Course Overview: This course introduces students to the multiple disciplines that comprise the field of African American Studies and the most salient themes and topics that continue to guide scholars’ research interests. As is consistent with the interdisciplinary nature of African American Studies, the course will explore the black experience from a number of perspectives including history, politics, art, literature and culture. This course will introduce students to different but nonetheless legitimate perspectives than that of the dominant culture to which they have been exposed. Course goals and expectations are that students:

- Will develop a working knowledge of some of the histories, politics and cultural expressions of people of African descent in the United States;
- Engage with Afro-centric critical perspectives and analysis in diverse fields of study;
- Hone their critical thinking and writing skills alongside and through interdisciplinary research, analysis, critical literacy and argumentation.

**Syllabus Subject to Change As Needed**

**Required Texts:**

**John Hope Franklin and Evelyn Higginbotham,** *From Slavery to Freedom: A History of African Americans*, 9th edition (Hereafter referred to as “F&H”)

**Chinua Achebe,** *Things Fall Apart*

**Octavia Butler,** *Kindred*

**W.E.B. DuBois** *The Souls of Black Folks*

Additional readings are posted on Canvas and in Library Reserves. These are noted by an asterisk in the course schedule outline.
**Required Viewing:** The Documentary, *The African Americans, Many Rivers to Cross* will be used to compliment the readings throughout the semester please view the assigned episode prior to class attendance. The link to the video can be found in Canvas.

**COURSE REQUIREMENTS AND EVALUATION**

Discussion Leaders and Participation: 10%
Article Critiques (Both Papers): 30%
Quizzes: 10%
Exams: 30%
Presentation: 20%

**GRADESCALE:**
A 100-95    A- 94-90
B+ 89-87    B 86-83
B- 82-80    C+ 79-77
C 76-73     C- 72-70
D+ 69-67    D 66-63
D 62-60     F 59-0

**WHAT GRADES MEAN:**
A= Work that goes beyond the requirements of the assignment by adding insight, creativity and/or particularly thoughtful analysis. Demonstrates a comprehensive command of the course material, and exceptional ability to apply concepts to the real world, and a superior ability to organize and express ideas.

B= Work that adequately meets the requirements of the assignment. Demonstrates a solid command of the course material, an ability to apply concepts to the real world with only minor problems, and good organization and expression of ideas.

C= Work that partially meets the requirements of the assignment. Demonstrates acceptable command of the course material, a basic ability to apply concepts to the real world with some gaps and problems, and moderate skill in the organization and expression of ideas.

D= Work that marginally meets the requirements of the assignment. Demonstrates little command of the course material, minimal attempt to apply concepts to real world, and limited ability to organize and express ideas.

F= Work that does not meet the requirements of the assignment. Demonstrates no command of the course material, unable to appropriately or consistently apply concepts to the real world, and insufficiently organizes and expresses ideas.

**ASSIGNMENTS**

**Discussion Leaders:** Each student in groups of two will be required to lead one class discussion. While the discussion leaders will facilitate, each student will be required to do his or her part by engaging in class discussions. During the week that you are assigned to lead a class discussion you will need to submit discussion questions 24 hours prior to class. It is your responsibility to both post the questions in Canvas and email them to your colleagues so that they can prepare for the class discussion. **Please note discussion leaders will be graded on two factors: 1. The quality and intellectual...**
depth of your questions and 2. The degree to which your questions facilitate discussion, critical thinking, and your understanding of the readings. As the professor, I will jump in and out of the discussion to facilitate structure.

Article Critique:
Each student will be required to write 2 short article critiques (including the 1619 project). Each of these papers must be concise and analytical. Each paper must be two pages single spaced pages with solid argumentation and critiques. A paper without a central thesis will be graded harshly. This assignment requires critique not summary. Papers that provide summary will be graded harshly. To complete this assignment student will need to select an article from one of the journals listed below. The critique should identify the following items: Research Questions; Theory; Methodology; Findings and Implications. While you will certainly need to identify the items listed above you must also provide your criticism of the article in each category. Specifically, did you find the article compelling? If so, why (three reasons why) and if no, why not? Think about if you were writing this article what would you do differently to improve it. Remember that in the header of your paper you should identify the article that you are analyzing. The articles must come from one of the following journals or a closely related journal. Journal of Black Studies; Journal of African American Studies; The Black Scholar; National Political Science Review. Due March 17.

1619 Project Critique
Similar to the article critique students will analyze one of the articles presented in the NY Times 1619 Project. There is a hardcopy on reserve in the library along with online access via the NY Times. The critique must include the current issue the author is addressing; does the author effectively make a strong connection to the current issue and slavery. Are there other factors the author ignores or minimizes that might be contributing to the modern problem? Due February 6th.

Quizzes will be unannounced.

Exams will be essay in format. Three exams will be given including the final. Dates are stated in course schedule.

Presentations
Each student will present an academic presentation. Academic presentations are different from regular presentations. Academic presentations are rooted in scientific research that follows a systematic way of tackling a research topic. You are free to select whatever topic that you like, however, your topics must be relevant to African Studies. You will be required to consult a minimum of 5 academic sources. The presentation must contain the following elements. 1. Introduction of Problem (This section should provide the context out of which the issue at hand is addressing) 2. Review of the Academic Research (This section should be a critical evaluation and review of the sources consulted for the project. What are the major debates in the literature? What do we know? What has the literature failed to address?) 3. Methodology It can also contain an evaluation of the methods, measurement for variables, hypothesis, and etc.) 4. Findings (This section should discuss an overview of the data and what it tells us about the topic.) 5. Conclusion (Concluding Thoughts, debates and recommendation for future research. I am
asking that you be creative. You are permitted to use power point presentations, poster presentations, video presentations or etc. You will be graded on both content and creativity. Presentations are limited to 15 minutes. If you are over your 15 mins time bank points will be deducted. Extra Credit Opportunity:

**CLASS PERFORMANCE AND ATTENDANCE POLICY**

The format of this class depends upon you having read and reflected upon the assigned readings before the class. “Class performance” consists of participating in class discussions, completing all assignments on time and attending class on a regular basis. Participation is based on the following criteria: (1) consistent, thoughtful, and active verbal contributions to the class discussion that indicate you have read and engaged the material; and (2) regular and prompt attendance. Please note that simply attending class does not constitute “participation”. In the case when students miss class due to an emergency, the instructor reserves the right to ask the student to provide evidence of this special circumstance.

*Students are allowed three absences, every absence after that will deduct points from the attendance/class participation portion of your final course grade.* If you do miss class, it is your responsibility to obtain missed lecture notes and turn in all assignments on time. I expect you to be awake and focused on the material at hand in class. Do not study for another course while you are in this class. During discussions of reading material you should prepare before class and actively participate with your classmates in the discussion. *You must get my permission to use a laptop to take notes in class.* If you miss an examination, **only absences due to medical or family emergencies** (for example, you are in the hospital) are valid. You will need to present written evidence of your illness or family emergency to take a makeup exam. Students will only be allowed to make up missed work after presenting written proof of medical or family emergency. All make-up exams will be given on the last day of class (April 23) during my office hours. *You cannot change the time of your final exam because of travel plans, vacation plans, job opportunities, or having more than one final exam on one day.*
Anthony Armstrong

ACADEMIC HONESTY AND INTEGRITY
I expect all work that is completed in this course to be original work, initiated and completed by each individual student. **Any work that is plagiarized or copied will be an automatic F.** All forms of academic misconduct are prohibited:

- Plagiarism. The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without proper acknowledgment.
- Cheating. Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- Fabrication, Intentional or unauthorized falsification or invention of any information or citation in an academic exercise.

As a student at Oxford College of Emory University you have agreed to abide by the honor pledge and have taken upon yourself the responsibility of upholding the Honor Code; you are encouraged to inquire of the Honor Council about any doubtful case at any time throughout the semester. For complete details on the Honor Code please see the Oxford College Catalog or the Oxford College Home Page on the web under the Current Student tab, Academic Resources.

**Students with Disabilities**
Any student who is registered with the Office of Accessibility Services (OAS) is responsible to inform me of their needs at the beginning of the semester. This includes special arrangements or accommodations for tests and quizzes. If a student needs to take an exam or quiz in a room separate from the class. I cannot implement your accommodations until I have been given an accommodation letter and discussed the accommodation plan for this course face-to-face with you. **All discussions with OAS and faculty concerning the nature of your disability remain confidential.** To learn more about the registration process and steps for requesting accommodations at [oas.oxford@emory.edu](mailto:oas.oxford@emory.edu).

**CLASSROOM AND EMAIL ETIQUETTE**

**Classroom**
The following are basic guidelines for the classroom setting design to provide the best possible environment for learning.

- Please do not enter the classroom late or leave early unless it is an emergency.
- iPods, cellular phones are not allowed.
- Students are expected to respect each other and each other’s viewpoints.

**Email**
Please use my email sparingly and keep the following in mind:

- Do not email me your class work, unless directed to do so by instructor.
- Assignments and papers must be submitted on designated due date, unless otherwise specified.
- Please do not email me excuses, explanations, or other statements explaining your absence from class or to
indicate that you will be late for class. Please submit those at the end of class.

- Throughout the course I will routinely send correspondences to the class via email and Canvas. Please check your email prior to attending class. If I have an emergency and will not be able to attend class, I will attempt to inform you via email prior to the scheduled class time.

**Course Schedule**

**January 14**  
Introduction

**Why African American Studies?**

**January 16**  
*The Case for Black Studies;*  
*The Case for Reparations,*

**Ancestral Africa**

**January 21**  
F&H Chapter 1  
Nikol Hannah Jones Lecture at Emory* Extra Credit

**January 23**  
No class due to conference

**The African Way of Life**

**January 28**  
*Things Fall Apart* Achebe (The Entire Book)

**Africans in the Atlantic World**

**January 30**  
F&H Chapter 2 pp. 22-35  
Video: *The African Americans*- Episode One

**February 4**  
F&H Chapter 2 35-46

**Establishing Enslavement in North America**

**February 6**  
F&H Chapter 3 and 4

**February 11**  
*1619 Project* and
The African Americans Episode 2

February 13  1619 Project Continued
Written Reflection Due

February 18  Kindred  entire book

February 20  Review

February 25  Exam

February 27  No Class Due to Conference Attendance

Resistance and the Color Line

March 3  F&H Chapter 11
The African Americans Episode 3 and 4

March 5  Souls of Black Folk and F&H pp.260-274

March 9, 11  Spring Break

Cultural Resistance

March 17  F&H Chapter 15

March 19  F&H  Chapter 16
Black Arts Movement

March 24  Artistic Expression to Public Policy
*Watch a Raisin in the Sun; *Moynihan Report

March 26  Review

March 31  Exam

Ideologies of Freedom

April 2  Civil Rights Movement  F&H Chapter 20  Episode 5
The African Americans

April 7  F&H 528-530; Collins Chapter 1

April 9  Progress and Poverty Chapter 22; The African Americans  Part 6

April 14  Presentations

April 16  Presentations

April 21  Presentations

April 23  Review