 <https://ncbsonline.org/>
2. The Association for the Study of African American Life and History (ASALH)
September 23-27, Montgomery, AL.

RECOMMENDED READINGS

- Azibo Daudi Ajani ya, (2007). Articulating the distinction between black studies and the study of blacks: The fundamental role of culture and the african-centered worldview. (Originally published in 1992), in *The African American Studies Reader*, ed. Nathaniel Norment (Durham: Carolina Academic Press, 525-546.
- Babbie, E. 1995. (Eighth Edition). *The practice of social research*. Belmont, CA: Wadsworth.
- Bogues, Anthony. (2003, Spring). Teaching radical africana political thought and intellectual history,” *Radical History Review* (Special Issue on Transnational Black Studies), 87. 146-156.
- Brown, T. N., (2003, September). 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, Sept). Issues in the ethics of research method: An interpretation of the anglo-american perspective. *Current Anthropology*, 17(3), 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, July). Introducing African American Studies: Systematic and Thematic Principles. *Journal of Black Studies*, 26(6), 713-734.
- Hill-Collins, (1990). *Black feminist thought: knowledge, consciousness, and the politics of empowerment*. Boston: Unwin Hyman.
- Ladson-Billings, Gloria and Jael Donnor. (2005) The moral activist role of critical race theory scholarship. (Chapter 11) in *Handbook of Qualitative Research*. Retrieved http://eps.education.wisc.edu/Faculty%20papers/LadsonBillings_Denzin%2011%20Feb8%202005.pdf
- Norment, N. (Ed). (2007). *The African American studies reader*. (2nd Edition). Carolina Academic Press.
- Santiago-Valles, W.F. (2006, Summer)). Producing knowledge for Social Transformation: Precedents from the diaspora for twenty-first century research and pedagogy. *The Black Scholar*, 35(2), 50-60
- Thomas, Gloria D., Carol Hollenshead (2001, Summer). 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*, 70(3), Black Women in the Academy: Challenges and Opportunities. 166-175.
- Tillman, Linda C. (2002, Dec). Culturally sensitive research approaches: An african–american perspective. *Educational Researcher*, 31(9). 3-12.
- Tyson, C. A. (1988, December), A response to “coloring epistemologies: Are our qualitative research epistemologies racially biased? *Educational Researcher*, 27(9). 21-22.
- Vesey, G. A. (2002, Fall). A successful strategy for recruitment and retention of black elders in applied research. *African American Research Perspectives*. 8(2), 40-56.
- Youngblood, D. (2007). Interdisciplinary studies and bridging disciplines: A matter of process. *Journal of Research Practice*, 3(2), Article M18. Retrieve <http://jrp.icaap.org/index.php/jrp/article/view/104/101>

The course outline is a guide. Should some elements change, you will be notified ahead of time. Should you have any questions or concerns, do not hesitate to visit, e-mail or call me.

Be sure to review the HANDOUTS for detailed instructions on assignments.

African Proverbs *Wisdom is not a medicine to be swallowed. To ask well is to know much.*