

Colonnade Program Course Proposal: Explorations Category
Department of Diversity & Community Studies

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1. What course does the department plan to offer in Explorations? Which subcategory are you proposing for this course? (Arts and Humanities; Social and Behavioral Sciences; Natural and Physical Sciences)

AFAM 190: The African American Experience

Social and Behavioral Science, Subcategory 2E

2. How will this course meet the specific learning objectives of the appropriate subcategory. Please address **all** of the learning outcomes listed for the appropriate subcategory.

Learning Objective 1: Demonstrate knowledge of at least one area of the social or behavioral sciences.

This allows students to examine and develop knowledge of African American experiences and behavior within the larger context of American culture. Moving chronologically, thematically, and topically from pre-colonial Africa, students will analyze the rise of the trans-Atlantic slave trade; the development and consolidation of racial slavery in the Americas; African Americans' struggle for freedom and citizenship; the successes and failure of Reconstruction; the emergence and institutionalization of Jim Crow segregation; the mass migration and rapid urbanization of African Americans; and the social and cultural movements that precipitated the modern Civil Rights movement. Students will analyze the intersections of socioeconomic and political systems in each of these contexts and acquire an understanding of how they served to shape, constrain, and impact the choices, life chances, and behavior of African Americans.

Learning Objective 2: Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.

Using research methodologies common to the interdisciplinary field of African American Studies, students will enhance their knowledge of the theories, concepts, and skills to best describe and analyze the critical problems attendant to the African American experience. Also, students will demonstrate an ability to identify a workable range of solutions to the complex and competing array of issues that continue to face a diverse democratic society and drive movements for social justice, which the social sciences endeavor to grapple with, as social and individual phenomena.

Learning Objective 3: Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.

AFAM 190 introduces students to issues of race and racism that overlap with the ideas and social realities of privilege essential to understanding the general history of exclusion that, in part, hinders the multifaceted African American experience, problematizes diversity, and informs movements for social justice in the collective human experience. By investigating these issues with an interdisciplinary perspective on the origin, role, and implications of race and racism, students examine how diversity

Comment [JR1]: I agree with what Tiara suggests below. It will make this stronger.

affects society and how power and resources are allocated to social groups based on the value ascribed to socially constructed markings of difference

Learning Objective 4: Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.

A primary concern of this course is to develop a general knowledge of African American culture and its distinct set of concerns and issues so that understanding will follow. This course pertaining to the African American experience will, by its very definition, confront a substantial number of issues related to both personal and public importance. These include, but are not limited to the nature of prejudice and discrimination, the distribution of resources, goods, and services, struggles for respect and recognition, questions of citizenship and rights, and practices and processes of “othering” in American society and life.

Learning Objective 5: Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.

This course introduces students to key terms such as “social justice, racism, power, inequality, freedom, citizenship, and democracy” as enacted and realized over time in American society and throughout the Diaspora. Students identify and examine the components and meanings of such terms so that they can utilize them in their analysis of societal values, behaviors, and culture as it relates to and/or impacts the African American experience. More specifically, students can then use their understanding of the origins and impact of these concepts to better analyze themselves in relation to society as well as to contemporary policies and processes examined in other courses across the curriculum.

3. Syllabus statement of learning outcomes for course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section’s syllabus.

- Identify the (in)formal economic, political, and social structures shaping African American life;
- Explain thematic developments in African American life;
- Accurately analyze historical, political, and social events, issues, ideas, and people affecting the development of African Americans in relation to their respective contexts;
- Analyze primary and secondary readings using critical reading, writing, and thinking skills, in order to present findings in a clear and concise manner: orally, electronically, and in writing;
- Apply the principles and conventions of effective communication to all interactions;

4. Brief description of how the department will assess the course for these learning objectives.

All students enrolled in AFAM 190 will complete three specific assignments designed to measurably assess objectives outlined in the course syllabus and Explorations category for the Social Behavioral Sciences. In some cases, the assignments overlap the stated learning objectives for this course. These assignments include:

- ***Unit Quizzes/Exams:*** Students will be assigned four unit quizzes consisting of multiple-choice and short essay questions based on course lectures, readings, film, and other materials covered during the semester. ***Explorations Learning Objective #1 and #2***

- **Family Narrative** (essay): At the start of the course, students will write a narrative of their family's history, emphasizing critical transformative movements, motivations, cultural and ethnic intersections, and their cumulative impact on their sense of identity and life choices, all of which make them who they are today. **Explorations Learning Objective #3 and #4**
- **Researched (I) Narrative** (essay): Building on their family narratives, students are required to write a research paper that situates their own life experiences within the context of major patterns, themes, and topics essential to the African American experience. In conjunction with (or as an addendum to) their personal Narrative, students will track, construct, and analyze scholarship on the African American experience and link that to reflections on their own personal experiences, perspectives, and worldviews, in order to assess how their thinking/views have or have not changed concerning the culture, history, or literature of the African American Experience. **Explorations Learning Objective #2, #3, #4 and #5**

At the end of the semester, students will be required to submit these assignments research in a portfolio. The department's assessment team will then randomly select and evaluate samples from these assignments for the five Exploration outcomes discussed above (#2 of this proposal). A holistic rubric will be developed using a 4-point scale.

- 4 = outstanding (far exceeds expectations)
- 3 = good (exceeds expectations)
- 2 = average (meets basic expectations)
- 1 = poor (does not meet basic expectations)

The committee's targets are:

- 70% of the work will score 2 or higher.
- 30% of the work will score 3 or higher.

5. How many sections of this course will your department offer each semester?

8 to 10 sections

6. Please attach sample syllabus for the course. See below.

Semester
AFAM 190: Introduction to the African American Experience
Times:

Location:
Professor:
Office:
Office Hours: , otherwise by appointment
Tel: #####
Email: @wku.edu

COURSE DESCRIPTION

The African American experience moves chronologically, thematically, and topically from pre-colonial Africa, students will analyze the rise of the trans-Atlantic slave trade; the development and consolidation of racial slavery in the Americas; African American efforts for freedom and their role in the cataclysmic Civil War; Reconstruction and the emergence of Jim Crow segregation; the mass migration and rapid urbanization of African Americans; and the social and cultural movements that precipitated the modern Civil Rights movement. Through migrations, conflicts, and settlements, Africans transitioned to African Americans, finding the courage and creativity to construct their own unique rituals, traditions and symbols; develop distinct traditions of spirituality, music, art, dance and folklore; form kinship and community; and articulate a complex body of political and social ideas. Contemporary recordings and videos will supplement readings. This Colonnade course is a core requirement for the African American Studies Minor. For more info visit www.wku.edu/afam.

COLANNADE REQUIREMENT (Social and Behavioral Sciences):

AFAM 190 fulfills the three-hour requirement for the Colonnade Explorations section. This course uses theories, concepts, and tools of the social and behavioral sciences to examine the relationship between distinct and overlapping cultures. Students analyze the history, culture, and theories of political, social and economic behavior by using research methodology common to the interdisciplinary field of African American Studies. Through this interdisciplinary lens, students enhance their knowledge of critical issues facing a diverse society and demonstrate an ability to critically assess theoretically, through research, and experientially the multifaceted nature of the African American Experience.

COURSE OBJECTIVES and STUDENT LEARNING OUTCOMES

This course introduces students to African American Studies as a field of academic inquiry and to critical debates, issues, and themes relevant to the African American experience, past and present. Through lectures, readings, and discussions, students will acquire a basic understanding of the African American experience: particularly as it relates to the evolution of a distinct cultural community and the ways in which African Americans have thought about themselves and the larger society, from slavery to the present. Through classroom presentations, library instruction, research projects, service learning opportunities, and an essay based final examination, students will

- Identify the (in)formal economic, political, and social structures shaping African American life;
- Explain thematic developments in African American life;
- Accurately analyze historical, political, and social events, issues, ideas, and people affecting the development of African Americans in relation to their respective contexts;
- Analyze primary and secondary readings using critical reading, writing, and thinking skills, in order to present findings in a clear and concise manner: orally, electronically, and in writing;
- Apply the principles and conventions of effective communication to all interactions;

COURSE ASSIGNMENTS

There are four essential assignments for the successful completion of this introductory course in African American Studies:

First: Students will be assigned four unit quizzes consisting of multiple-choice and short essay questions based on course lectures, readings, film, and other materials covered during the semester.

Second: At the start of the course, students will write a narrative of their family's history, emphasizing critical transformative movements, motivations, cultural and ethnic intersections, and their cumulative impact on their sense of identity and life choices, all of which make them who they are today

Third: Narrative Proposal: Student will submit a 1-2 paragraph summary of what topic you hope to cover for your final paper. The topic can be of your choosing, but, as stated below, it is preferred that you choose a topic relative to your academic major. Additionally, provide at least 3 sources outside of the course materials that you will use to support your paper. Further information and a rubric will be provided.

Fourth: Building on their family narratives, students are required to write a research paper that situates their own life experiences within the context of major patterns, themes, and topics essential to the African American experience. In conjunction with (or as an addendum to) their personal Narrative, students will track, construct, and analyze scholarship on the African American experience and link that to reflections on their own personal experiences, perspectives, and worldviews, in order to assess how their thinking/views have or have not changed concerning the culture, history, or literature of the African American Experience.

OPTIONAL EXTRA CREDIT

The African American Studies Program, Department of Diversity and Community Studies, Institute for Citizenship and Social Responsibility, and a variety of other programs, departments, and student organizations from across the university will sponsor public lectures and events throughout the semester, which will enrich the learning experience of our course. The dates, times and locations of the presentations will be given well in advance. Students who attend any of these events will receive extra credit for their class participation grades. However, students must provide a brief 1-2 page double-space, typed review of the event in order to receive credit.

A NOTE ON ASSIGNMENT DUE DATES

All papers must be submitted in hard copy directly to me by their assigned due dates. Unless otherwise authorized by me, late papers will not be accepted and makeup exams will not be given. During the semester, one or more of our classes may conflict with religious holidays or observances. Students who observe these religious holidays are excused from class or discussion on those dates. You must, however, first inform me and plan to turn in all papers on the dates that they are due and keep up with regular weekly readings.

REQUIRED TEXT

Anderson, Talmadge and James Stewart Eds. *Introduction to African American Studies*. Baltimore: Black Classic Press, 2007.

CLASSROOM DEPARTMENT

The traditional rules of common courtesy apply to this class. Students are expected to arrive on time, remain until class is dismissed, and refrain from napping, reading newspapers or other non-class related materials, doing assignments for other classes, listening to recorded music, talking, or otherwise distracting their peers or the instructor. Please turn off all cell phones and pagers, and if you must leave early, please inform the instructor before class begins. Be aware that those who violate the rules of professional etiquette and polite behavior will be required to leave the class and will be readmitted only with the consent of the instructor.

STUDENTS WITH DISABILITIES

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Students Disability Services, DUC A200, (270.745.5121 V/TDD). Please do not request accommodations directly from me without a letter of accommodation from the Office for Student Disability Services.

STUDENT SUCCESS SERVICE—TLC

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing University Center, A330) provides free supplemental education programs for all currently enrolled WKU students. TLC @ DUC offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and offers a Dell computer lab to complete academic coursework. Additionally, TLC has three satellite locations. Each satellite location is a quiet study center and is equipped with a small computer lab. These satellite locations are located in Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. Please call (270) 745-6254 for more information or to schedule a tutoring appointment. www.wku.edu/tlc

WRITING CENTER

As effective writing represents a core aspect of this course, it is essential that you take advantage of the services offered by the Writing Center at WKU early on in the semester. Located in the Cravens Commons of the Craven Library, the Writing Center offers helpful feedback on any kind of writing by working *with* students to help them improve themselves and become better writers. You can meet with writing instructors face-to-face, or on-line. For more information, or to schedule an appointment, see <http://www.wku.edu/writingcenter>

STATEMENT ON ACADEMIC INTEGRITY

Plagiarism may be defined as the act of using another's words or ideas as one's own and may include any of the following practices: 1) direct copying from any source without citation; 2) direct copying from any source without quotation marks (even if footnotes or other forms of citation are used); 3) paraphrasing the argument of another author or student without citation; or 4) presenting purchased material, or material downloaded electronically, as one's own. Plagiarism is academic dishonesty and entails severe penalties. Participating in a behavior that violates academic integrity (e.g. unauthorized collaboration, plagiarism, multiple submissions, cheating on examinations, fabricating information, and helping another person cheat will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment, examination, or course. Please refer to the *WKU Student Handbook*.

READING SCHEDULE AND COURSE OUTLINE

Students should strive to complete the assigned readings by the beginning of the week, so that comments and class discussions will be informed and enlightened. All required reading that does not appear in the textbook will be made available to you.

Week One (8/29): What is African American Studies?—Lecture

Introduction to the course and review of course syllabus

Discussion, *Black Studies Proposal* and **Supplemental Read:** *Text of Black Studies Proposal*, 409-13.

Week Two (9/5): The African Roots of the African American Experience—Lecture

Discussion, *The Interesting Narrative of Olaudah Equiano*; Phillis Wheatley, *On Being Brought from Africa*

Film: *Africans in America Series, Part 1-2* (PBS, 1998).

Supplemental Read: Anderson and Stewart, 43-49; Excerpt from *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, Written by Himself*, 9-17; Phillis Wheatley, *On Being Brought from Africa to America*, 1768, 7-9.

Week Three (9/12): Colonialism and the Slave Trade—Lecture

Discussion, Alexander Falconbridge, *An Account of the Slave Trade; The Stono Rebellion in South Carolina; Slaves Are Prohibited to Read and Write by Law, Three Clauses on Slavery to the U.S. Constitution*; Prince Hall, *Thus Does Ethiopia Stretch Forth Her Hand*; *A Narrative of Venture Smith*.

Film: *Africans in America Series, Part 1-2* (PBS, 1998).

Supplemental Read: Anderson and Stewart, 49-52; Alexander Falconbridge, *An Account of the Slave Trade on the Coast of Africa*, 22-24; *The Stono Rebellion in South Carolina*, 45-48; *Slaves Are Prohibited to Read and Write by Law*, 49; *Three Clauses on Slavery to the U.S. Constitution*, 1787, 57; Prince Hall, *Thus Does Ethiopia Stretch Forth Her Hand from Slavery, to Freedom and Equality*, 17-20; *A Narrative of the Life and Adventures of Venture Smith*, 32-44

Week Four (9/17): The Slave Experience—Lecture

Discussion, *Gabriel's Conspiracy*; David Walker's *Appeal*; *Statement of Nat Turner*; Alexander Telfair, *Instructions to an Overseer on a Cotton Plantation*, *The Selling of Slaves*; *The Life of Frederick Douglass*; Harriet Jacobs, *Incidents*; Sojourner Truth, *A'n't I a Woman*

Library Instruction

Supplemental Read: Anderson and Stewart, pp. 53-68; *Gabriel's Conspiracy, 1800*, 100-104; David Walker's *Appeal*, pp. 24-33; *Statement of Nat Turner*, 34-38; Alexander Telfair, *Instructions to an Overseer on a Cotton Plantation*, 118-119; *The Selling of Slaves*, 47-48; Frederick Douglass, *The Life of Frederick Douglass*, 119-130; Harriet Jacobs, *Incidents in the Life of a Slave Girl*, 145-169; Sojourner Truth, *A'n't I a Woman*, 66-68

Week Five (9/26): The Rural Experience and the Emergence of an African American Nationality—Lecture

Discussion, *Colloquy with Colored Ministers*; *U.S. Constitution Reconstruction Amendments*, *The National Association of Colored Women*; Frances Harper, *Colored Women of America*; Carter G. Woodson, *Tenancy*, *Booker T. Washington and the Politics of Accommodation*

Film: *The Rise and Fall of Jim Crow*

Supplemental Read, Anderson and Stewart, 67-73; *Colloquy with Colored Ministers*, 322- 325; *U.S. Constitution Reconstruction Amendments*, 333-334; Frances Harper, *Colored Women of America*, 384; Carter G. Woodson, *Tenancy*, 160-66; *Booker T. Washington and the Politics of Accommodation*, 174-180.

Week Six (10/3 No class Fall Break): The Urban Experience and the Proletarianization of African Americans—Lecture

Discussion, Ida B. Wells, *Southern Horrors*; W.E.B. Du Bois, *On Mr. Booker T. Washington and Others*; Mary Church Terrell, *Club Work of Colored Women*; *Letters from Black Migrants*; NAACP *Bulletins*.

Supplemental Read: Anderson and Stewart, 70-78; Ida B. Wells, *Southern Horrors: Lynch Law in All of Its Phases*, 102-114; W.E.B. Du Bois, *On Mr. Booker T. Washington and Others*, 146-152; Mary Church Terrell, *Club Work of Colored Women*, 153-155; *Letters from Black Migrants*, 173-75; NAACP *Bulletins*, 200.

Week Seven (10/8): Black Workers and the Labor Movement—Lecture

Discussion, T. Thomas Fortune, *Labor and Capital*; Marcus Garvey and the Universal Negro Improvement Association, *Black Workers and the Great Depression*; A Philip Randolph and the Negro March on Washington; *Our Thing is Drum! The League of Revolutionary Black Workers*.

* **First Paper Due**

Film: *Catch Me in the Whirlwind*

Supplemental Read: Anderson and Stewart, 253-274; T. Thomas Fortune, *Labor and Capital Are in Deadly Conflict*, 135-137; Marcus Garvey and the Universal Negro Improvement Association, 241-250; *Black Workers and the Great Depression*, 273-278; A Philip Randolph and the Negro March on Washington Movement, 308-313; *Our Thing is Drum! The League of Revolutionary Black Workers*, 463-465.

Week Eight (10/17): The Black Middle Class—Lecture

Discussion, Joseph Wilson, *Sketches of Higher Classes of Colored Society in Philadelphia*; E. Franklin Frazier, *Le Bourgeoisie Noir*, *The Cosby-Dyson Debate*

Supplemental Read: Anderson and Stewart, 158-72; 275-282; Joseph Wilson, *Sketches of Higher Classes of Colored Society in Philadelphia*, 194-200; E. Franklin Frazier, *Le Bourgeoisie Noir*, 201-206; *The Cosby-Dyson Debate*, 617-620

Week Nine (10/24): Black Culture and the Arts—Lecture

Discussion, James Weldon Johnson and *Harlem in the 1920s*; Paul Robeson, *The Negro Looks Ahead*, *Freedom Songs of the 1960s*; Roland Snellings, *Keep on Pushin*; James Spady, *The Hip Hop Vision*

Supplemental Read: Anderson and Stewart, 299-346; James Weldon Johnson and *Harlem in the 1920s*, 267-72; Paul Robeson, *The Negro Looks Ahead*, 326-330; *Freedom Songs of the 1960s*, 372-374; Roland Snellings, *Keep on Pushin*, ' *Rhythm and Blues as a Weapon*, 402-404; James Spady, *The Hip Hop Vision*, 473-83

Week Ten (10/31): Religion and the Black Church Lecture

Discussion, *Petition of Absalom Jones and Seventy-Three Others*; *The Spirituals*; Edward Blyden and *the African Diaspora*; Alexander Crummell, *The Democratic Idea is Humanity*; Adam Clayton Powell and *the Fight for Black Employment in Harlem*, *The Southern Christian Leadership Conference*; Martin Luther King, Jr. and *Non-Violence*; Elijah Muhammed and *the Nation of Islam*; *Black Church Bombings in the South*; *A Ten Point Plan to Mobilize the Churches*

Supplemental Read: Anderson and Stewart, 124-128; *Petition of Absalom Jones and Seventy- Three Others*, 58-60; *The Spirituals*, 111-114; Edward Blyden and *the African Diaspora*, 138-149; Alexander Crummell, *The Democratic Idea is Humanity*, 150-158; Adam Clayton Powell and *the Fight for Black Employment in Harlem*, 298-299; *The Southern Christian Leadership Conference*, 367-370; Martin

Luther King, Jr. and Non-Violence, 377-82; *Elijah Muhammed and the Nation of Islam*, 401-403; *Black Church Bombings in the South: A Six Month Preliminary Investigation*, 494-501; *A Ten Point Plan to Mobilize the Churches*, 502.

Week Eleven (11/7): Black Women and the Family Lecture

Discussion, Anna Julia Cooper, *A Voice from the South*; Amy Jacques Garvey, *Women as Leaders*; Alice Dunbar Nelson, *The Negro Woman and the Ballot*; Fannie Lou Hamer, *The Special Plight and the Role of Black Women*; *SNCC Position Paper-Women in the Movement*; *The Combahee River Collective*; *African American Women in Defense of Ourselves*; bell hooks, *Shaping Feminist Theory*

Film: *Chisolm* 66

Supplemental Read: Anderson and Stewart, 108-123; Anna Julia Cooper, *A Voice from the South*, 159-164; Amy Jacques Garvey, *Women and Leaders*, 251-52; Alice Dunbar Nelson, *The Negro Woman and the Ballot*, 264-266; Fannie Lou Hamer, *The Special Plight and the Role of Black Women*, 395-98; *SNCC Position Paper- Women in the Movement*, 399-400; *The Combahee River Collective, A Black Feminist Statement*, 416-436; *African American Women in Defense of Ourselves*, 472-473; bell hooks, *Shaping Feminist Theory*, 522-28

Week Twelve (11/14): Education and the School in the Black Community Lecture

Discussion, *Should Negro Colleges be Perpetuated or Should There Be Integration in Education*; W.E.B. Du Bois, *A Portrait of Carter G. Woodson*; *Brown v. Board of Education, Topeka, Kansas*; *Thurgood Marshall: The Brown Decision and the Struggle for School Desegregation*; *Student Non-Violent Coordinating Committee and the Sit-In Movement*

Supplemental Read: Anderson and Stewart, 129-144; *Should Negro Colleges be Perpetuated or Should There Be Integration in Education*, 317; W.E.B. Du Bois, *A Portrait of Carter G. Woodson*, 322-325; *Brown v. Board of Education, Topeka, Kansas*, 332-335; *Thurgood Marshall: The Brown Decision and the Struggle for School Desegregation*, 331-340; *Student Non-Violent Coordinating Committee and the Sit-In Movement*, 371

Week Thirteen (11/21): Civil Rights and the Continuing Struggle for Democracy Lecture

Discussion, Ella Baker, *We Need Group Centered Leadership*; Joffre Stewart, *Some Implications of Non-Violence*; Malcolm X, *Message to the Grassroots*; *The Civil Rights Act, 1964 and the Voting Rights Act, 1965*; Stokely Carmichael, *On Black Power*; Harold Washington, *It's Our Time*; Cornel West, *Race Matters*; *Hurricane Katrina*

Film: *When the Levees Broke: A Requiem in Four Acts*

*** Final Paper Due**

Supplemental Read: Anderson and Stewart, 82-96; Ella Baker, *We Need Group Centered Leadership*, 375-77; Joffre Stewart, *Some Implications of Non-Violence in the Montgomery Resistance Movement*, 336-39; Malcolm X, *Message to the Grassroots*, 354; *The Civil Rights Act, 1964 and the Voting Rights Act, 1965*, 364- 371; Stokely Carmichael, *On Black Power* 379; Harold Washington, *It's Our Time*, 513-515; Cornel West, *Race Matters*, 558-565; *Hurricane Katrina*, 623-627.

Week Fourteen (11/28): University Holiday=

Week Fifteen (12/5): Student presentations

Week Sixteen: Student presentations/Wrap-up