

ICS 10: Introduction to African American Studies

Room: MCC-10

Days & Time: Monday & Wednesday 10:30 am – 12:20 pm

Office & Hours: MCC 14H **M/W:** 1pm- 2pm; **T/Th:** 12:30 pm – 1:30pm, by appointment.

Phone: 408-864-8798

Website: <http://www.deanza.edu/faculty/lewisjulie/>

Course Description: Introduction to African American Studies is an interdisciplinary, multi-perspective, critical analysis and comparative study of the broad-based survey of African American life and culture. Through a variety of cross-disciplinary perspectives, including history, literature, philosophy, politics, socio-economics, and the arts, students gain insights into African American experiences in the United States. ***This class utilizes collaborative learning strategies, which require that students thoroughly analyze material and actively participate in classroom discussions, projects, and presentations.***

***Advisory:** English Writing 200 and Reading 200 (or Language Arts 200), or English as a Second Language 261, 262 and 263

Student Learning Outcomes: Upon completion of this course, students will be able to:

1. Discuss the origins, nature, scope, and relevance of African American Studies as a field
2. Acquire an understanding about the historical and social construction of people who identify as African American.
3. Analyze the differing perspectives of African American people, leaders, organizations, institutions, and social, political, & intellectual movements.
4. Discuss the unique cultural, social, economic, and intellectual conditions of African Americans living in a nation that has historically discriminated and oppressed them.
5. Understand the role of resistance in African American social and political thought.
6. Gain a fuller understanding of how gender, class, and sexuality shape issues of race & identity in the United States.

Basic questions for this course:

1. What is the Black experience?
2. What is Black history?
3. What are the fundamental ideologies/theories in Black Studies?
4. What are the great social change debates in Black history?

Required Text: All texts are available at the bookstore. Please be advised, there is a **substantial** amount of required reading for the course.

1. *Introduction to Black Studies, 4th Edition.* Maulana Karenga (**REQUIRED**)
2. *They Say, I Say: The Moves That Matter in Academic Writing.* Gerald Graff and Cathy Birkenstein. ISBN: 978-0-393-9361-1 (**RECOMMENDED**)

*You **must bring** your textbooks to class **everyday**. Any additional readings and materials will be available on the class website or can be found on the web as indicated in the lecture/reading schedule.

Class Policies/Essential Information

As you enrolled in this class, it is my expectation that you are interested in the material and want to be here. Please know that this class is a reading intensive class, and that it is taught at a college level.

Therefore, I anticipate you will take responsibility for your education. This means you are to

attend class regularly and on time, respect the topic, instructor, and fellow students; keep up with the readings, participate in the discussions, and come to me with concerns BEFORE they become big problems. It also means that you are responsible for the following things: checking your syllabus for readings and assignment due dates; regularly to make sure you have not missed important announcements; letting me know as soon as possible if you have an emergency situation; making sure you sign the attendance sheet each day; obtaining notes from another student when and if you miss class; keeping track of your own attendance; and saving all of your assignments in the event of a grade discrepancy. If you are not prepared to take on such a course, you would be advised to drop this class.

Rules of Courtesy and Engagement in Scholarly Discourse:

All students are expected to engage in respectful and considerate behavior. In order to maintain a healthy environment students must abide by the following guidelines:

1. Come to class on time and prepared, do not use electronic devices during class, actively participate in class discussions, and be courteous and respectful at all times.
2. In this course, we will be discussing complex issues about which many people have passionate feelings. We must be **intellectually open** to perspectives that may conflict with our presuppositions.
3. It is important to know that this is a **safe place** for everyone's thoughts. While I encourage diverse views, hostile, violent, and disrespectful comments and behavior **will not be tolerated**.
4. If any student demonstrates disrespectful behavior at any time, **I will ask you to leave the class immediately**.

NOTE: There are different comfort levels with speaking in a group. For this reason, I implement the theory of "Step Back, Step Up" in class discussions. If you find yourself frequently "over-speaking" during discussions, make an effort to **self-monitor** (e.g., occasionally yielding the floor to those who may be slower with a response) and **Step Back**. If you find yourself NOT participating in class discussions, please **challenge** yourself to **Step Up** and contribute to the discussion. Your insights and questions are *vital* to our collective success. Each student is responsible for the success or failure of the discussion.

Add/Drop: It is the **student's responsibility** to pay close attention to the college's add/drop deadlines.

Makeup Exams/Late Papers: the instructor will accept no late papers or exams without written verification of absence by a medical professional. **I do NOT accept assignments via e-mail.**

Academic Integrity: Policies on Cheating and Plagiarism

Plagiarism is failure to provide proper citations and attribute ideas and quotes to the original source. Academic responsibility and integrity is crucial. Examples of a lack of academic integrity include **signing in or other students**, or other kinds of misrepresentation to the professor or to other students. Any demonstration of lack of academic integrity will result in the failure of an assignment and possibly the class.

Students with Special Needs

Students with special needs who require reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center is available to facilitate the reasonable accommodation process.

Extra Help

Students are **highly encouraged** to seek help from the professor, teaching assistants, tutoring and **writing assistance** at the Learning Assistance Center. I also encourage you to **come to office hours**.

- My door is (almost) always open. Please stop by to see me at any point in the quarter to discuss your progress in the course or any anxieties you may be feeling about the work.

COURSE REQUIREMENTS & GRADE DISTRIBUTION:

1. Class Participation (100 pts. Total)

***Attendance:** All students are expected to arrive to class on time and leave when class is dismissed. If **you** are absent, **you** are responsible for getting materials and updates from a classmate. **Do not** expect to pass this class if you miss more than four classes.

A. Discussions/Debates: This class is both a lecture and a discussion course. This course contains a significant amount of reading and requires active participation in discussions/debates. Class participation is essential to the learning that will take place in this course. During each class, you are expected to participate in discussions of the readings with intelligent, thoughtful, analytical, and insightful comments and questions. To help you be prepared to discuss in class, you may want to bring questions from the readings.

Please use the following space to exchange information with a classmate:

Name _____
Email/Phone _____

Name _____
Email/Phone _____

2. Critical Essays: (25 pts each/100 pts Total)

In order to make sure that students understand course materials and content, essay questions will be administered. These assignments will give the instructor an ability to gauge your mastery of course materials and content. Each essay will be **no LESS than 600 and no MORE than 1,500 words** and should be long enough to answer the questions fully and clearly, with valid evidence to support your position. A focus will be on summation of arguments, along with critical analysis that points out relevant strengths and weaknesses. Each student will complete four (4) essays during the quarter.

3. Analytical Research Project (100 pts)

Each student is responsible for submitting a 5-7-page paper that analyzes a major debate within African American Studies. Each student will summarize the debate and their views/opinions about the topic based on their research; consider the meaning or historical significance of the debate in relation to (African) American history and the African American experience; understand the key figures involved in the debate; and express how the debate affected and/or affects the lives of African Americans.

4. Personal Reflection Paper (50 pts.)

Each student will submit a 3-4 page paper discussing their personal experiences with African Americans and their knowledge of African American History and African American Studies.

5. Exams: (1) midterm and (1) final essay exam. Both the midterm and the final exam will be addressed later in the quarter.

*****Important:** The syllabus (Green Sheet) **and** schedule are subject to change in the event of extenuating circumstances. It is the **student's responsibility** to attend every class, stay abreast to all assignments, and maintain an awareness of any schedule changes or examination/due date changes.

Grading:

Your grade will be based on the following formula:

Participation	100 pts. (Total)
Critical Essays (4)	100 pts. (Total)
Analytical Research Project	100 pts.
Personal Reflection Paper	50 pts.
Midterm	50 pts.
Final	100 pts.

Total: 500 pts.

Grading Scale:

93 to 100% = A	77 to 79% = C+	60 to 62% = D-
90 to 92% = A-	73 to 76% = C	59% or below = F
87 to 89% = B+	70 to 72% = C-	
83 to 86% = B	67 to 69% = D+	
80 to 82% = B-	63 to 66% = D	

COURSE SCHEDULE:

Week 1: Introductions/ Introduction to African American Studies

M: Green Sheet Overview; Course Expectations; Introductions & Activity: Ice Breaker

W: What is African American Studies and why is it important?

Readings: GET BOOK (Intro & Ch. 1)

Week 2: Understanding Race

M: Film & Discussion: *Race: The Power of an Illusion, Ep. 1*

W: Discussion: Race, Power & White Privilege

Readings: Ch. 2

***PERSONAL REFLECTION PAPER DUE**

Week 3: Foundations: Becoming African American

M: Lecture: Becoming African American

W: Discussion/Debate: Acceptance/Denial of Africa & Blackness

Readings: Ch. 4.1- 4.6

***Week 4: Africans in America**

M: Blackness Revisited: What does it mean to be Black?

W: Discussion/Debate: Integration vs. Separatism

Readings: Ch. 4.7 – 4.11

***1ST CRITICAL ESSAY DUE**

Week 5: Importance of Political Power

M: Early Activism

W: Discussion/Debate: Race & Politics

Readings: 4.12, 7.2, 7.3, 7.6 -7.8

***Week 6: Black Religion**

M: Midterm Review

W: Reflections: African Americans & Religion

Readings: Ch. 5 *2ND CRITICAL ESSAY DUE

Week 7: Midterm Week

M: MIDTERM

W: Film: TBD

Readings: No Readings

Week 8: Contemporary African – American Thought

M: The Black Family

W: Discussion/Debate: The Social Significance of the Black Family

Readings: Ch. 6

Week 9: Contemporary African – American Thought

M: Film: *The N Word*

W: Discussion/Debate: The N Word

Readings: Ch. 10

* 3RD CRITICAL ESSAY DUE

Week 10: Contemporary African – American Thought

M: Reflections: African Americans & Economics

W: Discussion/Debate: African Americans & The Great Recession

Readings: Ch. 8

*PROJECT FINAL DUE DATE

Week 11: Contemporary African – American Thought

M: Understanding Contemporary Issues

W: Discussion/Debate: Post-racial & Post-Blackness

Readings: Ch. 11

Week 12 :

M: Final Review; 4TH CRITICAL ESSAY DUE

FINAL: Thursday, Dec. 15th 9:15 a.m.-11:15 a.m.