

AFAM 190: African American Experience
Dr. Selena Sanderfer Doss
Fall 2020 Online

Course Description:

The African American Experience is an introduction to African American Studies and multidisciplinary approach to the study of people of African descent in the United States. This course is organized thematically and mostly examines works from the humanities, social sciences, and the arts. In addition to completing a research project, students will utilize lectures, readings, and discussions to gain a fuller understanding of issues concerning African Americans.

Required Texts:

- Nathaniel Norment, *African American Studies: The Discipline and Its Dimensions* (Peter Lang Publishing: 2019) ISBN:9781433161292

[Other readings and articles as announced]

Learning Objectives:

- Will be familiar with seminal readings written by and/or interrogating African Americans
- Will analyze the major themes and theories informing African American studies
- Will evaluate current trends within the historiography
- Will identify key events in the development of African American Studies
- Will identify key authors contributing to African American Studies
- Will combine the study of African Americans with a capstone research project
- Will be able to effectively communicate their ideas in oral and written formats

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
- Explain major themes in the study of the African American experience
- Analyze texts critical to the African American experience

General Education/Colonnade Outcomes for the Social & Behavioral Sciences:

Upon successful completion of this course, students will be able to do the following:

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

African American Studies Minor:

AFAM190 is a core course requirement for the African American Studies minor. For more information on the minor, visit www.wku.edu/afam/

Grading and Requirements:

Questions and Answers	35% (7 assignments at 5% each)
Exams	30% (3 exams at 10% each)
Capstone Project	15% <i>paper</i>
Reading Review	10%
Participation	10% (classwork, video responses)

90-100 (A, A-); 80-89 (B+, B, B-); 70-79 (C+, C, C-); 60-69 (D+, D, D-), 0-59 (E)

The due date for each exam and all assignments is 11:59 pm., Sunday, at the end of the week that it is assigned.

Questions and Answers:

Students will need to complete seven question and answer assignments based upon assigned readings. Answers should be at least 100 words in length. They should be double spaced, use 12 pt. font size and a standard font style such as Times New Roman, Arial, Calibri, etc. Answers should use quotations and footnotes with Chicago Manual of Style citation format. Answers are due at the beginning of the class the week that it is assigned. Late entries will be accepted with a 10 pt. deduction per day it is overdue.

Exams:

Students will complete three exams based upon the textbook, *African American Studies: The Discipline and Its Dimensions*. Exams are take home exams and comprised of short answer and essay questions.

Capstone Project:

The capstone project is the final component of this paper. Students will choose a research project from one of the options given in Part Two, "The Disciplines," in *African American Studies: The Discipline and Dimensions*. Students must post their research project choice including the discipline and entire text of the question by Tuesday, October 6th for my approval or face grade deductions. Papers should be at 1200-1500 words in length. They should be double spaced, use 12 pt. font size and a standard font style such as Times New Roman, Arial, Calibri, etc. Papers should use quotations and footnotes with Chicago Manual of Style citation format. They should have at least five sources including books and articles from university presses and peer reviewed journals. NO WEBSITES OR ENCYCLOPEDIAS. Late entries are accepted with a 10 pt. deduction per day it is overdue. A rubric for papers is on blackboard.

Reading Review:

Students will choose a reading review for one week during the semester. Students will have to identify the research problem/question, the thesis, and critique the sources and methodology for a set of assigned readings for the week. Entries should be at 300-600 words in length. They should be double spaced, use 12 pt. font size and a standard font style such as Times New Roman, Arial, Calibri, etc. Reviews should use quotations and footnotes with Chicago Manual of Style citation format. Late entries will be accepted with a 10 pt. deduction per day it is overdue. A fuller explanation of the reading responses can be found on blackboard.

Participation:

Classwork and video responses will count toward your participation grade. There will be no make up for any participation assignments completed during class such as video responses. Late work will not be accepted for these assignments. Video responses will be written in class the day the video is watched and due at the end of period. Responses should address a specific prompt or question given in class.

Include specific details and not a general summary. Classwork assignments vary as do the amount of points assigned.

Online Etiquette:

I fully expect each student to demonstrate a degree of online etiquette that reflects being a respectful adult in our society. Please use proper written communication in all correspondence. Email communication is not a text message and should use proper greetings, closings, and titles when addressing each other and faculty. Remember that discussion boards are a free space, where students should feel comfortable sharing ideas and asking questions without judgment. Students and faculty have different beliefs, but should be cognizant of others' beliefs as well. Please respectfully disagree and do not resort to any personal criticisms.

Academic Honesty:

In all aspects of this course, students are required to demonstrate academic honesty and integrity as outlined in the University Statement on Student Rights and Responsibilities (WKU Catalog, 333-5). Violations of this include:

- Cheating by giving, sharing, or receiving unauthorized information before, during, or after an exam or assignment, whether verbal, written, code, or via electronic device used to read notes or search for information on the internet
- Dishonesty, including misrepresentation or lying
- Plagiarism

Penalties for academic dishonesty as noted in the WKU Catalog and in Hilltopics: Handbook for University Life: "Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of the Dean of Student Life for disciplinary sanctions." See also <http://www.wku.edu/judicialaffairs/student-rights-responsibilities.php>.

Plagiarism consists of turning in work that is not your own—including, but not limited to, copying from a book/article, pasting text from webpages, using an internet source to obtain all or part of a paper and quoting material in a paper and not crediting the original author with proper citation. Citation format must conform to Chicago Manual of Style. Information detailing this format can be found the History Department's Style Sheet for Citations available online at <http://www.wku.edu/history/documents/wku-history-citation-guide.pdf>. Cases of academic dishonesty may be referred to The Office of Judicial Affairs for review, where the sanctions for academic dishonesty outlined in the WKU Student Handbook and available online at <http://www.wku.edu/judicialaffairs/sanctions.php> may be applied.

Technical Support:

WKU Students can call 270-745-7000 for technical support with Blackboard or computer problems. Other information can be found at <http://www.wku.edu/it/> or by following the IT Helpdesk link in the left menu bar.

Student Support of Special Interest for Online Students:

The Distance Learning website located at <http://www.wku.edu/online> provides a Distance Learning Support Directory listing offices on campus that provide support to distance students, including technical support. Other resources provided include:

- o The Orientation for Online Learners located at <http://www.wku.edu/online/orientation> provides a complete overview of technology required in online classes, and features tutorials on Blackboard, setting up a WKU email account, accessing TopNet (WKU's student information and registration system), course registration, study skills, time management, writing and other academic skills, and even directions to campus and how to get a parking permit should you need to visit.

- o Join an Online Blackboard Community for Distance Learners at WKU. The community provides a download library of free plug-ins and discounted software, a link to technical support, and a university support directory. To join, email learn.online@wku.edu with the subject line Online Community. There are also Facebook, Flickr and YouTube communities found by going to the Distance Learning orientation (above) and selecting Social Networking from the Resources.

Student Disability Services:

In compliance with university policy, students with disabilities who require accommodations (academic adjustments, and /or auxiliary aids or services) for this course must contact the Student Accessibility Resource Center. The phone number is 745-5004; TTY is 745-3030. More information can be found at <https://www.wku.edu/sarc/>. Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

Contact Information:

Main office telephone: 270-745-3841

Office: 230A

Email: selena.sanderfer@wku.edu (Please be sure to use this email and not the topper email listed in the search directory)

Schedule (Subject to Change)

Week One: Introduction: The What and Why of African American Studies 8/24 - 8/30

Classwork: Mission and Objectives of Black Studies

Homework: Read - Norment, 1-30; African American Scholars Quotation

Week Two: The Who, When, and Where of AFAM Studies 8/31 – 9/6

Classwork: African American Scholars Quotation Due

Homework: Read - Norment, 30-53; Answer Discussion Question - How does African American Studies differ from other disciplines? How is it similar? Do whites have a role in African American Studies?

Week Three: The How of AFAM Studies and Review 9/7 – 9/13

Classwork: Discussion Question Due; Fields of Study

Homework: Read - Norment, 89-122; **Exam #1**

Week Four:
9/14 – 9/20

History

Classwork: Reading Response - George Washington Williams, "Negro Insurrections," 82-92; Lerone Bennett, A politician divided against himself," 247-257

Homework: Read - Norment, "Religion," 282-306; Read and Answer Questions – W. E. B. Du Bois, "Toussaint L'Ouverture and Nat Turner," 22-26; Michael Gomez, "The Preacher-King: W. E. B. Du Bois Revisited," 501-513

Week Five:
9/21-9/27

Religion

Classwork: Questions on W. E. B. Du Bois and Michael Gomez Due

Homework: Read – Norment, "Sociology," 202-242; Read and Answer Questions - E. Franklin Frazier, "Rebellious Youth," 97-108; Mary Pattillo-McCoy, "Neighborhood Networks and Crime," 68-90

Week Six:
9/28-10/4

Sociology

Classwork: Questions on E. Franklin Frazier and Mary Pattillo-McCoy Due

Homework: Read Norment, 315-340; Read and Answer Questions - Alaine Locke, "Who and What is "Negro," 207-228; Frank Wilderson, "Mind the Closing Doors," 231-252

Week Seven:
10/5-10/11

Philosophy

Classwork: Questions on Alaine Locke and Frank Wilderson Due; Review

Homework: Read - Norment, 529-544; **Exam #2**

Week Eight:
10/12-10/18

Film Studies

Classwork: *Waiting to Exhale* (1995)/bell hooks, "Mock Feminism: Waiting to Exhale," 65-75.

Homework: Norment, 385-418; Booker T. Washington, *Up from Slavery*, 83-89; Roland Fryer, "An Economic Analysis of "Acting White," 551-583

Week Nine:
10/19-10/25

Economics

Classwork: Questions on Washington and Fryer

Homework: Norment, 591-621; George Washington Carver, "How the Farmer Can Save His Sweet Potatoes, 1-22; Harriet Washington, *A Terrible Thing to Waste: Environmental Racism and Its Assault on the American Mind*, 61-118

Week Ten:
10/26-11/1

Science and Technology

Classwork: Questions on Carver and Washington

Homework: Richard Wright, *Native Son*, selections and James Baldwin, "Notes of a Native Son," 24-45; Review

Week Eleven: Literature

11/2 – 11/8

Classwork: Questions on Wright and Baldwin; Review

Homework: **Exam #3**; Capstone Presentation

Week Twelve: Presentations

11/9 - 11/15

Classwork: **Capstone Presentation Due**

Week Thirteen: Papers

11/16 – 11/29

Classwork: Capstone Paper

Week Fourteen: Papers

11/30 – 12/6

Classwork: Capstone Paper

Week Fifteen: Finals Week

12/7-12/11

Monday, December 7th – **Capstone Paper Due**