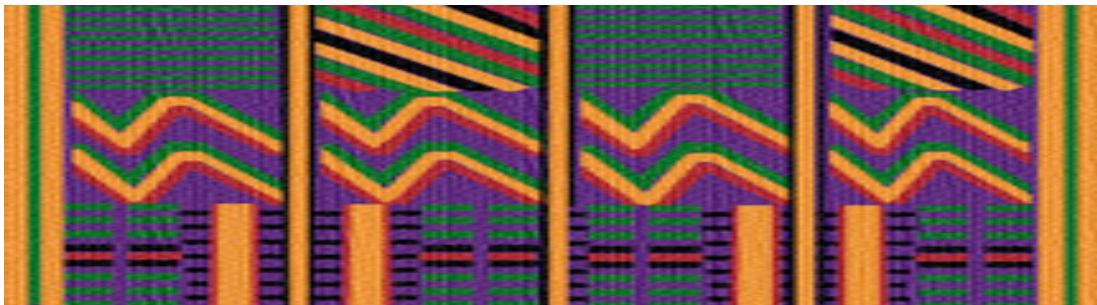


University of Alabama at Birmingham
College of Arts and Sciences
African American Studies Program

AAS 200: Introduction to African American Studies

Instructor: Idrissa N. Snider, PhD Candidate Wayne State University
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“Once you awaken thought in a man, you can never put it to sleep again.”
–Zora Neale Hurston



AAS 200-9H
Spring 2019 (3 Semester Hours)

Course Description

Introduction to African American Studies is a broad based survey course designed to give the student an understanding of the general history and the development of the discipline of African American Studies and its scope. The conceptual parameters of study will be established and distinguished from other fields of academic inquiry. (AAS 200 is a prerequisite for upper level African American Studies courses for Africana Studies majors and minors)

Purpose of Course

Stewart & Anderson (2015) argue “the scope and meaning of African American Studies and of the more generic terms *Black Studies/Africana Studies* have evolved continually since the field was established in schools, colleges, and universities” over the past 50 years. The purpose of this course is to examine the origins, history, culture, and social progression of African American peoples utilizing both past and contemporary concepts. By focusing on the intersectionality of race, gender, class, and political identity—in relation to their impact on social hierarchies and modes of oppression, students will better understand the unique experiences endured by African Americans. More significantly,

the intent of this class is to teach students to engage in seeing and learning about African Americans from an oppositional view, which also encourages students to think critically and to view African Americans as subjects, not as objects. Through an examination of varied theoretical approaches to addressing literature, popular music, mass media images, and other mainstream texts, we will investigate the usefulness in such artifacts in shaping our understanding of African Americans.

Course Objectives:

1. To ascertain and define African American Studies as an interdisciplinary field
2. To identify and establish distinctions in varied African American theoretical, philosophical, socio-political concepts and perspectives
3. To provide students with a historical viewpoint of African American studies in addition to teaching students about pertinent people, organizations, and social-political movements
4. To discuss how race relations for African-Americans has evolved and continues to impact the lived experience of African-Americans today
5. To determine how culture (i.e. music, cinematography, etc.) impacts our understanding of African Americans and African American studies

Course Outcomes (After completing this course, students should be able to):

1. Discuss the effect of slavery and the history of African Americans in the US
2. Critically assess the pros and cons of how mass media images and other cultural artifacts impact African Americans and related studies
3. To learn the roles and relevance of particular African American persons, organizations, and social political movements
4. Demonstrate an understanding of how race, gender, and class function interchangeably as modes of oppression
5. Explain and express individual ideas for how to improve race relations

Required Texts

Anderson, T. & Stewart, J (2015). **Introduction to African American Studies:**
Transdisciplinary Approaches & Implications) Baltimore: Black Classic Press.
Revised and Expanded ISBN-13: 978-1-58073-039-6

Journal Reading to Include but not limited to:

Snider, Idrissa N. (2018) "Girl Bye: Turning from Stereotypes to Self-Defined Images, A Womanist Exploration on Crooked Room Analysis," *Kaleidoscope: A Graduate Journal of Qualitative Communication Research*: Vol. 17 , Article 3.
Available at: <https://opensiuc.lib.siu.edu/kaleidoscope/vol17/iss1/3>

Additional Sources:

Akinyele, U., Stanford, K.L., and Young, J.A. (Eds.). (2018). *Black Power encyclopedia: from "Black Is Beautiful" to urban uprisings*. ABC-Clio.

Grading: This class is worth 1000pts

Exams (Midterm 200 pts & Final 200pts)	400	900-1000 = A
Quizzes (4 @25pts)	100	800-899 = B
Presentation	200	700-799 = C
Writing Assignments (2 @ 100)	200	600-699 = D
Participation	100	<u>1-599 = F</u>

Course Requirements

There will be a midterm and a final exam consisting primarily of multiple choice and some short answers. These assessments will constitute the exam grade. Additionally, approximately **4** unannounced quizzes will be dispersed throughout the semester. These quizzes will be combined for one final quiz grade. Exams and quizzes may not be made up without a valid and verifiable explanation. However, even these documents do not necessarily guarantee an excuse recognized by the instructor.

Class Rules

1. **Excessive Tardiness.** Students are to be punctual. Be on time for class. Students arriving more than five (5) minutes after class has started will be marked absent.
2. **Communication Devices.** Cell phones, beepers, pagers, and other electronic devices are to be turned off before you enter the classroom.
3. **Attendance.** You cannot learn if you are not present. Students who intend to be successful in this course must attend class on a regular and consistent basis. Excessive absences will impact negatively performance and outcomes.

UAB Academic Honor Code

Violations of the honor code through abetting, cheating, plagiarism, fabrication and/or misrepresentation are punishable by a range of penalties from receiving a failing grade on an assignment to an F in the course to dismissal. Any course grade of F for academic misconduct supersedes any other grade or notation for that class.

For further clarification go to- http://www.app.uab.edu/progress_conduct-griev.html

UAB Disability Student Services Statement

UAB is committed to making its academic programs and services accessible to students with disabilities. Qualified students with disabilities are protected from discrimination based on their disability, as guaranteed by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

<http://students.uab.edu/services/show.asp?durki=45021>

WRITING ASSIGNMENT

Students are expected to write two short papers/essays examining a person, organization, social movement, or theoretical approach based upon the assigned chapter readings.

Each paper should:

- be approximately 3pgs in length (APA Style)
- state a clearly defined thesis
- include three additional references/sources (in addition to the text book)
- address concerns, questions, strengths, weakness of the covered subject

Lastly, on the day that we are covering your selected topic, please be prepared to provide the class with a brief 5-minute synopsis of your paper. This will account for 10% of each writing assignment grade.

*Students are required to turn in the first paper no later than February 26th

*Students are required to turn in the second paper no later than by April 3rd

However, please note failure to complete your writing assignment by the preselected date you have chosen, will result in a grade penalty and may also be deemed as a zero.

GROUP PRESENTATIONS:

Each group is expected to select an artifact/text in association to a specific person, organization, or movement. Artifacts may include, but are not limited to a song, painting, literary piece, movie, or book. Additionally, group members are expected to create a PowerPoint presentation explaining how their particular text fits into a broader discussion relating to the subject matter. The purpose of this assignment is designed to enhance the student's research skills as well as provide a creative way for students to make connections between race-identity, culture, and activism.

Grading Criteria for Presentation (Totaling 200pts)

100pts Creativity

- Relevance: How well does the artifact compliment the subject matter (30pts)
- Research Requirements: (at least 5 scholarly references i.e. book, journal article, etc. not including website or subsequent secondary materials—videos, interviews) (25pts)
- Interpretation: What unique perspectives did the group offer? Did the group demonstrate the ability to think critically? (30pts)
- Thoroughness: Is the information clear and concise? (15pts)

100pts Presentation

- Quality of Expression: (Eye contact, articulation, audio/visual, etc.) (30pts)
- Each presentation should last approximately 15 mins (20pts)
- Writing, Syntax, Grammar, Communication (30pts)
- Ability to Engage Class in Discussion (20pts)

Late assignments will be lowered one letter grade for each day they are overdue.

WEEK 1 JANUARY 8TH

FOUNDATION OF AFRICAN AMERICAN STUDIES?

INTRODUCTION

READING: pp. 1-21

Handout Syllabus, Sign Up for Writing Topics

WEEK 2 JANUARY 22ND

INTRODUCTION & DEVELOPMENT

READING: pp. 27-35

READING: pp. 36-42

WEEK 3 JANUARY 29TH

CH. 3 HISTORY of AFRICANS IN AMERICA

READING: pp. 51-76

WEEK 4 FEBRUARY 5TH

CONTINUED

READING: pp. 78-96

WEEK 5 FEBRUARY 12TH

CHAPTER 4: AFRICAN AMERICAN
SOCIETY & CULTURE

READING: pp. 105-130

WEEK 6 FEBRUARY 19TH

CHAPTER 4 CONTINUED

READING: pp. 135-168

MIDTERM EXAM!!!!!!!!!!

WEEK 7 FEBRUARY 26TH

CHAPTER 5: BLACK PSYCHOLOGY &
WELL-BEING

READING: pp. 181-199

CONTROLLING FEMALE IMAGES
Snider, I. (2018) "Girl Bye: Deconstructing
Stereotypes"

LAST DAY TO TURN YOUR 1ST WRITING
ASSIGNMENT

WEEK 8 MARCH 5TH

CH. 5 CONTINUED pp.201-204 (Reading)

CHAPTER 6 POLITICS & PUBLIC POLICY
READING pp.213-233
GROUPS ASSIGNED

WEEK 9 SPRING BREAK MARCH 11TH-15TH

READING: pp. 236-253

WEEK 10 MARCH 20TH

CHAPTER 7: INDIVIDUAL & COLLECTIVE
EMPOWERMENT

READING: pp. 279-299

WEEK 11 MARCH 27TH

CHAPTER 8: AFRICAN AMERICAN ARTS &
HUMANITIES

READING: pp. 325-343

READING: pp. 345-363

WEEK 12 APRIL 3RD

PRESENTATIONS

LAST DAY TO TURN IN 2ND WRITING
ASSIGNMENT

WEEK 13 APRIL 10TH

PRESENTATIONS

WEEK 14 APRIL 17TH

SELECTIONS FROM CHAPTER 9

READING pp.383-388

pp.391-393

EXAM OVERVIEW

WEEK 15 APRIL 24TH

FINAL EXAM To take place during normal
class time....

