

CURRICULUM PROPOSAL

APPROVAL PAGE

Proposal Title: ADD AFST 3304 African Philosophy; AFST 3305 Debates in Black Studies; AFST 3306 Black Intellectual Thought


College: Liberal Arts

Department: History/ Program of AFST

DEPARTMENT CHAIR- Dr. Brandon J. Render, Director, AFST Program

I have read the enclosed proposal and approve this proposal on behalf of the department.





Signature

Date

COLLEGE CURRICULUM COMMITTEE CHAIR – Dr. Selfa A. Chew-Melendez

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Signature

Date

COLLEGE DEAN – Dr. Anadeli Bencomo

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Signature

Date

CURRICULUM CHANGE MEMO

Date: 10/27/2025

From: Dr. Erika Edwards, Department of History

Through: Dr. Brandon Render, Director of the Program of African American Studies

Through: Dr. Anadeli Bencomo, Dean of the College of Liberal Arts

To: Dr. Selfa A. Chew Melendez, Chair of the Undergraduate Curriculum Committee

Proposal Title: AFST 3304 African Philosophy AFST 3305 Debates in Black Studies AFST 3306 Black Intellectual Thought

Select the proposal content (select as many as apply) and provide the rationale.

Content

☐ New program or ☐ Program Change

☐ Bachelor's

☐ Master's

☐ Doctoral/Professional

☐ Certificate

☐ Fast Track

☐ Minor

☐ Concentration/Track

☒ New Course

☐ Closure (program, certificate, minor, concentration)

☐ Change

☐ CIP Code

☐ Program/certificate SCH

☐ Course Title

☐ Course Description

☐ Graduate Program Admission Requirements

Rationale

COURSE ADD

All fields below are required

College : Liberal Arts

Department : AFRICAN AMERICAN STUDIES PROGRAM

Effective Term : F 2026

Rationale for adding the course:

AFST 3304 African Philosophy

This proposal seeks to create a new course for the minor in African American Studies. This class's focus on Africa will contribute to philosophies beyond Western Thought. It will introduce students to the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.

All fields below are required

Subject Prefix and # AFST 3304

Title (29 characters or fewer): African Philosophy

Dept. Administrative Code : 1450

[CIP Code](#) 540101

Departmental Approval Required ☐Yes ☒No

Course Level ☒UG ☐GR ☐DR ☐SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

Course minimum grade: if N leave blank, if Y provide grade

- How many times may course be repeated to satisfy minimum grade requirement?

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐Yes ☒No

Grading Mode: ☒Standard ☐Pass/Fail ☐Audit

Description and 2-3 keywords (600 characters maximum):

(Keywords are for Facilitation of course searches and should be words not already included in course title or description)

AFST 3304 African Thought

This course invites students with a foundation in Continental/Western philosophy to explore the lesser-known field of African Philosophy. This course investigates the "four waves" of the evolution of the philosophical discourse on Africa, particularly on the role of African religious concepts in

African Philosophy. In a non-linear fashion, we explore possible new directions in the discourse embraced by African philosophers, such as Innocent Asouzu, Appiah, Hountondji, Hampate Bâ, and Ada Agada.

Key words: Africa, Discourse

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- | | |
|--|---|
| <input checked="" type="checkbox"/> A Lecture | <input type="checkbox"/> H Thesis |
| <input type="checkbox"/> B Laboratory | <input type="checkbox"/> I Dissertation |
| <input type="checkbox"/> C Practicum | <input type="checkbox"/> K Lecture/Lab Combined |
| <input type="checkbox"/> D Seminar | <input type="checkbox"/> O Discussion or Review (Study Skills) |
| <input type="checkbox"/> E Independent Study | <input type="checkbox"/> P Specialized Instruction |
| <input type="checkbox"/> F Private Lesson | <input type="checkbox"/> Q Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

	Equivalent Course(s):

Restrictions:	
Classification	
Major	

The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.

AFST 3304 African Philosophy

(AFST 3390*CRN: 26351; WS 3383*CRN 27727; POLS 4344*CRN 27789; CHIC 4350*CRN 27796)

**This syllabus is subject to change during the semester. Double-check Blackboard for updates.*

R. Tawanda Chabikwa, Ph.D., MFA.

rtchabikwa@utep.edu

Liberal Arts Building, Rm 401

(915)747-6314

Office hours by appointment on Zoom (Wed 1 pm to 3 pm)

This is a hybrid online course.

We meet **synchronously online twice a week** from 1:30pm to 2:50 pm every Tuesday on Zoom

Zoom Link: Join URL: <https://utep-edu.zoom.us/j/83335153691>

Zoom ID: 833 3515 3691

Course Description

This course invites students with a foundation in Continental/Western philosophy to explore the lesser-known field of African Philosophy. Understanding the latter as a contemporary off-shoot of ethnophilosophy and Western continental philosophies. Students are introduced to the tenets and principles of African Thought while investigating the question “What is Philosophy?” from an African perspective. The course is about the directions and discourse philosophy is exploring in Africa, even the complexities of conceptualizing African Thought. We discuss the scholarly undertakings in African Thought and situate it in the wider field of world philosophy. The class also serves to undo common misconceptions concerning classical African epistemologies. The intimate yet often contested relationship between religion/spirituality and philosophy in African Studies is pervasive on and off the continent- various versions of Ethno-philosophy and Universalist philosophy. Keeping these differences in mind, the course investigates the “four waves” of the evolution of the philosophical discourse on Africa, particularly on the role of African religious concepts in African Thought. In a non-linear fashion, we explore possible new directions in the discourse embraced by African philosophers, such as Innocent Asouzu, Appiah, Hountondji, Hampate Bâ, and Ada Agada. We will engage with texts, viewings, and various media to also answer the question, “What does philosophy *do*?” All the while, the course relates this

Updated 08.09.24

and other inquiries to contemporary global issues and applies it to the participants lived experiences. Finally, with the use of multidisciplinary methods (scholarly and creative writing, visual and performance art, discussion, participant-observer ethnography, etc.) students are encouraged to then tease out the possibility of an *embodied* philosophy and other categories that help us understand that philosophy, from an Africana perspective, is also *lived*. That it is here and now.

Course Learning Objectives

The Goals of the course are:

1. Learn the histories, principles, and conceptualizations of African Thought.
2. Confront and correct popular misconceptions and prejudices of Africana peoples.
3. Investigate the evolution of philosophical thought on the African continent.
4. Explore meaning in African religious and spiritual traditions.
5. Apply relevant African thought systems to contemporary experience.
6. Apply African Thought to contemporary global issues to enable participants to appreciate the role of philosophy in understanding ourselves, our purpose, and our role in the world.

Learning Goals

At the successful completion of this course, students will be able to:

1. Identify key figures and scholars in African Thought.
2. Describe individual and collective contributions to the historical development of African Philosophy.
3. Explain the impact of historical events, social circumstances, and political landscapes on the field of African Thought.
4. Demonstrate how different philosophers reflect or challenge social and cultural norms and ideals.
5. Integrate tools for readings, describing, and assessing discourse to critically evaluate various thinkers.
6. Apply the philosophical concepts of “complementarity” and “consolation” to contemporary global issues.
7. Locate and access appropriate textual and non-textual source materials using library databases and research tools.
8. Evaluate the credibility and appropriateness of source materials for a final research project.

Expected Learning Outcomes

Arts and Humanities

1. Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.
2. Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.
3. Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings

Cultures and Ideas

1. Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.
2. Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.

This course works towards these outcomes through close readings/and viewing of specific scholarly and intermedia works as cultural representations that reflect and contribute to individual subjectivities, group identities, historico-political interactions, and societal assumptions and beliefs in the United States.

Social Diversity in the United States

1. Students describe the roles of such categories as race, gender, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their attitudes and values regarding appreciation, tolerance, and equality of others.

Required Texts

There are no texts to be purchased for the course. All reading, listening, and viewing assignments can be found on Blackboard under the Content tab. Most are in PDF files: please make sure the computer you will be using has appropriate software. You are not required to print the readings, but we will discuss them in class, and you are expected to complete the readings by the date under which they are listed. A full bibliography appears on Blackboard.

I will administer pop quizzes as necessary to ensure readings are completed.

Technology Requirements

You will need to have access to a computer/laptop. There are laptops available for loan *at no cost* at the UTEP Library. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, and Zoom. Check that your computer hardware and software are up-to-date and able to access all parts of the course including media viewing materials.

If you do not have word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook, and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with the technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Assignments and Grading

Grading Scale: (out of 400 points)

90-100%	A
80-89%	B
70-79%	C
60-69%	D
59 – 0%	E

Attendance: 20 pts.

Attendance to weekly synchronous Zoom class times every Tuesday. for this class is imperative for successful completion as dialogue, debate, and rhetorical analyses will deeply impact participants' learning. In addition to the information delivered in class through lectures, we will be viewing many visual representations of the dance styles under consideration. The viewing of this material and the collective, in-class analysis that follows will

enable you to complete the course objectives and succeed in the various assignments. Except for death in the family, exceedingly poor health, and documented religious observance, **after three (3) absences, your grade will be lowered by half a letter for each subsequent absence.**

Participation: 20 pts.

During class meetings we will have full class and small group discussions on your reactions, perceptions, and analyses of visual material and assigned readings. Please be prepared to give your opinion and ask questions. This is also a time that you can contribute to the learning of the class by discussing any dance experience you might have. Use of cell phones in any capacity during class time will not be tolerated, nor will non-class-related computer use. Throughout the term, we will learn the physical elements of the dances we have studied. This accesses kinesthetic learning methods and can help identify differences between styles. If you have a specific prohibition against dancing in public, please e-mail me to discuss an alternate assignment, which will involve observing and writing about the dance lessons. Participation is assessed on presence, engagement, contributions, and professionalism.

Reflection & Discussion Posts: 100 pts.

5 Discussion Posts: 10 pts. each

500 words minimum. Topics there are under the Discussion tab on Blackboard. For each assigned post, you are required to post one response to a question of your choice, to comment on the post of another student, and to answer questions on yours. Please answer all aspects of the prompt you choose. You may of course post and respond more frequently. Please also read the posts of other students; Blackboard automatically keeps track of the number of posts written and read.

3 Reflection Guidelines: 10 pts. Each

500 words minimum

- Reflect, question, and bring in new opinions and information; do not just summarize what has been said in class; do not repeat what others have posted
- Include personal experience when possible
- Give examples and counterexamples from what you have seen or read
- Mechanics: Use spell check; read post before submitting; fill out subject line
- When replying to a classmate's post: agree, disagree, question; be polite but interesting

Discussion and reflection posts are graded as follows:

- 10=well written post and responses
- 8=good post and responses
- 6=not all aspects completed satisfactorily
- 4=not all aspects completed
- 2=only one post completed
- 0= no posts

1 Oral History Discussion Post: 20 points

(750 words minimum) You will write one medium-length Blackboard Discussion post based on your interview with a family member about their "philosophy", epistemologies, and experiences. In addition, you will comment on at least 1 of your classmates' observations and respond to questions on yours (5 pts). Turned in on Blackboard Discussion Board.

Quizzes: 60 pts.

Each of the three quizzes (20 pts each) will be available on Blackboard. Once you begin you will have one hour to complete the quiz. Quizzes will cover information and analysis from class lectures, viewings, discussions, and assigned readings, and include a video portion. Contact the instructor immediately if you have technical problems taking the quiz.

Essays: 60 pts.

2 essays will be assigned with specific topics and questions. Each will be a minimum of 1000 words. Grading rubrics are available on Blackboard under "Rubrics, Guidelines, Templates".

Reading Notes (RNS) and Column Notes (CNS): (10 pts each)

We will have a clearly defined approach to RNS and CNS that we will use to help us understand our readings and media. They will also be useful as notetaking tools. Templates are available on Blackboard under "Rubrics, Guidelines, Templates"

Self-designed Final Project: 40 pts.

You will be expected to design your own final assignment. Parameters will be discussed in class, and more information will be given at the time.

COMMUNITY INTEGRITY SUPPORT INFORMATION**Excused Absences and/or Course Drop Policy**

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar's Office to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

A reminder that such policy is in place to guarantee consistency among courses and foster accountability and consistency for our students. It contains the necessary flexibility to account for possible students' needs. Specific situations can be handled on a case-by-case basis and discussed collectively in our meetings or with me and/or Hide, Melissa. Please, abide by this to avoid confusion among students.

In a course that meets two times a week, a student is allowed a maximum of 4 absences in an entire semester, two of which require no justification and result in no penalty. A student can use these absences based on personal necessity. The 6th, 7th and 8th absences will result in a drop of ½ a letter grade each in the student's overall grade. At the 9th absence, regardless of the student's current course standing or grade the student will automatically fail the course.

Exceptions:

- In the event of international bridge closures, exceptions may be made, and make-up work may be assigned.
- In case of an injury or extended illness, it is the student's responsibility to meet with their instructor to discuss possible solutions for course continuation or to consider dropping the class.
- In the event of highly unusual or extenuating circumstances, a student may petition the course instructor and department chair for permission to continue in a course.
- In case of injury, a student who is able to be present in the studio may observe class and complete alternative and equivalent assignments to be negotiated with the instructor.

In a course that meets twice a week, a student is allowed a maximum of 4 absences in an entire semester, 2 of which require no justification and result in no penalty. A student can use these absences based on personal necessity. The 3rd and 4th absences will result in a drop of ½ a letter grade each in the student's overall grade. At the 5th absence, regardless of the student's current course standing or grade, the student will automatically fail the course.

Incomplete Grade Policy

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

Make-Up Work

Make-up work and Extra credit work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

Alternative Means of Submitting Work In Case of Technical Issues

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a backup. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your backup document as a last resort.

Course Communication: How we will stay in touch with one another.

Because some of the courses are online, we may experience a mix of seeing each other: during class time, small group meetings, and office hours. However, there are several ways we can keep the communication channels open:

- **Office Hours:** We will be able to meet on campus and in person if you choose, but my office hours will be held on Zoom during the following times:
Mondays and Wednesdays: 1 p.m. to 3 p.m. Mountain Time; *by appointment only*.
- **Blackboard Messages & Email:** Blackboard messages are the best way to contact me. I will make every attempt to respond to e-mails within 24-48 hours of receipt. My UTEP e-mail (rtchabikwa@utep.edu) is the alternative in case of emergency. When emailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name and your university identification number.
- **Help Board:** If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.
- **WhatsApp/GroupMe#** student groups. This is similar to the help board. The instructor will NOT be in these groups, but you can help each other more quickly there.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

Netiquette:

We will meet weekly on Tuesdays via Zoom for discussion seminars. These meetings are vital to solidifying your understanding of the assigned content. Everyone is highly encouraged to attend these meetings and to fully participate in them too. Participation in these will also be added to your final point score in the class. Below are the expectations concerning online conduct and how we want to behave and treat each other when we are online.

Remember: When you are on the Zoom calls, you will ALWAYS be expected to be on a laptop and visible on camera. Be sure to find a quiet space so you can give full attention to our learning community. Make prior arrangements with the instructor should this be a challenge for you to achieve.



The above image is property of HyFlex ©

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- You are expected to be visible during all virtual calls/meetings unless prior arrangements are made with the instructor.
- Respect and courtesy must be shown to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, social media or other space.
- When we are on virtual video calls for class rooms, lectures, or other class context you are expected to **always** have your camera on. We would like to keep our virtual interactions as engaged and human-centered as possible. If there is an absolute need to have the camera off, you will need to make a prior arrangement with the instructor. If you fail to fulfill this requirement you may be removed from the call.

Policy on Sensitive Subject Matter:

The humanities have a power to stir strong emotions, or possibly touch on subjects you might not feel comfortable seeing or experiencing. If you have concerns about viewing or discussing specific subjects that may trigger specific emotions, please see me as soon as possible to discuss possible accommodations. As I will respect your individual's rights to choose what performances and topics you can engage with, I expect all our discussions and reflections to be conducted in a respectful and professional matter.

Emotions, Thought and Feelings:

Feelings Wheel—based on nonviolent communication concepts by Marshall Rosenberg, Ph.D.



Updated 08.09.24

Where You Can Go for Help ... Campus Resources:

It's important to know where to reach out whenever needed during your university experience. If you feel you cannot address matter or an issue with your instructor directly never hesitate to reach out the chair, other faculty, student committees and to the university itself.

Your safety and agency are very important to your educational experience. All resources you need are available online at the [Student Resource Hub](https://www.utep.edu/advising/student_resources/student-success-resource-hub.html) link below: https://www.utep.edu/advising/student_resources/student-success-resource-hub.html

You can also use the [Student Resource Hub](https://www.utep.edu/advising/student_resources/student-success-resource-hub.html) QR Code below:



UTEP provides a variety of student services and support: academic, personal, technology, individual, mental health, spiritual, and many more. Below a just a few of them. Always feel free to communicate your needs to your facilitator. They may have access to services you're not aware of in the university.

- Dr. Michael Williams: Director of African American Studies Program; mwilliams@utep.edu; 915-747-7822
- Student Services: studentaffairs@utep.edu; (915) 747-5076
- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- UTEP Library: Tessy Torres; mtorres3@utep.edu; (915)747-5066

Contact Ms. Urbina for any questions concerning difficulties accessing the viewing material for the course, or finding reading resources.

- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, a tutor for help and explore other writing resources.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.
- Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.
- Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships.
- Counseling and Psychological Services: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- Student Success Helpdesk https://www.utep.edu/advising/student_resources/student-success-helpdesk.html
- Miner Learning Center <https://www.utep.edu/mlc/>
- Counseling and Psychological Services: Students are encouraged to speak with professionals from UTEP's CPS on a walk-in basis from 8 a.m. to 5 p.m. Monday through Friday in Union Building West, Room 202. In addition, the Miners Talk Crisis Line at 915-747-5302 is available 24 hours a day, 7 days a week.
- UTEP Title IX (Anti-Sexual Harassment and Anti-Sexual Violence) Office: <https://www.utep.edu/titleix>
- UTEP Food Pantry: Non-perishable food items are available to students who are currently enrolled in classes. Bring a Miner Gold Card to Memorial Gym, Room 105, Monday through Friday, 10 a.m. to 2 p.m.

Course Copyright:

All the materials—written, audio, and visual—shared within this course remain within this course. To store, post, or share by any means and/or for personal use or public consumption any course material (assigned or produced within and for the course) without explicit authorization by the subjects involved is illegal. Make sure to ask for permission in case. You can share on your social media your own materials if the only person who appears or the only author is you. If you want to share content that includes or is co-authored with other classmates, you need to contact them *and* the instructor via e-mail (utilizing the UTEP account) to discuss the authorization.

Policy on Copyright and Fair Use:

Some of the materials in this course are copyrighted. Copying of textbooks is not “fair use” under the Copyright Act. Your cooperation is expected. The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under university policies.

Class Recordings

Occasionally we may record/film class to allow you to have access to revise new choreography, class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstances. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP’s acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. You may not share recordings outside of this course. Doing so may result in disciplinary action.

Scholastic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing informant to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

Plagiarism Detecting Software

Some coursework and assessments may be submitted to SafeAssign, a plagiarism-detecting software. SafeAssign reviews assignment submissions for originality and helps you learn how to properly attribute sources rather than paraphrase. WE are also aware of software such as ChatGTP that can be used to generate text for you. We will also conscientiously learn how to mobilize technologies such as these to our advantage as a learning community as needed.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials including PowerPoints, recorded lectures, and presentations used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

LEARNING MODULES

This course is designed using a modular format—that is, each two-week period is “packaged” as a single module so that all the materials, lecture notes, submission areas, and discussion posts are in one area for a given week.

Module One: Introducing African Thought

Goals:

Defining Philosophy as: practice, process, discourse, particular, universal.

Readings:

Janz, “African Thought”

Ogunkaike, “African Thought Reconsidered.”

Segun, “The Prefix ‘African’ and its Implication”

Kant, “On the Use of Teleological Principles in Philosophy”

Hume, “On National Characters”

Hegel, “Lectures on the Philosophy of World History”

Listen:

Podcast (28min): Interview with Dr. Nkiru Nzewu - Australia Broadcast Network (ABC)

<https://www.abc.net.au/radionational/programs/philosopherszone/africa/11725826>

Questions:

What is Philosophy?

What are some of the problems of defining “African Thought”?

Quests:

- Research for yourself: “What is a personal philosophy?”
- Write a first draft of your personal philosophy statement. (500 words)

Assignments

Discussion Post #1 due Sunday at 11:59 pm (First draft of your “Statement of personal Philosophy”)

Reading Notes #1

Module Two: Epistemology & Ethnophilosophy

Goals:

Defining ethnophilosophy. Understanding philosophy as: practice, process, discourse, particular, universal.

Readings

Ekanem, “On the Ontology of African Thought”

Janz, “The Geography of African Thought”

Afoyalan, “Rethinking African Thought in the Age of Globalization” **(read only the Introduction from page 1 onwards)**

Viewings:

Music video (5min) – “DNA” – Kendrick Lamar

<https://www.youtube.com/watch?v=NLZRYQMLDW4>

Listening:

Podcast (40min) – “Dissect S5E4 DNA. (Part 1) by Kendrick Lamar”

<https://www.stitcher.com/podcast/city-scout/dissect/e/64760072>

Questions:

What is epistemology?

What is ethnophilosophy?

What is Africa (in “African” Philosophy)?

What is the “first wave” of African Thought?

Quests:

- Investigate your personal epistemology
- Observe, document, and elaborate constructions of blackness in your world
- Social media survey: go online, search “African Thought” make a list of sites/digital platforms and summarize key ideas of what popular culture believes African Thought to be (e.g. #africanphilosophy on Instagram, or Facebook etc.), see what other hashtags or resources are associated with African Thought.
- Choose one music video that you will speak about (or dissect) for ten minutes in class as an example of epistemology.

Discussion Post #2 Due Sunday at 11:59pm (Observation/ Mindfulness Assignment/ Personal Epistemology)

Module Three: African Wisdom Traditions

Goals:

Body, Space and Time in African cosmologies and ontologies.

*Readings (*choose one during class to present*)*

Gillies, “The Bantu Concept of Time”

Myers, “The Deep Structure of Culture”

Gyekye, “The Akan Concept of a Person”

Abiodun, “Understanding Yoruba art and Aesthetics: The Concept of Asé”

Brodnicka, “The world as a Manifestation of Spirit”

Vega, "The ancestral sacred creative impulse of Africa and the African diaspora: Asé, the nexus of the Black global aesthetic."

Viewings

Film (25min): On Ancestors. - Malidoma Somé

<https://www.youtube.com/watch?v=NKDvTRcMW8s&list=PL9yyclin1d-p-RxSXSNoOu22-izsKlvoX&index=99&t=0s>

Film (11min): Foli/Rhythm

<https://www.youtube.com/watch?v=IVPLIuBy9CY&list=PL9yyclin1d-p-RxSXSNoOu22-izsKlvoX&index=86>

Questions:

- From the viewings of Malidoma Somé's interviews and the readings, how would you characterize Africana relationships to, and conceptions of the body, the world, and human-being?
- Discuss some of the sociopolitical implications of these conceptual systems in modern global society with particular attention to ideas about ecology/the environment, gender, race, sexuality, war, human rights, family and friendship.
- What are "Wisdom Traditions"?
- What do we mean by the "deep structure" of culture?

Discussion Post #3 Due Sunday at 11:59pm (Oral History Reflection on another person's personal philosophy)

Quests:

- Allow yourself 20min to 30min of free-flow, stream of consciousness writing about the purpose of your life and the nature of your "being-in-the-world".
- Conduct a 5 to 10min timed silent meditation in which you simply observe your thoughts in the moment. Afterwards, take note of what you notice.

Module Four: Toward an African Thought

Goals:

The concept of rationality; the concept of emotionality.

Africa in the minds of others.

*Readings (*choose one during class to present*)*

Agada, "The Sense in Which Ethnophilosophy Can Remain Relevant in 21st Century African Thought."

Mbiti, "African Religion and Philosophy." (in *African Thought: Selected Readings*)

Eze, "Ubuntu/Botho: Ideology or Promise"

Karade, "Handbook of Yoruba religious concepts (**Chapter 2: Orunmila and the Ifá Corpus**) a

Myers, "Understanding an Afrocentric Worldview"

Viewings:

Questions:

What is the value of ethnophilosophy?

What is the relationship between emotion and reason?

Quests:

Discussion Post #3 Due Sunday at 11:59pm

Module Five: Consolation & Complementarity

Goals:

The Fourth Wave of African Thought. Toward a contemporary African Thought.

Readings

Agada, "Consolation Philosophy" (introduction and chapter 1)

Agada, "Consolation Philosophy" (chapter 2)

Viewings

Film (45min): Movement (R)evolution Africa

<http://www.cultureunplugged.com/documentary/watch-online/play/3963/Movement-Revolution-Africa>

Questions:

What is African Thought?

What is consolation philosophy?

How does one apply African Thought to contemporary realities?

What is my personal epistemology and how does it shape my perceptions of the world and the choices I make?

Quests:

- **African Thought in Social media:** conduct a survey of representation and ideas surrounding "African Thought" on social media and popular digital platform (e.g. Instagram, Facebook, Tik Tok, blogs, news etc.) Be prepared to discuss "What is African Thought?" from all these varied perspectives in class.
- **International Conflict & Current Affairs** through and African Thought lens: 1) Pick a country of your choice (or choose on of the following: Venezuela, Israel/Palestine, Brazil, India , South Africa, Nigeria), 2) research and be prepared to give the context of a particular conflict of your choice (political oppression, discrimination, environmental destruction, child abuse, war etc.) 3) be prepared to discuss this conflict from the perspectives of African Thought we have learnt in the class thus far.
- Add vocabulary of your choice to **the course vocabulary Google document**, and thus contribute to the collective knowledge of the class. (use the following link:
<https://docs.google.com/document/d/1WhJbu5kACe6DY05amFndTJHliby29TH3eSUDoXWGTbM/edit?usp=sharing>)

Discussion Post #4: Personal Epistemology Reflection Draft #2, Due Sunday at 11:59pm (Profile of African-born Pop culture artist)

Module Six: Personhood (Purpose, Race, Gender, Sexuality)

Goals:

Readings

Tshivhase, "Personhood: Social Approval or Unique Identity" (p119 – p140 in *Quest Journal 2011, vol 1-2*)

Oyewumi, "The Invention of Woman"

Presbey, "Should Women Love "Wisdom"? Evaluation the Ethiopian Wisdom Tradition"
Nzegwu, "Family Matters: Feminist Concepts in African Thought of Culture"
Du Toit & Coetzee, "Gendering African Thought"
Somé, "Intimacy"

Viewings:

Film (45min): How to be a Man. - Malidoma Somé

<https://www.youtube.com/watch?v=xLSvUZrxLCo&list=PL9yyclin1d-p-RxSXSSNoOu22-izsKlvoX&index=99>

Film (25min): Embracing Your Gifts. - Sobonfu Somé

<https://www.youtube.com/watch?v=x6RwkD5vnVs>

Questions:

What does it mean to be human?

What is personhood?

How does personhood inform the personal and the political in our daily life?

Quests:

- Write a brief observation-based statement on the way in which people around you conceive of personhood?
- Revisit your Personal Philosophy Statement to include your understanding of personhood?

Final Project Preparation

Discussion Post #5 Due Sunday at 11:59pm (Body and Self: Reflection on embodied experience of societal body schema)

Module Seven: Human Ecologies (Politics, Economics, Environment)

Focused Readings and Viewing Assignments **Due to be completed for discussion/presentation in class** i.e. be prepared to give a ten-minute presentation on your assigned work and to connect it to things you have been thinking about based on our class encounters. Also send me an email if you have issues with any aspect of the assigned work. I have done my best to cater to some of you expressed interests from earlier in the summer. All readings are available on Blackboard. Be sure you can access them.

Individual Student Assignments based on expressed academic/career interests:

Group1

Agada, "Is African Thought Progressing?"

Cossa, "Humanism and Ubuntu"

Viewings:

Film/Listening (90 min): A Special Evening with Dagara Elder Malidom Somé

<https://www.youtube.com/watch?v=uSAfGiJ0K7Q&list=PL9yyclin1d-p-RxSXSSNoOu22-izsKlvoX&index=92>

Group 2

Readings:

Myres, "Belief Systems Analysis Scale"

Quest Vol. XX., No. 1-2, 2006 "African Feminisms" (***pick any one article from the journal**)

Viewings:

Film (25min): An interview with Dr. Myers

<https://www.youtube.com/watch?v=lhoUEhZ1IJk&list=PL9yyclin1d-p-RxSXSNoOu22-izsKlvoX&index=76>

Film (19min): Nora Chipaumire at TEDx :Black African Female Body

<https://www.youtube.com/watch?v=uNpPQvupacM&list=PL9yyclin1d-p-RxSXSNoOu22-izsKlvoX&index=115>

Group 3

Readings:

West, "Philosophy and the African American Experience"

Fanon, "The Lived Experience of a Black Man"

Viewings:

Film (55min): Cornel West and MM McCabe on Philosophy in the Public Sphere

https://www.youtube.com/watch?v=2CjIwtxzT_0

Group 4

Readings:

Baldwin, "African (Black) Psychology and issued of synthesis"

Myers, "Understanding the Afrocentric Worldview" (***pages 1 to 15 only**)

Viewings:

Group 5

Readings:

Lorde, "Uses of the Erotic"

Oyewumi, "Colonizing Bodies and Minds", Chapter 4 in *The Invention of Woman*

Viewings:

Film (90 min): Nikki Giovanni & James Baldwin interview

<https://www.youtube.com/watch?v=eZmBy7C9gHQ&list=PL9yyclin1d-p-RxSXSNoOu22-izsKlvoX&index=135>

Group 6

Readings: (***pick any TWO; feel free to read all three if you wish**)

Brodnicka, "The world as a Manifestation of Spirit"

Jude, "Seselelame: Feelings in the Body"

Karenga, "Restoration of Husia" from Kemet and the African Worldview

Viewings:

Film (45min): Somé, "The forgotten Art of Drowning"

<https://www.youtube.com/watch?v=mHbmbTk9-lY&list=PL9yyclin1d-p-RxSXSNoOu22-izsKlvoX&index=153>

Degree Plan

See degree plan attached to this set of proposals.

Required Courses:

COURSE ADD

All fields below are required

College : Liberal Arts

Program: African American Studies

Effective Term : F 2026

Rationale for adding the course:

AFST 3305 Debates in Black Studies

This proposal seeks to create a new course for the minor in African American Studies. It reflects the growing interests of our student population. This writing-intensive course will assist students in honing their rhetorical argumentation skills through the examination of debates in African American Studies from the arrival of Africans in the Americas through the current moment.

All fields below are required

Subject Prefix and # AFST 3305

Title (29 characters or fewer): Debates in Black Studies

Dept. Administrative Code : 1450

[CIP Code](#) 540101

Departmental Approval Required ☐Yes ☒No

Course Level ☒UG ☐GR ☐DR ☐SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

Course minimum grade: if N leave blank, if Y provide grade

- How many times may course be repeated to satisfy minimum grade requirement?

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐Yes ☒No

Grading Mode: ☒Standard ☐Pass/Fail ☐Audit

Description and 2-3 keywords (600 characters maximum):

(Keywords are for Facilitation of course searches and should be words not already included in course title or description)

AFST 3305 Debates in Black Studies

This writing-intensive course will assist students in honing their rhetorical argumentation skills through the examination of debates in Black Studies from the arrival of Africans in the Americas through the current moment. Debate topics include the following areas: black humanity; gender and sexuality; race

and class; immigration and migration; government, rights and civic duty; politics of art; society and individual choice; religion; education; strategies for change; and separatism versus integration.

Key words: social change, debate, civic duty

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- | | |
|--|---|
| <input checked="" type="checkbox"/> A Lecture | <input type="checkbox"/> H Thesis |
| <input type="checkbox"/> B Laboratory | <input type="checkbox"/> I Dissertation |
| <input type="checkbox"/> C Practicum | <input type="checkbox"/> K Lecture/Lab Combined |
| <input type="checkbox"/> D Seminar | <input type="checkbox"/> O Discussion or Review (Study Skills) |
| <input type="checkbox"/> E Independent Study | <input type="checkbox"/> P Specialized Instruction |
| <input type="checkbox"/> F Private Lesson | <input type="checkbox"/> Q Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

	Equivalent Course(s):

Restrictions:	
Classification	
Major	

The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.

AFST 3305: Debates in Black Studies
Department of African American & African Studies
Tuesday/Thursday
**Syllabus is subject to change during the semester*

Instructor: Tawanda Chabikwa, PhD., M.FA.
Office Location: Liberal Arts Building 401
Email: rtchabikwa@utep.edu
Office Hours: by appointment

Course Description

This writing-intensive course will assist students in honing their rhetorical argumentation skills through the examination of debates in African American Studies from the arrival of Africans in the Americas through the current moment. Debate topics within the following areas: black humanity; gender and sexuality; race and class; immigration and migration; government, rights and civic duty; politics of art; society and individual choice; religion; education; strategies for change; and separatism versus integration. The reading assignments will encourage students to read closely and think critically as they analyze the argument through historical, political, and social contexts, as well as language choice and intended audience. The reading assignments will provide students with models--both strong and weak--for crafting their own arguments. The written and oral assignments will focus on helping students to consider their own audience as they craft different types of arguments and analyze the arguments of others.

Course Objectives

- To hone students rhetorical argumentation skills through critical reading and analysis of written texts.
- To offer students the opportunity to receive written peer and instructor feedback in order to revise their written work.

- To consider audience when crafting written and oral arguments.
- To think critically about the US black experience and the ways in which those experiences have been addressed through intra-racial and inter-racial public debates.
- To develop skills in visual rhetoric and digital media production

UTPE EDGE Advantages



Goals

Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression.

Expected Learning Outcomes

- Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
- Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
- Students access and use information critically and analytically.

Required Text

Henry Louis Gates, Jr. and Jennifer Burton. *Call and Response: Key Debates in African American Studies* (available for purchase online, campus bookstores, and on loan from UTEP libraries)

Andrea Lunsford, *EasyWriter*

Grading

10% Participation
15% Oral Speech
20% Paper 1: Rhetorical Appeals

- 20% Paper 2: Refuting and Conceding
- 20% Paper 3: Pro/Pro
- 15% Digital Final Project

Assignments

Participation: Regular and engaged participation is expected. Students are expected to arrive to class having completed all assigned readings and be ready to participate in thoughtful and lively discussion. Unexcused absences and any accrued absences beyond four (4) will adversely affect your participation grade and potentially your final course grade. Tardies and early departures are disruptive and should be avoided; they, too, will affect your participation grade.

Documented excusable absences include: bereavement, hospitalization, contagious illness, or severe injuries.

Papers: Students will write three papers. Each paper will be workshopped through peer reviews prior to submitting a final draft to the instructor. Students will have the opportunity to revise each paper to improve their writing skills as well as earn a higher grade; revised papers are due one week from receiving feedback and grade (i.e. if a student would like an opportunity to rewrite a paper using the instructors feedback, they must submit it at least a week before the final due date of the paper.)

- **Paper One** will focus on rhetorical appeals. Students will select an essay and analyze the effectiveness of the writer's use of rhetorical appeals. Paper length: 3-4 pages.
- **Paper Two** will focus on students' ability to construct an argument related to one of the debates studied. Specific attention will be paid to students' ability to construct a narrow and forceful argument that is supported by effective refuting and conceding. For this paper, historical research for social and political context of the debate will be necessary for a solid understanding of context, but no sources beyond the book should be necessary to form the argument. Paper length: 4-5 pages.
- **Paper Three** will be a challenge, as students will select a debate topic and write two (2) short papers. Each paper will be for or "pro" which means students will inevitably argue in one paper for a position they do not in fact hold. This is an important exercise in argumentation, as it will assist students in privileging *reason* or logos in their arguments over *emotional feeling* or pathos, as well as continue to hone refuting and conceding skills.

Oral Speech: During the first week of class each student will sign up for a day to orally present to the class on the assigned reading. The presentation must cover:

- Identify the main issue
- Identify any secondary issue(s)
- Identify the players in the debate (background information on their lives, careers, etc.)
- Provide a historical, social and political context for the debate
- Articulate the primary points of contention if the debate is between two or more individuals; if it is not, but rather a larger public conversation, then identify or categorize the differing perspectives on the issue.

Visual presentations (i.e. Power Point; Prezi, etc.) may accompany the presentation, but no devices may be used that might subvert the oral element of the presentation (i.e. digital media, sound clips, etc.).

Digital Project: This is an opportunity for students to move away from the written page of argumentation to the visual. Students will select one of the debates covered during the semester and develop a digital project that captures the debate visually and/or aurally. The possibilities are quite open and could be as simple as a Power

Point presentation of visual art responding to one of the debates (i.e. natural hair); or it could be a montage of sound bytes from various speeches on a topic (i.e. separatism) accompanied by images of the speakers; or it could be a short performance (5 minutes max.) produced by the student that captures a current iteration of one of the debates; or it could be something else entirely and subject to the expanse of students' own imagination and creativity.

Further details on all assignments will be posted on Carmen and discussed during class. If you ever have questions about either the assignments or reading, please be sure to ask in class or, if more appropriate, speak to me during office hours or an alternately scheduled time. I want to be sure you have all of the information and support you need in order to perform at your best!

OSU Standard Grade Scheme

93 - 100 (A)

90 - 92.9 (A-)

87 - 89.9 (B+)

83 - 86.9 (B)

80 - 82.9 (B-)

77 - 79.9 (C+)

73 - 76.9 (C)

70 - 72.9 (C-)

67 - 69.9 (D+)

60 - 66.9 (D)

Below 60 (E)

Weekly Schedule

Week 1

Black Humanness: A Philosophical Context for the US Black Experience

Week 2

- August 29, DAVID HUME *from* Of National Characters (1748, 1777)
PHILLIS WHEATLEY Letter to the Reverend Samson Occum (1774)
- August 31, THOMAS JEFFERSON *from* Notes on the State of Virginia (1784, 1787)
BENJAMIN BANNEKER Letter to Thomas Jefferson (1791)
THOMAS JEFFERSON Reply to Benjamin Banneker (1791)

Lecture on Audience: Intended Audience & Delivery

Week 3

- September 5, DAVID WALKER *from* Article I, Our Wretchedness in Consequence of Slavery, *from* Walker's *Appeal* (1829, 1830)
IDA B. WELLS *from* Southern Horrors: Lynch Law in All Its Phases (1882)
- September 7, BOOKER T. WASHINGTON The Atlanta Exposition Address (1895)
HENRY MCNEAL TURNER Response to the Atlanta Exposition Address (1895)
W. E. B. DU BOIS Of Mr. Booker T. Washington and Others (1903)

Lecture on Rhetorical Appeals: Ethos (character/credibility)

Black Women's Suffrage, Rights & Gender Divides

Week 4

- September 12, KELLY MILLER *from* The Risk of Woman Suffrage (1915)
W.E.B. DU BOIS *from* Woman Suffrage (1915)
ELISE JOHNSON MCDOUGALD *from* The Double Task: The Struggle of Women for Sex and Race Emancipation (1925)
- September 14, JOEL AUGUSTUS ROGERS The Critic: Dean Miller Takes Fright at the Emancipation of the Negro Woman (1925)
CLAUDIA JONES *from* An End to the Neglect of the Problems of the Negro Woman! (1949)

Lecture on Rhetorical Appeals: Pathos (emotion)

Week 5

- September 19, LINDA LA RUE *from* The Black Movement and Women's Liberation (1970)
FRANCES M. BEAL Double Jeopardy: To Be Black and Female (1970)
COMBAHEE RIVER COLLECTIVE A Black Feminist Statement (1977)
- September 21, MICHELE WALLACE *from* Black Macho and the Myth of the Superwoman (1979)
ROBERT STAPLES The Myth of Black Macho: A Response to Angry Black Feminists (1979)

Lecture on Rhetorical Appeals: Logos (reason)

Black Separatism vs. Integration

Week 6

- September 26, JAMES CRAWFORD EMBRY Afro-American vs. Negro (1895)
WILFRED ADOLPHUS DOMINGO What Are We, Negroes or Colored People? (1919)
September 28, W. E. B. DU BOIS On Segregation (1934)
W. E. B. DU BOIS The NAACP and Race Segregation (1934)
WALTER F. WHITE Reply to W.E.B.Du Bois (1934)

Lecture on Preemptive Argumentation & Conceding
Paper 1 DUE Monday, October 2, 2025 at 5:00pm

Week 7

- October 3, JAMES FARMER AND MALCOLM X A Debate at Cornell University (1962)
STAUGHTON LYND *from* Coalition Politics or Nonviolent Revolution? (1965)
October 5, LINDA LA RUE *from* The Black Movement and Women's Liberation (1970)
K. T. BREDFORD Why "Black" and Not "African-American"? (2007)

Lecture on Audience: Knowing your Audience

Government, Rights & Civic Duty

Week 8 ***Each student will pick a paper lead a brief discussion on. As some readings will overlap, students are expected to read **only** the paper they choose to lead discussion on. ***

- October 10, FREDERICK DOUGLASS AND SAMUEL RINGGOLD WARD
Resolved, That the Constitution of the United States, in Letter, Spirit, and
Design, Is Essentially Anti-Slavery (1849)
W. E. B. DU BOIS Returning Soldiers (1919)
A. PHILIP RANDOLPH Why Should We March? (1942)
AARON MCGRUDER The Boondocks: Because I Know You Don't Read the
Newspaper (2000)

Lecture on Personal Style and Voice

****Autumn Break****

Week 9

- October 17, RANDALL ROBINSON *from* The Debt: What America Owes to Blacks (2000)

JACK HITT ET AL. Making the Case for Racial Reparations (2000)

ADOLPH L. REED JR. The Case Against Reparations (2000)

Lecture on Personal vs. Neutral Stances

October 19, Writing Workshop: Strategizing Argumentation

Society & Individual Choice

Week 10

October 24, W. E. B. DU BOIS Black Folk and Birth Control (1932)

GEORGE S. SCHUYLER Quantity or Quality (1932)

CONSTANCE FISHER The Negro Social Worker Evaluates Birth Control (1932)

October 26, DAILY GLEANER Marcus Garvey on Birth Control (1934)

JULIAN LEWIS Can the Negro Afford Birth Control? (1945)

E. FRANKLIN FRAZIER Birth Control for More Negro Babies (1945)

DOROTHY ROBERTS The Dark Side of Birth Control (1997)

Lecture on the Art of the Rebuttal

Paper 2 Due Monday, October 30 at 5:pm

Week 11

October 31, PHYL GARLAND The Natural Look: Many Negro Women Reject White Standards of Beauty (1966)

READERS OF EBONY Letters on "The Natural Look" (1966)

KATHY RUSSELL, MIDGE WILSON, AND RONALD HALL Hair: The Straight and Nappy of It All (1992)

Lecture on Detecting Personal Bias for Stronger Argumentation

November 2, CHERYL CLARKE The Failure to Transform: Homophobia in the Black Community (1983)

BARBARA SMITH Blacks and Gays: Healing the Great Divide (1993)

US HELPING US On the Down Low (2001)

TONY COX AND BISHOP HARRY JACKSON Homosexuality in the Black Church (2007)

BETH E. RICHIE Battered Black Women: A Challenge for the Black Community (1985)

Week 12

November 7, Writing Workshop: Pro/Pro

November 9, Open discussion/ Open.

Week 13

November 14, Digital Presentations & Thanksgiving

November 16, Digital Presentations & Thanksgiving

Paper 3 Due on November 20, 2025 at 5:00pm.

Week 14

November 21, Class oral debate on chosen topic

****Thanksgiving Break: no class on November 23, 2025.****

Week 15

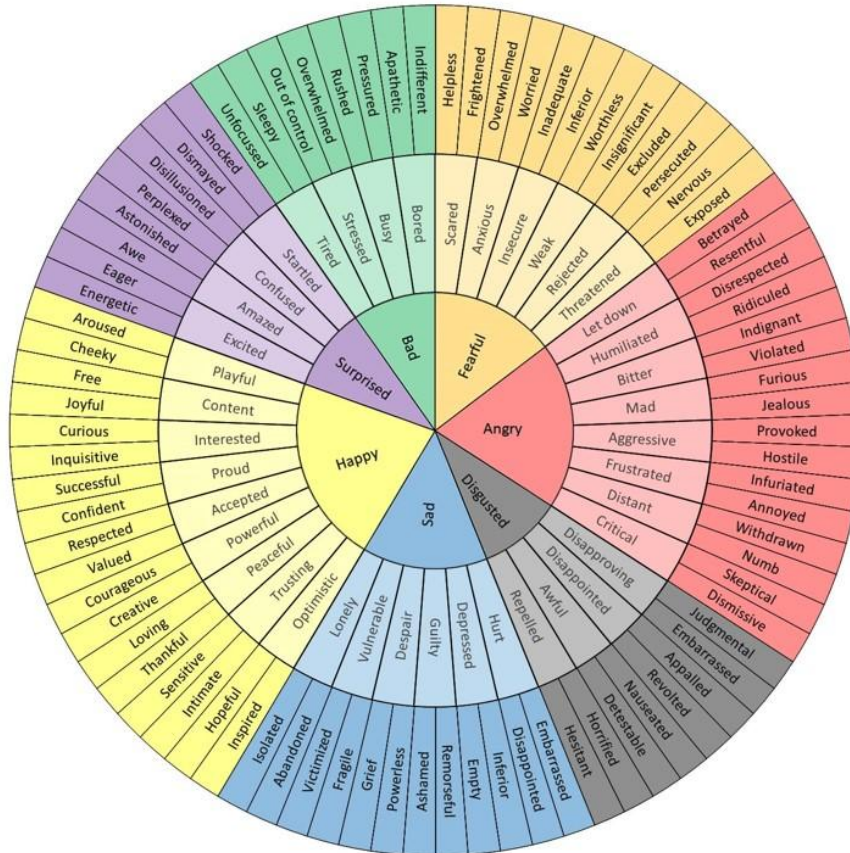
November 28, Historical Movie watch day

November 30, Focus on relevance of semester's readings to contemporary realities.

December 5, SEI's and oral feedback and student reflections. *(students may also fill out SEI's any time from November 25, 2017 up to 11:59pm the last day of finals)*

Emotions, Thoughts and Feelings:

This course requires that you engage in deep contemplation and occasionally, meditation regarding thoughts, feelings, and emotions. AS we abide by principles of intention awareness and intimacy it will be important that participants cultivate awareness of their thoughts and emotions throughout the process, alongside physical sensation. Cultivating a habit of describing our experience will be central to our process. Belo is a tool to help catalyze the process. While incomplete, the Feelings Wheel is a useful place to begin this endeavor.



Feelings Wheel—based on nonviolent communication concepts by Marshall Rosenberg, Ph.D.

TECHNOLOGY REQUIREMENTS

You will need to have access to a computer/laptop. There are laptops available for loan *at no cost* at the UTEP Library. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, and Zoom. Check that your computer hardware and software are up-to-date and able to access all parts of the course including media viewing materials.

If you do not have word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider the audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- You are expected to be visible during all virtual calls/meetings unless prior arrangements are made with the instructor.
- Respect and courtesy must be always shown to classmates and to the instructor. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, social media, or other virtual spaces.



Class Recordings

Occasionally we may record/film class to allow you to have access to revise new choreography, class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

Scholastic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

Plagiarism Detecting Software

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase. We are also aware of software such as ChatGTP that can be used to generate text for you. We will also conscientiously learn how to mobilize technologies such as these to our advantage as a learning community as needed.

Copyright Statement

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Course Resources: Where You Can Go for Help

UTEP provides a variety of student services and support:

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- [UTEP Library](#): Access a wide range of resources including online full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students. Our Dance Librarian at UTEP's library is:
Tessy Torres
Email: mttorres3@utep.edu
Tel: (915)747-5066
Contact Ms. Urbina for any questions concerning difficulties accessing the viewing material for the course or finding reading resources.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.
- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
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- **Office Hours**: We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held on Blackboard Collaborate using the "Office Hours" link in Blackboard and during the following times:
Mondays and Wednesdays: 1 p.m. to 3p.m. Mountain Time; *by appointment*.
- **Email**: Blackboard message is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. My UTEP e-mail (rtchabikwa@utep.edu) is the alternative in case of emergency. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- **Help Board**: If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.
- **WhatsApp/GroupMe** student groups. This is similar to the Help Board. The instructor will NOT be in these groups, but you can help each other more quickly there.

- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

Excused Absences and/or Course Drop Policy

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24-hour advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar’s Office](#) to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

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Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

Accommodations Policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

Where You Can Go for Help? ... Campus Resources

UTEP provides a variety of student services and support: academic, personal, technology, individual, mental health, spiritual, and many more. Below are just a few of them. Always feel free to communicate your needs to your facilitator. They may have access to services you’re not aware of in the university.

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Tessy Torres
Email: mttorres3@utep.edu
Tel: (915)747-5066
Contact Ms. “Tessy” Torres for any questions concerning difficulties accessing the viewing material for the course, or finding reading resources.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.
- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.

COURSE ADD

All fields below are required

College : Liberal Arts

Program: African American Studies

Effective Term : F 26

Rationale for adding the course:

AFST 3306 Black Intellectual Thought

This proposal seeks to create a new course for the minor in African American Studies. It reflects the growing interests of our student population. This course seeks to introduce students to various intellectual thought in relation to historical events and social change.

All fields below are required

Subject Prefix and # AFST

Title (29 characters or fewer): Black Intellectual Thought

Dept. Administrative Code : 1450

[CIP Code](#) 540101

Departmental Approval Required ☐Yes ☒No

Course Level ☒UG ☐GR ☐DR ☐SP

Course will be taught: ☒ Face-to-Face ☐ Online ☐ Hybrid

Course minimum grade: if N leave blank, if Y provide grade

- How many times may course be repeated to satisfy minimum grade requirement?

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" ☐Yes ☒No

Grading Mode: ☒Standard ☐Pass/Fail ☐Audit

Description and 2-3 keywords (600 characters maximum):

(Keywords are for Facilitation of course searches and should be words not already included in course title or description)

AFST 3306 Black Intellectual Thought

The course examines various strains of thought in Black, African and African Diasporic history. It will interrogate sociopolitical, cultural, philosophical intellectualism using the examples of a diverse range of Africana political leaders, politicians, scientist, scholars, artists, philosophers, and businesspeople.

Key Words: intellectualism; slavery; colonialism

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- | | |
|---|--|
| <input checked="" type="checkbox"/> A Lecture | <input type="checkbox"/> H Thesis |
| <input type="checkbox"/> B Laboratory | <input type="checkbox"/> I Dissertation |
| <input type="checkbox"/> C Practicum | <input type="checkbox"/> K Lecture/Lab Combined |
| <input type="checkbox"/> D Seminar | <input type="checkbox"/> O Discussion or Review (Study Skills) |
| <input type="checkbox"/> E Independent Study | <input type="checkbox"/> P Specialized Instruction |
| <input type="checkbox"/> F Private Lesson | <input type="checkbox"/> Q Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks):

TCCN (Use for lower division courses) :

Prerequisite(s):		
Course Number/ Placement Test	Minimum Grade Required/ Test Scores	Concurrent Enrollment Permitted? (Y/N)

Corequisite Course(s):

	Equivalent Course(s):

Restrictions:	
Classification	
Major	

The curriculum office recommends consulting with other programs to determine whether there is significant overlap between the proposed course and any existing courses, especially when the course is part of an interdisciplinary program. Evidence of this consultation will facilitate the work of the curriculum committees.

AFST 3306 Black Intellectual I Thought
Special Topics in African American Studies
(AFST 3390; CRN: 22877), 3.00 credit hours
 MW 1:30pm to 2:50pm (in-person/F2F)
 Education Building, Rm. 302

Instructor: R. Tawanda Chabikwa
 Email: rtchabikwa@utep.edu
 Office Hours: TR 1pm to 3pm or by appointment

**this course is cross-listed with the following:*
WS 3383 CRN:29257 Gender Issues in the Humanities
POLS 4344; CRN: 29385 Special Topics in Political Theory
PHIL 4352; CRN 29325 Problems in Philosophy Seminar
ANTH 4370; CRN 29311 Studies in Anthropology

Course Description

The course examines various strains of thought in Black, African and African Diasporic history. We will interrogate sociopolitical, cultural, philosophical intellectualism as well. It uses examples of a diverse range of African political leaders, politicians, scientist, scholars, artists, philosophers, and businesspeople. From Nat Turner and David Walker in the nineteenth century to Nikki Giovanni and Kathleen Cleaver in the twentieth; from Amilcar Cabral to Steve Biko in African Liberation movement struggles; from Léopold Senghor to Kwame Nkrumah, bell hooks, Desmond Tutu and beyond. Participants will encounter a wide range of arguments, individuals, and organizations that sought to alleviate Black suffering while elaborating and embodying context-specific, Black African epistemologies in the face of a global anti-black modernity.

Study of Black intellectual thought traditions is often considered a deeply very controversial topic of study. This idea extends primarily from well-practiced dualism that (mis-)understands Blackness and Black lifeworlds solely as “being-in-opposition” to whiteness. Oppositional thinking is insufficient to understanding that intellectualism emerges from a recognition of heterogeneous oppressive systems, ideologies and infrastructures. By shifting away from uni-versalist to pluri-versalist logic—i.e. diunital thinking— we can anchor explorations of “intellectual thought” in intellectual *and* embodied discourses that interrogate and reframe perception, often beginning with the very notion of personhood.

This course illuminates the historical persistence and ongoing prevalence of Black/ Africana intellectualism from the birth of Euro-western modernity, through slavery and colonialism, and into the present. We will locate the Black intellectual tradition's place in the historiography of the Civil Rights and Black Power eras and in the centuries-long struggle for Black equality. We will consider intellectualism in Africa, the Caribbean and South America. Most importantly will address intellectualism in today's social justice movements, and in speculative/futurist Black cultural productions (literary, visual and performance arts, and contemporary African Philosophy). This course also seeks to ascertain why black intellectualism seems so hard to define and categorize. Finally, we will explore the question of why intellectualism, despite its almost universal popularity among other ethnic groups, remains one of the least understood and least studied facets of African American history.

Theory:

A basic Africana Studies methodology is grounded by three tenets of analysis and contemplation: Movement Analysis, Contextual Analysis, and Sociopolitical Analysis. We will balance our movement practice and embodied knowledge with lecture and discussions based on various readings and viewings and other weekly assignments that ensure we are able, by the end of the class, to:

1. Situate Intellectual Thought in relation to the self, historical events and social change.
2. Understand the roles popular culture, popular media, and rhetoric in relation to the ^{[[L]]}_{[[SEP]]} dissemination of Intellectual Thought and culture.
3. Recognize and identify thinkers, thought forms and influences of Black Intellectual Thought in world culture.
4. Understand Intellectual thought as a part of global culture.
5. Increase information literacy and ability to navigate library resources.

Program Learning Objectives

At the successful completion of this course students will be able to:

1. Identify key Black/Africana thinkers in the history of Black cultural/political thought.
2. Describe individual and collective contributions to the historical development of Black Intellectual Thought.
3. Explain the impact of historical events, social circumstances, and political landscapes on that inform the diverse philosophies Black/African thought.
4. Understand and demonstrate how Black/Africana intellectual thought reflects or challenges social and cultural norms and ideals.
5. Integrate and mobilize varied methodological approaches for watching, describing, and analyzing Black Thought to critically evaluate historical and contemporary examples.
6. Apply the concepts of diunital thinking, extended self, and cosmo-uBuntu and aesthetic innovation to various forms intellectual thought within and beyond African descended peoples.
7. Locate and access appropriate textual and non-textual (primary) source materials using library databases and research tools.
8. Evaluate the credibility and appropriateness of literature, music, video, images, and other source materials for a personalized final research project.

Expected Learning Outcomes

Arts and Humanities

1. Students develop abilities to be informed observers of, or active participants in, the ^{[[L]]}_{[[SEP]]} visual, spatial, performing, spoken, or literary arts.
2. Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.
3. Students examine and interpret how the human condition and human values are explored through works of art, political speeches, dance, and humanistic writings

Cultures and Ideas

1. Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.
2. Students develop abilities to understand how ideas and embodied practices influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course works towards these outcomes through practice of critical analysis techniques and through **close readings** of specific media and rhetorical praxes as cultural representations that reflect and contribute to individual subjectivities, group identities, historico-political interactions, and societal assumptions and beliefs in the United States.

Social Diversity in the United States

1. Students describe the roles of such categories as race, gender, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, difference, inclusion, acceptance, tolerance, and equality of others.

Americans of all cultures embody the epistemologies of various segments of our many-faceted society when engaged in dialogue and discussion. Along with examining representations and constructions of identity through various means, this course will draw students' attention to their own experience of and attitudes towards diverse dance practices and heritages.

General Education Goals

1. Self and Society: To understand and value diverse perspectives in both the global and community contexts of modern society in order to work knowledgeably and effectively in an ethnically and culturally rich setting.
2. Aesthetic understanding and Creativity: To appreciate and be knowledgeable about human creative expression, including literature and the arts.

Course Content and Procedures

Attendance

Attendance for this course will be taken by physically signing-in. There will be a sign in sheet when you enter the room where you will write you first and last name *in clear, legible writing*. Note that five (5) tardies (arriving to class 10 or more minutes late) will count as one absence. (*be sure to read the COVID-19 attendance policy at the end of the syllabus)

Assignments

Assignments will **always** be due on Sundays at 11:59pm via Blackboard submissions.

African American Studies Librarian

For certain assignments you will be required to find and utilize some scholarly resources (journal articles, books, documentary film etc.). It is suggested you make use of our department librarian's availability. They are always happy and enthusiastic to assist. Send them an email using the information below:

Tessy Torres (*she/her/hers*)
Open Educational Resources and
Education Librarian
African American Studies | Education | Theatre & Dance
915-747-6723
mttorres3@utep.edu

Positive Quality of Interaction

Africana Studies is a field of study in which we must put "our bodies on the line". We will be physically sharing space with each other, in all our diversity. This course is designed to create a safe, liberated, and *joyful* space. So each participant will be expected to practice mindfulness, respect and empathy with all other participants. Behaviors such as bullying; "cat-calling", body shaming, negative criticism, ogling, intimidating, sexualizing/objectifying, and/or laughing at others—among others (more examples can be found)—have often

been taken as the norm in today's society. Africana Studies seeks to directly confront and counter these behaviors. ***Such behaviors and actions will not be tolerated nor accepted in our classroom. ANY such behavior...repeat, ANY such behavior will lead to immediate dismissal from the course are all here to learn together.*** We are to hold space for each other in most compassionate, mature, and *human* way possible. If you have signed up for this course and are unable to comply with this, you are advised to drop the course at your earliest convenience.

Because this course is built on principles of uBuntu alongside Decolonial and Anti-Racist Pedagogy, we will create a "community agreement" together so as to co-create the space we will interact in. ALL participants must sign this co-created document or will have to drop the class.

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- **Office Hours:** We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held on Blackboard Collaborate using the "Office Hours" link in Blackboard and during the following times:
Mondays and Wednesdays: 12pm-1:30 p.m. by appointment.
Room 401
Liberal Arts Building
- **Email:** direct *Blackboard message* is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt (longer on weekends). My UTEP e-mail (rtchabikwa@utep.edu) is the alternative in case of emergency. When e-mailing me, be sure to email from your UTEP student account and **please put the course number in the subject line**. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- **Help Board:** If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

Requirements and Evaluation

Attendance and Participation: 60%

****be sure to read the COVID attendance policies at the back of the syllabus****

Attendance for this class is imperative for successful completion. Prior arrangements must be made with the instructor 48hrs in advance if you are unable to be. In addition to the generative seminar/debate/discussion-centered approach of this class, the information delivered in class through lectures, and fellow participants, you are encouraged to *be present, engaged and vocal* (*also read quality of interaction section in the syllabus). Viewing material and the collective analysis of assigned materials will enable you to complete the course objectives and succeed in the various assignments. Except for death in the family, documented religious observance and other exigent circumstances, you will be expected to be present (*read covid attendance section in syllabus too).

Participation is not just about physical presence. Be prepared to share your opinions/ideas and to ask questions. This is also a time that you can contribute to the learning of the class by discussing any course related thoughts and experiences you might have. Use of cell phones in any capacity during class time will not be tolerated—except for a previous agreements with the instructor. Use a notebook or a laptop (some are available for loan,

for free, from our school library). In some sections of the course we will use embodied practices, and center the body in our experience. This accesses kinesthetic learning methods and can help identify differences between styles. *If you have a specific prohibition against specific modes of movement practice, please e-mail me to discuss assignment alternatives.* Participation is assessed on presence, engagement, contributions, and professionalism; detailed rubrics for both movement practice and written assignments will be available on Blackboard.

Self-Designed Final Assignment 25%

Assignments: 15% (260 points total*)

Late Policy: Late submissions are not accepted without arrangements made at least 48hrs in advance. All assignments and readings and links to media are available on Blackboard. Always refer to the Weekly Module on Blackboard to know what is due each week. Detailed Rubrics of all assignments are available in the Rubrics folder on Blackboard. Always revise and refer to the rubrics before completing any assignment.

Reflection & Discussion Posts: 5 points each

Quizzes: 20 points each

Social Media Assignment: 10 points each

Weekly Video Logs: 10 points each Video logs are an opportunity for fun and intellectual provocations. Once a week (*changeable) you will be required to submit one-and-a-half (minimum) self-recording of yourself (video/or audio) reflecting on “intellectual thought” definitions using a specific example from contemporary culture. We will share these recordings with/in the class only. As the semester goes on, we will evolve these video logs into “virtual debates”.

Oral History Assignment: 25 points (750 words minimum) You will write one medium length Blackboard Discussion post based on your interview with a person of an older generation (friend, guardian, family member, colleague, mentor etc.) about their thoughts and experiences on/with Intellectual Thought growing up. This will be an exercise in ethnographic methodology, and an opportunity to explore oral tradition and the “narrative turn” in diasporic studies. In addition, you will comment on at least 1 of your classmates’ observations and respond to questions on yours (**5 pts**). Turned in on Blackboard Discussion Board.

Close Reading Assignment #1: 15 points Thick Description of intellectual music video: (500- 750 words, 15pts) Choose ONE music video of any genre (preferably under seven minutes long). Make sure it is video that you really enjoy, or at least find deeply intriguing and want to find out more about. Take your time because this is the music video you will focus on for all futures “Close Reading” assignments. Using the definition of Thick Description alongside those of Black Intellectual Thought discussed in the class, conduct a close reading of the video in the context of Black Intellectual Thought. Remember to be DETAILED and SPECIFIC.

Close Reading Assignment #2: 15 points Contextual Analysis: (500- 750 words, 15pts) Using the SAME music video in “Close Reading #1” conduct a Contextual Analysis that includes all pertinent details and information of the video including artists, record, label, choreographers, producers, directors etc. Provide deep context for the artist and the music genre along with other trends at the time the video was made. Also inform us of the social and political histories that are relevant to the work, the meaning, and the impact of the video you choose.

Close Reading Assignment #3: 15 points Sociopolitical Analysis: (500- 750 words, 15pts)

Using everything from the two assignments above, conduct a sociopolitical analysis of your music video. Remember that your peers will do blind reviews on the combination of the three. Think about creative ways of making an impactful observation/argument/point from your research! Things about what questions you are asking yourself and/or the reader.

Deadlines, Late Work, and Absence Policy

- **Assignments will *always* be due on Sundays at 11:59 PM.** On Blackboard. No late work will be accepted if the reason is not considered excusable.

Alternative Means of Submitting Work In Case of Technical Issues

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

TECHNOLOGY REQUIREMENTS

You will need to have access to a computer/laptop. There laptops available for loan *at no cost* at the UTEP Library. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, and Zoom. Check that your computer hardware and software are up-to-date and able to access all parts of the course including media viewing materials.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- You are expected to be visible during all virtual calls/meetings unless prior arrangements are made with the instructor.
- Respect and courtesy must be shown to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, social media or other space.

Excused Absences and/or Course Drop Policy

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absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

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Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

Administrative Policy Section

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The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

CLASS RECORDINGS

Occasionally we may record/film class to allow you to have access to revise new choreography, class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or

graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Course Resources: Where You Can Go For Help

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students. Our Dance and African American Studies Librarian at UTEP's library is: Tessy Torres
Contact Ms. Tessy Torres for any questions concerning difficulties accessing the viewing material for the course, or finding reading resources.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

COVID -19 PRECAUTION STATEMENT (UTEP Provost Office, email from 08/19/2021)

Please stay home if you have been diagnosed with COVID -19 or are experiencing COVID -19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID -19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID -19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID -19 transmission wear face masks when indoors in groups of people. The best way that Miners can

take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

New Testing Site (The Office of University Communications Bulletin, email from 08/19/2021)

Students, employees and the general public can stop by the COVID-19 Mega-Testing Site **at 3333 N. Mesa at Kern Drive**. This public site will offer both drive-up and walk- up testing.

Testing options include nasal or saliva PCR tests. Results will be available within 24- 48 hours.

The COVID-19 Mega-Testing Site will be open from 10 a.m. – 6 p.m., Monday- Saturday. **The only drive-up entrance to the site will be from Sun Bowl Drive at Kern Drive**. No appointment is necessary but online pre-registration at [this link](#) for both drive-up and walk-up testing is recommended to save time. Please use caution when driving in the area, which may become congested.

In addition to lanes for the general public, the mega-testing site will offer two dedicated drive-up lanes for UTEP students, employees and their household members in the same vehicle. **A valid Miner Gold Card is required to access the UTEP lanes.**

Convenient walk-up COVID-19 testing will be available for individuals without a vehicle near the entrance to the building on site. Pre-register at [this link](#) to save time.

Current UTEP students also have access to **free on-campus testing in the UTEP Student Health and Wellness Center** located in Union Building East, first floor. Click here for more information.

Please report a positive COVID-19 test to covidaction@utep.edu so our COVID Action Team can follow up with you.

Learn more about the city's mega-testing site and on-campus testing for students at utep.edu/covidtesting.

Masks (UTEP President's Office, email from 08/18/2021)

For vaccinated individuals, the CDC does not recommend wearing a mask outdoors, but you can choose to wear a face covering in a crowded outdoor setting or if someone in your household has an impaired immune system.

At our current level of disease in El Paso, the CDC recommends masks for vaccinated individuals while indoors in a public setting, and/or if someone in your household has an impaired immune system or is unvaccinated.

The CDC recommends that unvaccinated people always wear a mask.

At this time, masks and vaccination are not required for UTEP students and employees. As a Texas public university, we are a state agency subject to state regulations and UT System rules. Accordingly, we do not deny anyone services based on a vaccination status or whether or not they're wearing a mask. I [UTEP President Heather Wilson]'ll be wearing my mask as the CDC recommends and I encourage you to do the same.

Consult this link for Frequently Asked Questions about Covid and campus operations:

<https://www.utep.edu/resuming-campus-operations/faqs/index.html>

Consider that these guidelines might change, and we will adapt in accordance.

Topical Outline*

*Do not try to read everything at once! The syllabus and assignments are subject to change as this class seeks to emulate decolonial, emergent, and anti-racist pedagogic methods. Participants will have significant influence in shaping both the progress of the course, the topics covered, and quality of our experience as a learning community through out the semester. Modules are organized here to give a sense of content we will be learning. However, the sharing of the workload and assignments will be arrived at as a Learning Community. This will be discussed early in the semester alongside our shared creation of Community agreements that will guide our course, interactions, and knowledge production.

Module ONE: Week 1 to Week 4

Keywords: intellectual thought; Black/Africana; human cognition; embodied knowledges; personhood, philosophy, epistemology; decolonial pedagogy; anti-racist pedagogy; learning communities; racism/raciology; reason/logic; human-being; community agreements; self-knowledge

Questions:

What implicit and/or explicit criteria to we hold for what we think of as “intellectual” thought?
What is BLACK Intellectual Thought—its motivations, agendas, and origins?
Why study intellectual thought—what is its purpose?
In what type of ways/contexts can one be intellectual?
What tools to we already have to begin thinking about and engaging it?
What might be some limitations and possibilities of intellectual thought in academic space?
What is personhood?

Themes:

The centrality of epistemology
Theorizing Race and ethnicity
The co-contingencies of race, gender/sexuality, and class
Terminological exactitude, and the matter of definition
Three characteristics of culture
Three modes of analysis
Definition(s) of Intellectualism
Centering Africana epistemologies
Body politics and the Matter of personhood
African(a) intellectual pasts and intellectual modernities
Learning Community Agreements

Readings:

Boyd, Herb. "Intellectualism and resistance: The evolution of Black intellectual thought." *The Black Scholar* 28.1 (1998): 43-53.
James, Leslie. "Locating Black Intellectual Thought." *Anthurium: A Caribbean Studies Journal* 31.1 (2016).
Scott, David. "On the very idea of a Black intellectual tradition." *Small Axe: A Caribbean Journal of Criticism* 17.1 (2013): 1-6
Quan, H. L. T. "Geniuses of resistance: feminist consciousness and the Black intellectual tradition." *Race & class* 47.2 (2005): 39-53.

Viewings:

Talk (, YouTube 7min): “Using your Voice Is A Political Choice” | TEDx Talk | YouTube
<https://www.youtube.com/watch?v=plU-QpcEsw0>

Film: “I Am Not Your Negro” |Netflix or Library Resource

◇◇◇**extra credit opportunity** ◇◇◇—5 pts.: (Discussion Post: (500 words) Conduct a brief rhetorical analysis and response to the film. Be sure to tie it into things you’ve learned from our class. Make connections, but also reflect on your authentic/emotional/embodied response to film and the significance/value of that response in our discourse**

Assignments:

Discussion Post #1: Me and My Book (10pts)

Due Sunday, January 30th @11:59pm

Pick one book by a intellectual Black/Africana thinker, that you will personally focus on for the semester. In 500 words or more, introduce yourself to your peers and your interest in the course, and explain why you are choosing this particular text. Who are you and what does this text mean to you? So: 1) submit your book choice on our class Google Doc for the assignment (we do not want more than two people choosing the same book...it's first come first serve!), 2) Submit your self-introduction that also tells us about your book choice, and 3) comment on at least one other person's post for full marks. The link is below. *Do not edit other participant's information on the form; only input yours:*

<https://docs.google.com/document/d/1Dz8cCt99ohNwCfo-5IcYVZPjiNutqGckydfOzT-En0k/edit?usp=sharing>

Reading Notes #1 (5pts):

Due Sunday, January 30th @11:59pm

Reading notes are supposed to assist the rest of the class in understanding the text. The idea is to condense the information in each reading to make it comprehensible to the rest of the participants of the course you are meant to thoroughly read the article and to get garner two things from it. Think of it as writing a summary or a study guide entry for your fellow students. The structure I'm proposing here is what is required for each submission of reading notes. Each Reading Notes submission is worth 5 points in total. The document you upload should be **no more than 1 page long**.

About the Author (1pt)

Who is the author? Where are they from? What is their field of study/ what type of work do they do? (e.g. are they an historian, sociologist, ethnographer, anthropology, dance scholar etc.). What makes this author a credible source of information for the area of research in question.

Thesis/Premise (1pt)

A thesis is a declaration of what the article/research intends to prove. It is a road map for the reader. It is the main idea of the paper. What is the question they are answering in the essay? It is not just about what the writer is going to discuss, but also how they are doing it or going to do it.

Main Points (2pt)

For this section, write—in point form—no more than five key ideas, thoughts or pieces of evidence that the author uses to make their argument. These could include historical facts, philosophical concepts, ways in which they are answering their thesis questions, or the main pillars of their argument.

Conclusion (1pt)

Here you can relay the conclusion the author came to and/or your own conclusion after reading the work. You may also note ideas that the reading sparked in you and/or a closing thought for the people who will be reading your notes.

Discussion Post #2: What is (Black) Intellectual Thought (10 pts.)

Due Sunday, February 6th @ 11:59pm

Using a **maximum** of 500 words, and synthesizing what you've understood in the course so far, craft your own definition of intellectual thought. Your statement should: give a clear sense of definition of intellectual thought; ground itself in both theory *and* your personal experience; and reflect something of the dialogue and thought processes you've encountered in the classroom.

Degree Plan

Copy and paste text (if applicable) and degree plan from catalog here

Required Courses:

CURRICULUM CHANGE MEMO

Date: 10/31/2025

From: Dr. Erika Edwards, Department of History

Through: Dr. Brandon J. Render, Director of African American Studies

Through: Dr. Anadeli Bencomo, Dean of Liberal Arts

To: Dr. Selfa Chew, Chair of the Undergraduate Curriculum Committee

Proposal Title: Updates: Block Electives

Course name and number

AFST 3304 African Philosophy AFST 3305 Debates in Black Studies AFST 3306 Black Intellectual Thought

Course category

- ☐ Fine and Performing Arts
- ☒ Humanities
- ☐ Social and Behavioral Sciences

Action Needed

- ☒ Add course to Block Electives
- ☐ Remove course from Block Electives

Proposed Effective Date

Fall 2026

Rationale

The designation of these courses as block electives in the Humanities will allow all Liberal Arts students whose minor is not in African American Studies to take these courses. This will broaden access to these courses and ideally increase enrollment.

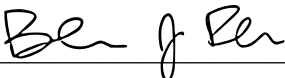
CURRICULUM PROPOSAL APPROVAL PAGE

Proposal Title: Proposal to add AFST prefix sections to existing cross-listed courses in the African American Studies Minor

College: Liberal Arts **Program:** African American Studies Program

PROGRAM DIRECTOR: Dr. Brandon J. Render.

I have read the enclosed proposal and approve this proposal on behalf of the department.



Signature

11/1/2025

Date

COLLEGE CURRICULUM COMMITTEE CHAIR – Dr. Selfa A. Chew-Melendez

I have read the enclosed documents and approve the proposal on behalf of the college curriculum committee.

Signature

Date

COLLEGE DEAN – Dr. Anadeli Bencomo

I have read the enclosed documents and approve the proposal on behalf of the college. I certify that the necessary funds will be allocated by the college in support of this proposal.

Signature

Date

CURRICULUM CHANGE MEMO

Date: 4/21/2025

From: Dr. Selfa A. Chew-Melendez, Associate Dean for Undergraduate Curriculum *SC*

Through: Dr. Brandon Render, Program Director, African American Studies *Ben f. Render*

Through: Dr. Anadeli Bencomo, Dean of the College of Liberal Arts

To: Dr. Selfa A. Chew-Melendez, Liberal Arts Curriculum Committee

Proposal Title: Proposal to add AFST prefix sections to existing cross-listed courses in the African American Studies Minor

Select the proposal content (select as many as apply) and provide the rationale.

Content

- ☐ New program or ☒ Program Change
 - ☐ Bachelor's
 - ☐ Master's
 - ☐ Doctoral/Professional
 - ☐ Certificate
 - ☐ Fast Track
 - ☒ Minor
 - ☐ Concentration/Track
- ☐ New Course
- ☐ Closure (program, certificate, minor, concentration)
- ☐ Change
 - ☐ CIP Code
 - ☐ Program/certificate SCH
 - ☐ Course Title
 - ☐ Course Description
 - ☐ Graduate Program Admission Requirements

Rationale

This proposal seeks to formally include courses in the African American Studies Minor that are currently offered through cross-listings with other programs or departments, taught by their respective faculty, but now adding sections under the AFST prefix. Instruction will remain under the original department or program that developed the courses. Assigning the appropriate designation enables students to easily identify African American Studies offerings, ensures accurate equivalencies for study

abroad programs, and provides precise descriptions for courses that were previously listed under Special Topics. This approach aligns with established practices in other areas, such as SOC 1310/ANTH 1310 and LING 3312/SPAN 3312.

Courses to add to minor

AFST 3347. Jazz & Other Stage Danc Form I.

AFST 3348. American Dance Forms - Jazz.

AFST 3349. Hip Hop Dance I.

AFST 3351. Afro-Mexico.

AFST 3352. African Diasporas-Latin Amer.

AFST 3366. African Art.

AFST 4348. Jazz Dance 2.

AFST 4349. Hip Hop Dance 2.

AFST 4304. Envir. Just. & Min. Comm. U.S.

Degree Plan

Code	Title	Hours
Required Courses:		
AFST 2300	Intro-African Amer Studies	3
AFST 3303	Theories in African Amer. Stud	3
AFST 3390	Topics in African/Amer Studies	3
Electives:		
Select three courses, with at least two being upper-division		9
The courses below are recommended but not required; students may choose from full course listing to satisfy electives		3
AFST 3300	African Ame Lead of the 20 Cen	3
AFST 3301	The Modern Civil Rights Mov	3
AFST 3302	Afr Ame Wom&the Black Free Mov	3
AFST 3304	African Philosophy,	3
AFST 3305	Debates in Black Studies	3
AFST 3306	Black Intellectual Thought	3
AFST 3347	Jazz & Other Stage Danc Form I	3
AFST 3348	American Dance Forms - Jazz	3
AFST 3349	Hip Hop Dance I	3
AFST 3351	Afro-Mexico	3
AFST 3352	African Diasporas-Latin Amer.	3
AFST 3354	Black Women of the Americas	3
AFST 3366	African Art	3
AFST 4304	Envir. Just. & Min. Comm. U.S.	3
AFST 4348	Jazz Dance 2	3
AFST 4349	Hip Hop Dance 2.	3

Total Hours. 18

Course List

Electives

Commented [CMSA1]: MOVED AFST 3354 AFTER AFST 3352.

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Code	Title	Hours
AFST 4390	Spc Top-African American Stud	3
BIOL 1303	Introductory Biology (C)	3
BIOL 1304	Human Biology	3
COMM 1301	Public Speaking	3
COMM 3355	Organizational Communication	3
COMM 4352	Contemporary Rhetoric	3
CRIJ 1301	Intro to Criminal Justice I	3
CRIJ 3308	Juvenile Justice	3
CRIJ 3313	Criminology	3
CS 1310	Intro-Computational Thinking	3
ENGL 3360	Women in Literature	3
ENGL 4340	Advanced Literary Studies	3
HIST 3309	Mexican-American History	3
HIST 3323	Indigenous Peoples of the US	3
HIST 3325	Hist Immigration/Ethnicity US	3
HIST 3337	Modern Africa	3
HIST 3339	Pyramids & Prophets	3
HIST 3346	Central America and Caribbean	3
HSCI 2303	Wellness Dynamics	3
HSCI 3304	Health Perspectives in Aging	3
HSCI 3305	Substance Use & Society	3
HSCI 3307	Death, Dying and Bereavement	3
HSCI 4303	Family Life & Human Sexuality	3
KIN 1303	Foundations of Kinesiology	3
LING 2320	Introduction to Human Language	3
LING 3357	Sociolinguistics & Bilingualism	3
NURS 3319	Cult Perspectives on Hlth Care	3
PHIL 2306	Ethics	3
PHIL 3325	Social Philosophy	3
POLS 3314	Ethnicity & Race In Amer Pol	3
POLS 3321	Civil Rights & Liberties	3
PSYC 2302	Social Psychology	3
PSYC 2305	Psychology of Human Sexuality	3
RS 3310	Major World Religions	3
SOCL 3306	Cultural Diversity	3
SOCL 3327	Social Inequality	3
		3

Code	Title	Hours
SOWK 2310	Intro-Social Work/Soci Welfare	3
SOWK 3345	SOWK/Aging: Cross Cultl Persp	3
THEA 3335	Latinx/Latine Theatre	3
WS 2300	Introduction to Womens Studies	3
Course List		