DESCRIPTION

In this course, multidisciplinary perspectives are used to explore key issues and basic methodologies in Africana Studies, featuring presentations by representative faculty from various disciplines. Students will be introduced to the breadth and depth of the African Diaspora and its impact in various disciplines, i.e. history, music, literature, science, politics and civil rights during the semester. This course is linked with the James Weldon Johnson Lecture Series.

REQUIRED READINGS AND TEXTBOOK

Articles by prominent scholars, historians, social scientists, and creative artists published in academic journals and scholarly magazines will provide the primary readings in the course. They can be accessed online through the JSTOR Database which is available using your library ID number. An optional textbook, *Introduction to Black Studies*, by Maulana Karenga, is available as a supplement to the principle readings to provide students with additional background information and bibliography related to key themes explored in the course.

OBJECTIVES

The goals of this course are (1) to introduce students to contemporary research in the academic disciplines that contribute to the field of Africana Studies; (2) to examine critical themes and trends within these disciplines as they pertain to the historical Africana experience; and (3) to broaden students’ knowledge and awareness of relevant content within their chosen areas of study as it relates to Africana Studies. Of particular interest is the social and cultural experience of African Americans in the United States.
Course Organization and Evaluation

The course will be taught online and will involve compulsory attendance to the James Weldon Johnson Lecture Series. All lectures are from 1:30-2:45pm and will take place on Sept. 2 (SU 316A), Oct. 21 (SU 316A) and Nov. 4 (SU 218A). The course is structured around lectures, reading assignments, writing assignments and online discussions of prominent themes and topics in African Diaspora Studies.

The assessment activities will include online group discussions, short essay writing responses, participation, quizzes and two exams (writing assignments). Assignments and activities must be completed at the start of the new teaching week (Mondays). Late assignments will not be accepted for a grade. Please view the table below for all the assignments and their point value.

Each exam will be comprised of two (2) essays from topics and themes based on the readings covered in the course. Each essay answer should be a minimum of five (5) pages (or 1500 words) in length. All essays will be graded according to the depth of analysis and incorporation of content from the article, course lectures, and online discussions. The quality and style of each essay must meet the expected grammatical and stylistic standards of expository writing at the college level in order to earn the maximum grade. Failure to attend and complete the final examination task will result in the deduction of 500 points from the overall grade in the course. The 60 minutes essays should not exceed 500 words. Please view the table below for additional information on the overall assessment activities.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tr>
<td>Six 60 minutes essays valued at 100 points each.</td>
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<tr>
<td>Compulsory attendance to all three planned lecture series (100 points upon verification of attendance each session).</td>
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<tr>
<td>Four online discussion participation activities valued at 50 points each.</td>
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<tr>
<td>Two online quizzes valued at 100 points each.</td>
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<tr>
<td>Final Examination One (two essays). Essay answer should be a minimum of five (5) pages (or 1500 words).</td>
<td>600</td>
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<tr>
<td>Final Examination Two (Two essays) Essay answer should be a minimum of five (5) pages (or 1500 words)</td>
<td>600</td>
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<td>Total</td>
<td>2500</td>
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A/Excellent—earns 81-100% of the maximum value for the assignment and reflects:

- Clear and concise writing that displays insightful analysis and critical thinking that opens the door to further inquiry.
- Structure and organization conducive to good style.

B/Good—earns 61-80% of the maximum value for the assignment and reflects:

- Ideas are well-organized and contain some insightful analysis.
- Good style, but minor mistakes in grammar and spelling.

C/Adequate—earns 31-60% of the maximum value for the assignment and reflects:

- An understanding of the topics but lack of interpretation and analysis of critical themes.
- Problems with style, grammar, and spelling sentence structure.

D/Inadequate—earns 11-30% of the maximum value for the assignment and reflects:

- Underdevelopment of critical concepts and themes.
- Oversights and omissions in interpretation and analysis.

F/ Poor—earns 0-10% of the maximum value for the assignment and reflects:

- Poor organization, grammar, and style.
- Fails to meet due date.

The final grade in the course will be determined based on the total score for all assignments. A letter grade from A-F will be assigned according to the scale below:

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Total Score from Assignments, Attendance, and Participation</th>
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<tbody>
<tr>
<td>A</td>
<td>2500-2100</td>
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<tr>
<td>B</td>
<td>2099-1700</td>
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<tr>
<td>C</td>
<td>1699-1200</td>
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<tr>
<td>D</td>
<td>1199-600</td>
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<td>F</td>
<td>599-0</td>
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</table>
Timely completion of assignments is essential to your success in this course; late or missed assignments will result in a zero grade.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Grade</th>
<th>Total Score From Assignments, Attendance and Participation</th>
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<tbody>
<tr>
<td>A</td>
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<td>1199-600</td>
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<tr>
<td>F</td>
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<td>599-0</td>
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**ATTENDANCE AND PREPARATION**

Students are expected to attend all lecture sessions as outlined above and be actively engaged online and contribute to the learning community. Participation is an important part of your evaluation and you are expected to contribute to all activities in a timely manner.

**ONLINE ETIQUETTE**

- Respect others point of views and use appropriate language.
- Support the learning community.
- Recognize and value the experiences and abilities of the members in your learning community.
- Actively participate in all online discussions.
- Encourage others to share their comments.
- Do not post derogatory comments about your classmates or professor.
- Post in the appropriate discussion thread.

**STUDENT CONDUCT**

Violation of any College policies/procedures or classroom rules may lead to disciplinary action up to and including expulsion from the College. Disciplinary action could include being withdrawn from class, disciplinary warning, probation, suspension, expulsion, or other appropriate and authorized actions. The Student Code of Classroom Conduct can be found in the current Student handbook. Additional information is available in the College Catalog.
ACADEMIC DISHONESTY

All forms of academic dishonesty including, but is not limited to, plagiarism, cheating, furnishing false information, forgery, alteration or misuse of documents, misconduct during a testing situation, and misuse of identification with intent to defraud or deceive is prohibited. Any student determined by the professor to have been guilty of engaging in an act of academic dishonesty shall be subject to a range of academic penalties as determined by the professor. These penalties may include, but not be limited to, one or more of the following: (1) loss of credit for an assignment, examination, or project; (2) reduction in the course grade; or (3) a grade of “F” in the course.

Additional policies concerning attendance, appropriate conduct and behavior, and academic dishonesty are outlined in the student handbook.
COURSE OUTLINE

“I will not fail to drain the deepest waters in order to be prosperous. I will not fail to drain the deepest waters to achieve goodness”
from the Ethical Teachings of the Odù Ifá

Unit One—Historical Perspectives

Week 1 – Aug 18-24

Course Introduction and Requirements

Lesson #1: Roots of Africana Civilization

Reading Assignments


Week 2 – Aug 25-31

Lesson #2: The Atlantic Slave Trade

Reading Assignments


**Week 3 – Sep 1-7**

Lesson #3: The Harlem Renaissance

Reading Assignments


**Week 4 – Sep 8-14**

Special Class Meeting –James Weldon Johnson Lecture Series, Student Union, Room TBA

Lesson #4: The Civil Rights Era

Reading Assignments

Voices of African American Women in the Civil Rights Movement (May, 1996), pp. 629-647

**Week 5 – Sep 15-21**

Lesson #5: Black Nationalism in the Post-Civil Rights Era

Reading Assignments


**Unit Two: Cultural Perspectives**

**Week 6 – Sep 22-28**

Lesson #6: African American Religion

Reading Assignments


**Week 7 – Sept 29-Oct 5**

Lesson #7: African and African American Art

Reading Assignments


**Week 8 – Oct 6-12**

Lesson #8: African American Literature

Reading Assignments


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**Week 9 – Oct 12-19**

Special Class Meeting –James Weldon Johnson Lecture Series, Student Union, Room TBA

**Lesson #9: African American Folklore**

**Reading Assignments**


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**Week 10 – Oct 20-26**

**Lesson #10: Culture and Identity**

**Reading Assignments**


**Unit Three: Musical Perspectives**

**Week 11 – Oct 27-Nov 2**

Lesson #11: Spirituals and Gospel Music

Reading Assignments


**Week 12 – Nov 3-9**

Lesson #12: Evolution of Rap and Hip-Hop

Reading Assignments


**Week 13 – Nov 10-16**

Special Class Meeting – James Weldon Johnson Lecture Series, Student Union, Room TBA

Lesson #13: Blues, R&B, Soul, and Funk

**Reading Assignments**


**Week 17 – Nov 23**

Lesson #14: The Legacy of Jazz

**Reading Assignments**


**Week 15 – Nov 24-30**

Lesson #15: The Music of the Diaspora
Reading Assignments


Week 16 – Dec 1

Final Exam, TBD

Disclaimer

This syllabus is subject to change at the discretion of the instructors, instructional designers, or the Center for Distributed Learning.