

**Fall 2017**

**AFAM 190-006 (CRN. 36660): Introduction to the African American Experience**

**Times: MWF 11:30-12:25**

**Rm: CH 211**

**Professor: Andrew J. Rosa**

**Office: GWS Center/1523 State St.**

**Office Hours: MW 9:30-11am, and by appointment**

**Tel: 270-745-2729**

**Email: andrew.rosa@wku.edu**

**COURSE OVERVIEW**

This class introduces students to the interdisciplinary field of African American Studies through an examination of major themes, topics, and events in the African American experience, from pre-colonial Africa to the abolition of racial slavery in the United States. Drawing from a range of primary and secondary readings, students are provided with a foundation for understanding the African American experience. Through course lectures, discussions, and assignments, students are introduced to the many ways in which Africans, who were forcibly transported to the Americas, culturally and linguistically, transitioned to become African Americans, finding, over time and through the process of migrations, social conflicts, and settlements, the courage, creativity, and space to:

- 1) construct their own unique rituals, traditions and symbols;
- 2) form kinship and community; and
- 3) articulate a complex body of political and social ideas that add to the meaning of freedom, citizenship, and democracy in American society and life.

Contemporary recordings and videos will supplement course readings.

**Student Learning Outcomes:** The following AFAM 190 student learning outcomes correspond to Colonnade outcomes indicated below. Upon successful completion of this course, students will be able to do the following:

- Identify economic, political, and social structures shaping the African American experience (SBS 1, 4);
- Explain major themes in the study of the African American experience (SBS 2, 3, 4);
- Analyze texts critical to the African American experience (SBS 2, 3, 5).

**General Education/Colonnade Outcomes:** “SBS” refers to the Colonnade Exploration outcomes for the social & behavioral sciences. Upon successful completion of this course, students will be able to do the following:

- 1) Demonstrate knowledge of at least one area of the SBS

- 2) Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the SBS
- 3) Understand and demonstrate how at least one area of the SBS conceptualizes diversity and the ways it shapes human experience.
- 4) Integrate knowledge of at least one area of the SBS into issues of personal or public importance
- 5) Communicate using the language and terminology germane to at least one area of the SBS

## **CLASS DISCUSSION AND PARTICIPATION ON BLACKBOARD**

Community (real or imagined) is very important to me, as is your learning experience in general; that said, each student is required to actively participate in weekly discussion topics made available to you by me in the “Discussion Folder” for the course. This is an important part of being in “class.”

Moreover, as this is an online course, it is expected that you have regular access to the Internet, and Blackboard specifically, for assignments, tests, discussion board postings, etc. I will be online each morning (except Fridays) from 9-10:30am CST and will hold online office hours 11:00-1pm CST. I encourage you to check-in daily. Your participation grade will be associated with your response to discussion postings. Your “postings” will be read and graded. I will assign the topics that will spur discussion and serve as fodder for your research interests. I will not read or credit late postings. As topics are organized on a weekly basis, your postings should take place within the assigned week. Your ‘postings’ should exhibit “reflected thought” (which is more than your first thoughts) and the “polish” of college writing (translation— it should adhere to the standard conventions of writing).

If this is your first foray into online learning, as it is mine, then it may be in your best interest to take the Blackboard tutorial. Go to the MY WKU PAGE and click it. From there you will go down the page to the IT: Blackboard Student User Training Tab where you will see the hyperlink that will direct you to IT's Blackboard Tutorial. Finally, supporting documents are (or will become) available on the Blackboard the course site.

## **BEHAVIOR AND NETIQUETTE**

The traditional rules of common courtesy apply to this online course. Students and instructors are expected to treat each other with respect, using thoughtful dialogue. This course will be interactive and diverse opinions will be shared. Please be thoughtful in sharing your perspectives and responses with one another. Be wary of injecting comments that are not related to the topic at hand. Please contact the instructor if you have any concerns regarding interactions during this course. Netiquette, as I like to call it, is simply behaving properly online and recognizing that all participants must respect each other.

- Use appropriate language for an educational environment
- Use complete sentences.

- Use proper spelling and grammar.
- Do not use obscene or threatening language.
- Remember that the university values diversity and encourages respectful discourse.
- Be respectful of differences while engaging in online discussions.
- Violations of this policy will result in dismissal from the course.
- **A NOTE ON COMMUNICATION PROTOCOL, AND ASSIGNMENT DUE DATES AND FINAL EXAM**
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- All assignments must be submitted by their assigned due dates. Unless otherwise authorized by me, late assignments will not be accepted and makeup exams will not be given. During the semester, one or more due dates may conflict with religious holidays or observances. Students who observe these religious holidays are excused on those dates. You must, however, first inform me and plan to turn in all papers on the dates that they are due and keep up with regular weekly readings. As a general rule of thumb, however, late work is highly discouraged. If you are facing a serious issue that prevents you from submitting work on time (the week/day it's due), please contact the instructor as soon as possible.
- Exams/Unit Quizzes will be available for 24 hours on the due date, and all are timed. It is in your best interest to READ the material before you endeavor to take the exam/unit quiz (seeing once you enter the unit quiz/exam you must complete it within the specified timeframe with the understanding that you cannot backtrack while taking the exam). As technical issues are a part of life, be sure to 1) not wait until the last moment and 2) ALWAYS use a reliable source for your computing endeavors. Resetting exams is at my discretion. I may (emphasis is on MAY--it is not guaranteed) reset an exam once, but ONLY ONCE (so if the need arises do not ask again--the answer will be no!). FYI, the Test modules of Blackboard are case sensitive. I will recheck all submissions after the exam has closed to adjust your scores accordingly.
- As this is an online course, all communiques (especially emails) are part of the course and require that you use the conventions of college writing. All emails must have AFAM 190-700 in the header and an appropriate topic (outlining the subject) or they are subject to deletion. I would advise you NOT to rely on RE: especially if what you are RE: to does not have anything to do with your query or comment. Emails that fail to follow the above protocols will be deleted.
- For those who wish to do well: I hope the following information helps anyone who wishes to do well in this (or any) course, seeing my expectation of excellence will not diminish.
- Reading will not exceed more than 50 pages per week. READING is a necessary component of this course; however, reading alone will not suffice, as one must annotate and take notes as you read. **In short, it is**

in your best interest to read the assigned pages of the textbook before you consider participating in discussion and taking the exam/ unit quiz: **Skimming will not cut it!**

**African American Studies Minor:** AFAM190 is a core course requirement for the African American Studies undergraduate minor. For more information on the minor, visit [www.wku.edu/afam/](http://www.wku.edu/afam/)

**Diversity & Community Studies Major:** AFAM190 is a required course for the undergraduate major in Diversity & Community Studies. For more information on the major, visit <http://www.wku.edu/dcs/>.

### **STUDENT SUPPORT SERVICES**

**Students with Disabilities:** In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center (SARC) located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.5121 V/TDD] or email at [sarc@wku.edu](mailto:sarc@wku.edu). Please do not request accommodations directly from the professor or instructor without a letter of accommodation (LOA) from SARC.

**The Learning Center (TLC):** Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, 2141) provides free supplemental education programs for all currently enrolled WKU students. The Learning Center at Downing Student Union offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and a computer lab to complete academic coursework. Please call TLC in the Downing Student Union at (270) 745-5065 for more information or to schedule a tutoring appointment. [www.wku.edu/tlc](http://www.wku.edu/tlc)

**WKU Center for Literacy** is available for all WKU students who would benefit from assistance with reading college-level materials. In addition to a quiet study area, we can also offer small group and one-on-one assistance for reading and writing needs. A weekly study skills seminar series called College Reading Success takes place every Wednesday at 12:45 in GRH 2064. A Blackboard organizational site is available for any distance learners or other interested students who may not be able to physically attend. Please call the Center for Literacy at 270-745-2207, visit us in Gary A. Ransdell Hall 2066, or email at [jeremy.logsdon@wku.edu](mailto:jeremy.logsdon@wku.edu) with any questions. More information can be found at [www.wku.edu/literacycenter](http://www.wku.edu/literacycenter)

**Writing Center:** As effective writing represents a core aspect of this course, it is essential that you take advantage of the services offered by the Writing Center at WKU early on in the semester. Located in the Cravens Commons of the Craven Library, the Writing Center offers helpful feedback on any kind of writing by working with students to help them improve themselves and become better writers. You can meet with writing

instructors face-to-face, or on-line. For more information, or to schedule an appointment, see <http://www.wku.edu/writingcenter>

### **CODE OF ETHICS**

The Department of Diversity & Community Studies is committed to fostering an atmosphere of open and honest communication. For this reason, we adhere to a strict policy of consequences for plagiarism—both intentional copying and sloppy documentation. Examples of plagiarism include taking material from other sources—the Internet is increasingly used for this purpose—or failing to give credit in your papers or online discussions to the original source. Improper use of citation and documentation can also constitute plagiarism, whether it's intended or not.

Plagiarism is a very serious violation of academic rules and can lead to a failing grade, probation, suspension, or even expulsion from the University. All students are expected to follow the WKU Student Code of Conduct, which itemizes behaviors that are not tolerated: "Dishonesty, such as cheating, plagiarism, misrepresenting of oneself or an organization, knowingly furnishing false information to the University, or omitting relevant or necessary information to gain a benefit, to injure, or to defraud is prohibited." Assignments are diligently checked for plagiarism, so all sources of information should be appropriately cited to avoid any gray areas. Anyone turning in plagiarized work or cheating on exams will receive an F for the assignment(s), perhaps for the course, and will be reported to the Office of Student Conduct.

A second offense will in all likelihood result in dismissal from the DCS programs.

### **TITLE IX, DISCRIMINATION, HARASSMENT, AND SEXUAL MISCONDUCT POLICY STATEMENT**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at [https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf).

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and

Testing Center at 270-745-3159.

## **COURSE ASSIGNMENTS**

Students are expected to regularly participate in weekly discussion boards and check their e-mail DAILY to ensure adequate communication with the instructor. Students can expect a response from the instructor within 24 hours M-F, or within 48 hours on weekends and university holidays. Students are expected to keep up with the readings, discussion boards, and course materials in general. There are four essential requirements for the successful completion of this introductory course in African-American Studies:

**First:** There will be four unit quizzes over the course of the semester consisting of multiple-choice and short essay questions based on course lectures, readings, film, and other materials covered during the semester. Be sure to consult the chapter questions, activities, and general themes in the assigned course texts, as they will help to prepare you for the unit quizzes: **4x10pts=40pts**

**Second:** At the start of the course, students are required to write a 2 to 3-pages, double-spaced, typed personal narrative, or autobiographical essay, emphasizing critical transformative movements, motivations, cultural geographies, and ethnic and racial intersections that have impacted their sense of self and understanding of the world. This assignment will be posted in the Quizzes and Assignment tab of the Blackboard course site: **15pts**

**Third:** Building on the family narratives, students are required to write a final paper 4 to 5 to page double-spaced, typed paper that situates their own life experiences within the context of major patterns, themes, and topics essential to an understanding of the African American experience. In conjunction with (or as an addendum to) your personal narrative at the beginning of the semester, students will apply information acquired in this class to a critical reflection of their own personal experiences, perspectives, and worldviews, in order to assess their thinking/views concerning the culture, history, or literature of the African American Experience: **20pts**

**Fourth: Discussion Posts, 25pts:** You are expected to contribute to Blackboard discussions on a weekly basis. Topic discussion posts will be graded during the week following the date that the discussion posts are due. In determining your grade, the following components are considered

**1. Length of post (quantity):** You are required to post one original message for each topic (i.e. “replies” to other students do not count in this regard). In addition to your one, original post, you must reply to at least two other classmates for each topic. Original posts should consist of at least 700 characters or more (not including spaces; roughly 150 words). Replies to other students should consist of at least 350 characters or more (not including spaces; roughly 75 words).

**2. Quality of posts:** Each of your posts (original posts & replies) must demonstrate your understanding of the topic. Connections between lecture

content, textbook content, and discussion should be exhibited. Relate new information with material previously covered in the class as well as with personal experience. Discuss at a critical level – don't just recite facts from your reading, discussion, or lecture. Critical discussion includes your opinion of items mentioned, but also includes the reasons you hold that opinion, and why it may be inconsistent or consistent with what you've learned. Justify your reasoning with facts. How does what you're presenting affect present and future situations? Posts that are replicates of other student's posts will result in a lower grade.

**3. Timeliness:** In posting your original response to the topic, post at least 3 days before the due date for the topic, to give your classmates time to respond. Discussion messages for a topic that are posted after the specified due date will not be graded. You will be given one week to respond to each topic.

**Grades for the course will be in the following ranges:**

90-105=A

80-89=B

70-79=C

60-69=D

0-59=F

**A NOTE ON ASSIGNMENT DUE DATES**

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Assignment due dates are as follows:

**Unit Quizzes:** Unit Quiz 1 (9/13); Unit Quiz 2 (10/11); Unit Quiz 3 (11/8); Unit Quiz 4 (12/7).

**Individual Blackboard Discussion Posts:** Due on Fridays

**Essay 1:** 8/30

**Essay 2:** 11/15

**A NOTE ON ATTENDANCE AND PARTICIPATION**

You are expected to be active and engaged learners in this class. This means your participation and attendance is required and will be considered in determining your final grade. A pattern of non-participation and **more than three unexcused absences** will negatively impact your final grade for the course. Excused absences for medical reasons will need to be supported with the appropriate documentation. Makeups for any missed assignments resulting from your absences is granted only on permission of the instructor and not more than five days after the assigned due dates.

**REQUIRED TEXT**

Darlene Clark Hine, William C. Hine and Stanley Harrold, *African Americans: A Concise History, Volume One*, 5<sup>th</sup> edition (Pearson, 2014)

Andrew J. Rosa, *Many Rivers to Cross: Selected Readings on the African American Experience* (Kendall Hunt Publishing, 2015). A less expensive e-book edition of this text is available at <https://he.kendallhunt.com/product/many-rivers-cross-selected-readings-african-american-experience-vol-1-preliminary-edition>

### **CLASSROOM DEPORTMENT**

The traditional rules of common courtesy apply to this class. Students are expected to arrive on time, remain until class is dismissed, and refrain from napping, reading newspapers or other non-class related materials, doing assignments for other classes, listening to recorded music, talking, or otherwise distracting their peers or the instructor. Please turn off all cell phones, and if you must leave early, please inform the instructor before class begins. Be aware that those who violate the rules of professional etiquette and polite behavior will be required to leave the class and will be readmitted only with the consent of the instructor.

### **A NOTE ON COMMUNICATION PROTOCOL AND ASSIGNMENT DUE DATES**

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## BEHAVIOR AND ETIQUETTE

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- Use appropriate language for an educational environment
- Remember that the university values diversity and encourages respectful discourse.
- Be respectful of differences while engaging in discussions.
- Violations of this policy will result in dismissal from the course.

## READING SCHEDULE AND COURSE OUTLINE

Students should strive to complete the assigned readings by the beginning of the week, so that comments and class discussions will be informed and enlightened. All required reading that does not appear in the textbook will be made available to you on the Blackboard course site.

### Week One (Aug 21): The African Roots of African American Experience

**Lecture 1.** Ancient Africa

**Reading:** Hine, Chap. 1 *Africa*, pp. 1-19

**Video:** *Wonders of the African World* (episodes 1&2)

<https://www.youtube.com/watch?v=Xu-oheAjjYA>

### Week Two (Aug 28): The African Roots of African American Experience-cont.

**Lecture 1-cont.** Ancient Africa-cont,

**Reading:** Rosa, Chap. 1. *African Origins*, pp. 1-14

**Video:** *Wonders of the African World-cont.* (episodes 3&4)

<https://www.youtube.com/watch?v=BxydlMaikBY>

Due (Aug. 30): Essay #1

### Week Three (Sep. 6) The Rise of the trans-Atlantic Slave Trade

**Lecture 2:** The trans-Atlantic Trade and the Making of the African Diaspora

**Reading:** Hine, Chap. 2. *Middle Passage*, pp. 22-43

**Video:** The Colour of Money

- Sep. 4 No class

### Week Four (Sep. 11): The Rise of the trans-Atlantic Slave Trade-cont.

**Lecture 2:** The trans-Atlantic Trade and the Making of the African Diaspora

**Reading:** Rosa, Chap 2. *The trans-Atlantic Slave Trade and the Making of the New World*, pp. 15-58

**Video:** *Africans in America*

Due (Sep. 13): **Unit Quiz 1**

**Week Five (Sep. 18): Slavery in the Age of Empires**

**Lecture 3:** Slavery in British North America

**Reading:** Hine, Chap. 3, *Black People in Colonial North America*, pp. 44-69

**Video:** *Africans in America*

**Week Six (Sep. 25): Slavery in the Age of Empires—cont.**

**Lecture 3:** Slavery in British North America-cont.

**Reading:** Rosa, Chap. 3, *Slavery's Making of Empire and the African Diaspora*, pp. 59-111

**Video:** *Africans in America*

**Week Seven (Oct. 2) Slavery and Freedom in the Age of Revolution**

**Lecture 4:** The Consolidation of Racial Slavery

**Reading:** Hine, Chap. 4, *Rising Expectations: African Americans and the Struggle for Independence*, pp. 70-89

**Video:** *Africans in America*

- **Oct 6. Fall Break**

**Week Nine (Oct. 9): Slavery and Freedom in the Age of Revolution—cont.**

**Lecture 4:** Slavery in British North America-cont.

**Reading:** Rosa, Chap. 4. *Slavery in the Age of Revolution*, pp. 111-147

**Due (Oct. 11) Unit Quiz 2**

**Week Ten (Oct. 16): The Making of a Peculiar Institution**

**Lecture 5:** African Americans in the post-Revolutionary Moment

**Reading:** Hine, Chap. 5 *African Americans in the New Nation*, pp. 90-113

**Video:** *Africans in America*

**Week Eleven (Oct. 23): The Making of a Peculiar Institution—cont.**

**Lecture 5—cont.:** African Americans in the post-Revolutionary Moment

**Reading:** Rosa, Chap. 5: *Betwixt Slavery and Freedom in the Antebellum Era*, pp. 149-198

**Video:** *Africans in America*

**Week Twelve (Apr.11): Slavery's Expansion and the Emergence of a Peculiar Institution**

**Lecture 6:** The Antebellum African American Experience

**Reading:** Hine, Chap. 6.: *Life in the Cotton Kingdom*, pp. 116-136

**Video:** *Africans in America*

**Week Thirteen (Oct. 30): Slavery's Expansion and the Emergence of a Peculiar Institution—cont.**

**Lecture 6-cont.:** The Antebellum African American Experience

**Reading:** Rosa, Chap. 5: *Between Slavery and Freedom in the Antebellum Era*, pp. 199-256

**Video:** *Africans in America*

Due: Extra Credit 4/20

**Week Fourteen (Nov. 6): Slavery and the Black Response**

**Lecture 8:** Rebellion, Reform, and Organized Abolitionism

**Reading:** Hine, Chap. 8. *Opposition to Slavery*, pp. 159-174

**Due (Nov. 29):** Extra credit assignment & Final Paper

**Video:** *Africans in America*

Due (Nov. 8) Unit Quiz 3

**Week Fifteen (Nov. 13): The Road to Disunion**

**Lecture 9:** Slavery and Disunion

**Reading:** Hine, Chap. 10. *And Black People Were at the Heart of It*, pp. 194-210; Chap. 11, *Liberation*, pp. 218-240; selected documents from *Many Rivers*

**Video:** *Africans in America*

Due (Nov. 15) Essay #2 due

**Week Sixteen (Nov. 20): An Abolitionist War**

**Lecture 10:** African Americans and the Civil War

Reading: Hine, Chap 11, *Liberation*, pp. 218-240

**Week Seventeen (Nov. 27): An Abolitionist Peace**

**Lecture 11:** African Americans and the Politics of Reconstruction

**Week Eighteen (Dec. 7): Unit Quiz 4**