

UNDERGRADUATE CURRICULUM CHANGE MEMO

Date: 10/13/2022
From: Selfa A. Chew-Meléndez
Through: Michael V. Williams, African American Studies Program Director
Through: Anadeli Bencomo, College of Liberal Arts Dean
To: Selfa A. Chew- Meléndez, Undergraduate Curriculum Committee Chair.

Proposal Title: Change to minor in African American Studies: Change AFST 2301 to upper-division course (AFST 3303).

Explain the nature of the change and the rationale.

AFST 2301, Theories In African American Studies, is a required course towards a minor in African American Studies. The study of the intellectual production of African American scholars and writers requires reading and writing skills reflected in upper-division courses. By offering this course as AFST 3303 the AFST program will indicate the intermediate-to-advanced critical reading skills students will develop through its coursework. The African American Studies minor will require AFST 3303 instead of AFST 2301. This course will be offered as a Humanities and Social and Behavioral Sciences block elective.

AFST 3303.

Theories In African American Studies (3-0) A survey of major theories of the African American Experience as seen through the works of African American scholars and writers from the 19th century to the present. Authors studied range from Carter G. Woodson, and Anna J. Cooper and W.E.B. Du Bois to current Afrocentric intellectuals.

Changes in the catalog will be reflected as follows:

Degree Plan

Code	Title
Required Courses:	
AFST 2300	Intro-African Amer Studies
AFST 32 303	Theories-African Amer Studies
AFST 3390	Topics in African/Amer Studies
Course List	

Add AFST 3303 to Humanities Block Electives
Add AFST 3303 to Social and Behavioral Sciences Block Elective

CURRICULUM PROPOSAL

APPROVAL PAGE

Proposal Title: Change to minor in African American Studies; Change AFST 2301 to upper-division course (AFST 3303)

College: Liberal Arts

Department: African American Studies Program

DEPARTMENT CHAIR- Dr. Michael V. Williams

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



10-25-22

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

COURSE ADD

All fields below are required

College : Liberal Arts

Department : African American Studies Program

Effective Term : Fall 2023

Rationale for adding the course:

AFST 2301, Theories In African American Studies, is a required course towards a minor in African American Studies. The study of the intellectual production of African American scholars and writers requires reading and writing skills reflected in upper-division courses. By offering this course as AFST 3303 the AFST program will indicate the intermediate-to-advanced critical reading skills students will develop through its coursework. In addition, AFST 3303 will be listed as a Humanities and Social and Behavioral Sciences block elective, enriching the range of courses students can take to complete their degree plan.

All fields below are required

Subject Prefix and # AFST 3303

Title (29 characters or fewer): THEORIES IN AFRICAN AMERICAN STUDIES

Dept. Administrative Code : 1735

[CIP Code](#) 05.0101.00

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)

Theories In African American Studies (3-0) A survey of major theories of the African American Experience as seen through the works of African American scholars and writers from the 19th century to the present. Authors studied range from Carter G. Woodson, and Anna J. Cooper and W.E.B. Du Bois to current Afrocentric intellectuals.

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): It may be offered as a full 16-week term, also as Maymester, Wintermester, and Summer.

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	
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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.

Syllabus
AFST 3303

THEORIES IN AFRICAN AMERICAN STUDIES

Instructor:	Selfa A. Chew, PhD
E-mail:	sachewsmithart@utep.edu
Session:	Spring
Class:	LART 106 – 8:00 AM – 1:00 PM
Zoom office link:	https://utep-edu.zoom.us/j/8615802339
Office:	LART 331 – 747 7060
Virtual Office Hours:	M – F 13:00 – 14:00 PM
Or by appointment.	

Course description and objectives.

This course is an overview of the concepts, discussions, and contexts of representative African American intellectual production. Our program consists of an introduction to a vast body of thought of which we will examine primary documents authored by a selection of Black intellectuals. Students will also interrogate the historical contexts in which these discourses were produced, and the political movements that shaped or were influenced by Black theoreticians. Textbooks, articles, and films will assist us to understand the political, cultural, social, and economic strategies developed to challenge racism and other relations of power in the United States. Our course will allow for a comparison of social/historical experiences and intellectual bodies across heterogeneous populations.

Our course requires discipline and dedication: finding time for your daily reading and writing will help you gain a deeper understanding of the theories concerned with African Americans Studies and earn you the highest marks.

All materials are accessible through our UTEP virtual library, Blackboard and other internet sites.

The objectives of this course are:

- To learn in a cooperative environment the *relationship* and *significance* of historical persons, events, ideas, and concepts.
- To **analyze** the various arenas in which African American intellectuals articulated public discourses to affect United States anti-Black political, legal, and cultural systems.
- To develop a reading knowledge of the African American thought and the historical contexts in which it engaged in public discussions of race, gender, and class politics.
- To analyze primary and secondary sources for clear, accurate, and informed discussion (in online

discussions and in your written reports);

At the end of this course I would like my students to be able to:

- Read critically primary and secondary sources, and properly incorporate them into their research.
- Think critically about race, gender, and sexuality as intersectional relations affecting the quality of life of individuals.
- Evaluate past events and social processes as factors that shape our present.
- Assess the validity of theories that explain the origin of current social behaviors.
- Develop strategies to improve independent study skills.
- Developing learning skills valued in graduate school and by potential employers.

Grade distribution

Packback assignments	35%
Team presentation	15%
Quizzes and assignments	15%
Participation	15%
Final Exam	18%
Student evaluation	2%

90 – 100% = A 80 – 89% = B 70 – 79% = C 60 – 69% = D 59% and below = F

This course necessitates an interdisciplinary approach, drawing on paradigms and critical theories, and understanding the humanizing nature of learning about oppressive social systems. As new material is emerging, our list of resources may change.

Assignments are designed to support your learning process in this class. When you do not submit your homework, your level of informed participation in the class is not the optimal. Missing more than three assignments, including quizzes and Packback submissions, will result in a failing grade or a withdrawal from the class. Every assignment must be proofread to ensure a college-level participation.

I will manage most assignments through Blackboard but a section of your homework will be submitted through our second platform, Packback. You can find your grades, post messages, form discussion groups and be reminded of assignments and events through our Blackboard platform. Your intellectual growth is in your hands, take full advantage of my willingness to assist your educational objectives: reply to my comments, improve your homework according to my feedback, and meet with me if you need more detailed instructions.

Our class will integrate lectures, team presentations, and films. Every day we will devote ninety minutes of our daily class to work on quizzes, Packback assignments, and to coordinate your team presentations.

Team presentation

As part of the course requirement, your team will present a topic related to the content of our course to the class. The basic format to present a topic is using a PPT as a guide to discuss your topic. Your creativity is the limit and originality of the text a requisite. Reading directly from any source, including your script, is not an acceptable practice and will reduce your points. PPT slides must contain *power points* with key words, and they should integrate images (when appropriate). Submit your power point at least three days before your presentation for approval, and stay in communication with your professor in case you need to adjust your presentation. Your PPT files must be **free of grammatical errors**, and the text must be original (not just a copy-and-paste paragraph). Citation of sources must be provided in a separate slide and in your lesson plan. Sources must be academic, considered reliable by your professor (not Wikipedia, ask.com, bio.com). Please, consult with your professor if you find information in internet that is important, when no other academic source validates the data.

You will maintain your participation status mainly by attending our class, submitting your work on time and contributing to maintaining a collegial environment. In-class discussions must generate respectful and meaningful conversations. Conversations will always be unfinished since our aim is to generate permanent reflection on the topics at hand and to reflect on the readings, lectures, and documentaries provided as a point of departure. Applying the most current academic terminology to describe communities, except when outdated terms are properly quoted, allows us to observe how our language has evolved to reflect new perspectives in terms of race, ethnicity, and gender relations. When in doubt about the propriety of a term, consult with your professor.

Every module assignments in Blackboard and Packback must be completed by the end of the day. Start your Packback question by 4:00 PM so your peers can submit their replies on time.

Late work policy:

- All assignments, including forum discussions and quizzes are due on or before the assigned dates.
- Late assignments will receive a 10% penalty per day.

It is important that you understand the reasons why you receive the grade you do. Assignments are assessed according to rubrics. You can find the rubrics by clicking on the appropriate assignment link in Blackboard and choosing to “View Rubric” from the button beneath the Points Possible for the assignment. I encourage students to discuss graded papers, quizzes or exams with me, but such conversation can only take place 24-hours after students receive their scores.

Course evaluations:

Our university administration will send you a message to request your course evaluation. Submit it using the link provided in the message. Once completed, you will receive another message stating that you have completed the evaluation. Copy that statement and upload it through Blackboard to receive the points assigned to this activity. Please, ponder carefully the meaning of each question in the evaluation since it is seriously considered by our administration. 3% of your final grade.

The African American Studies Program will also send you a request to complete an additional course evaluation. Please, follow the instructions and post proof of submission. 2% of your final grade.

Packback Questions

Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback Requirements:

Your participation on Packback will count toward **35%** of your overall course grade.

There will be a daily 11:59 PM MST (**midnight**) deadline to complete your submission –one question and two answers. Submit your question and its explanation within our class time so your peers can respond by midnight. A minimum of 350 words building a meaningful, relevant explanation is required for that section, 200 words for each responses. Your explanation must cite information from the text assigned for this task and our source(s). In order to receive your points you should submit the following per each deadline period:

One open-ended question specifically addressing the content assigned in your syllabus with a minimum curiosity score of 80, each worth six points of each assignment grade

Two responses per module with a minimum curiosity score of 80, each worth 3 points of each assignment grade. Every response should address a different question. You are welcome to submit more than two responses if you are interested in other prompts. Invest the same attention to detail and argumentation skills you devote to your question.

Your professor may override your grade if our Packback TA does not evaluate your questions and answers according to our course requirements.

Your questions and answers will cite your sources. This is an easy step since they are the readings and films needed to complete this assignment. Feel free to add other sources.

How to Register on Packback:

An email invitation will be sent to you from help@packback.co prompting you to finish registration. If you don't receive an email (be sure to check your spam), you may register by following the instructions below:

You may register by following the instructions below:

1. Create an account by navigating to <https://questions.packback.co> and clicking "Sign up for an Account." Make sure your first name and last name are in the right space, not in reverse order.

Note: If you already have an account on Packback you can log in with your credentials.

2. Then enter our class community's lookup key into the "Looking to join a community you don't see here?" section in Packback at the bottom of the homepage.

Community Lookup Key: cbd34ba9-b4c6-4b12-8884-da42794b1912

3. Follow the instructions on your screen to finish your registration.

Packback will require a paid subscription of \$29.00. Refer to www.packback.co/product/pricing for more information.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: vimeo.com/packback/Welcome-to-Packback-Questions

Students' responsibilities

- Students will complete all procedures required to drop the course if they desire to obtain a "W."
- Students will be active in their own learning process, obtain knowledge on their own, and share their knowledge with their peers and teacher.
- Students will show respect for the instructor, guests and one another regardless of opinion, cultural values and other group differences.
- Communications with your peers and your professor must follow the protocol you will read at <http://www.wikihow.com/Email-a-Professor>. Participation points will be deducted when your messages do not follow the conventions listed in the site referenced.
- When requested to meet with your professor, you must schedule a meeting or meet her during virtual office hours during the next 36 hours.
- Students should give one another equal opportunity to express opinions, experiences and ideas. Students will respond according to their turn, not in a ping-pong mode, or in a two-person discussion. The goal is not to win a discussion but to reflect on the information and perspectives presented during our group conversations.
- All students should be supportive of a cooperative learning environment in the classrooms.
- Students will acquire their subscription to Packback by the first day of our first week of classes.

Technology requirements

A large part of our course content is delivered via the Internet through the Blackboard learning management system. In addition, a subscription to Packback is needed to complete a section of our assignment. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to access, download or update the following software: Microsoft Office, Adobe Acrobat Reader,

Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

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. The University of Texas at El Paso provides free 24/7 Helpdesk support to academic students and faculty members teaching on-line. The [Help Desk](#) can provide answers to questions about using technology and services as well as technical support. Please visit the [technical support](#) page for more information. How are we going to communicate with our professor?

Office Hours: M – F, 1pm –2 pm. LART 331.

Blackboard course messages: We will use our Blackboard message system to communicate. I will make every attempt to respond to your e-mail within 24-48 hours of receipt.

E-mail. If I do not respond during the next 48 hours, e-mail me through our UTEP system at sachewsmithart@utep.edu 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.

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

Phone calls. 915 747 7060. When calling, please, clearly state your complete name, student id number, course number, and reason of your message. I will answer through our e-mail system within the next 24-48 hours.

Attendance and participation

Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by your contributions to maintain a collegial environment in our course and by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements.
- Participating in engaging discussion with your peers on the discussion boards (grading rubric provided in the “grading information” area of each forum).
- Other activities as indicated in each module’s folder.

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.” In a short-term course, attendance is critical. One absence will not count towards the maximum number of absences allowed in this course. Every absence

carries a deduction of 10% of the final grade. I may 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.

Make-up work

Make-up 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 or will miss 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 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 but you will upload it once your access to Packback and Blackboard are restored.

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. Packback assignments will not be accepted after the last day of classes.

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](#).

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 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](#). **Assignments already graded are subjected to revision until the end of the course and will be reported to the OSCCR if academic dishonesty is suspected.**

Class recordings

Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

Test proctoring software

Quizzes may require the use of Respondus Lock Down Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first test.

Please review the following guidelines:

- Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test.
- Respondus Monitor requires a webcam and microphone.
- You will be required to show the webcam your student ID prior to the start of the test.
- Your face should be completely visible during the test. Blocking the camera will disable the test.
- Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.)
- You should not have conversations with other people and/or leave and return to the area during the test.

Plagiarism detecting software

Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used 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 assistance

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.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources.
- History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Students will read a sample of texts to understand core critical theories concepts and historical developments marking high points of the Black thought. Additionally, they will revise supporting materials for daily online assignments about key topics and will use related web sites for our online discussions.

Reading schedule

Includes mandatory texts and audiovisual material.

Module 1.

In class discussion and quiz:

Kelley, Robin D. G. "When History Sleeps," in *Freedom Dreams: the Black Radical Imagination* Boston: Beacon Press, 2002.

Hardesty, Jared. "Tracing Early Black Intellectual Networks." Black Perspectives, 2016.

<https://www.aaihs.org/tracing-early-black-intellectual-networks/>

hooks, bell. "Love as the Practice of Freedom." In *All About Love: New Visions*. New York: William Morrow, 2000.

The Revolutionary Practice of Black Feminism. National Museum of African American History and

Culture. <https://nmaahc.si.edu/explore/stories/collection/revolutionary-practice-black-feminisms>

Graves, Lynn. "Hidden figures: How black women preachers spoke truth to power." *The Conversation*, 2017.

Packback assignment:

Hine, Darlene Clark. "An Angle of Vision: Black Women and the United States Constitution, 1787-1987." *OAH Magazine of History* 3, no. 1 (1988): 7-13.

Module 2

In class discussion:

Stewart, Maria W. "Religion and the Pure Principles of Morality: The Sure Foundation on Which We Must Build" (1833). Originally published in *Meditations from the Pen of Mrs. Maria W. Stewart* (Washington, D. C., 1879). In *Teaching American History*.
<https://teachingamericanhistory.org/library/document/religion-and-the-pure-principles-of-morality-the-sure-foundation-on-which-we-must-build/>

Walker, David. *Appeal to the Colored Citizens of the World*, 1829.
<https://www.americanyawp.com/reader/religion-and-reform/david-walkers-appeal-to-the-colored-citizens-of-the-world-1829/>

Jones, Martha S. "How the Daughters and Granddaughters of Former Slaves Secured Voting Rights for All." *Smithsonian Magazine*, 2019. <https://www.smithsonianmag.com/smithsonian-institution/how-daughters-and-granddaughters-former-slaves-secured-voting-rights-all-180971660/>

National Women's History Museum. "Sojourner Truth (1797-1883)." Edited by Debra Michels, PhD, 2015. <https://www.womenshistory.org/education-resources/biographies/sojourner-truth>

Truth, Sojourner. "Sojourner Truth's original 1851 "Ain't I a woman" speech." April 21, 2017. Transcribed by Marius Robinson. Performed by Ashna Rodjan. <https://www.youtube.com/watch?v=iG-C8mP8ck>

Packback assignment:

Podell, Leslie. *The Sojourner Truth Project*. Accessed on December 23, 2020.
<https://www.thesojournertruthproject.com/>

Module 3

Teams presentation: preparatory session.

In class discussion:

Woodson, Carter G. *The Education of the Negro Before 1861*. Association for the Study of Negro Life and History, 1919.

Woodson, Carter G. *The Mis-Education of the Negro*. Washington, D.C.: Associated Publishers, 1933.

Hine, Darlene Clark. "Carter G. Woodson, White Philanthropy and Negro Historiography." *The History Teacher* 19, no. 3 (1986): 405–25. <https://doi.org/10.2307/493381>.

African American Registry. "Phillip A. Bell, journalist." <https://aaregistry.org/story/journal>

Douglass, Frederick. *Narrative of the Life of Frederick Douglass, an American Slave*.

Douglass, Frederick, 1818-1895. *Narrative of the Life of Frederick Douglass, an American Slave*. Boston: Bedford/St. Martin's, 2003.

Moses Massenburg. "Documenting the Contributions Made by Black Women to Carter G. Woodson's Early Black History Movement: Mary McLeod Bethune and Zora Neale Hurston." *Black History Bulletin* 81, no. 1 (2018): 28–34. <https://doi.org/10.5323/blachistbull.81.1.0028>.

Packback assignment:

Douglass, Frederick. "'What to the Slave is the Fourth of July?'" 1852. <https://www.blackpast.org/african-american-history/speeches-african-american-history/1852-frederick-douglass-what-slave-fourth-july/>

Module 4.

In class discussion:

[Washington, Booker T. "The Atlanta Exposition Speech: 1895.](#)

Crutchfield, Joshua. "The Other Side of Black Success in Martin Kilson's Odyssey." *Black Perspectives*. <https://www.aaihs.org/the-other-side-of-black-success-in-martin-kilsons-odyssey/>

Kelly, Brian. "W. E. B. Du Bois, Black agency and the slaves' Civil War." <https://isreview.org/issue/100/w-e-b-du-bois-black-agency-and-slaves-civil-war/index.html>

W. E. B. Du Bois Papers (MS 312). Special Collections and University Archives, University of Massachusetts Amherst Libraries. <https://credo.library.umass.edu/view/full/mums312-b217-i035>

Standford Encyclopedia of Philosophy, Double Consciousness. <https://plato.stanford.edu/entries/double-consciousness/>

Sawyer, Mark. "Dissolution Liberalism" in African American Studies. UCLA lecture 10.

Packback assignment:

Du Bois, W. E. B. (William Edward Burghardt), 1868-1963. *The war to preserve slavery*, February 1960.

Module 5

In class discussion:

Dagbovie, Pero Gaglo. "Black Women Historians from the Late 19th Century to the Dawning of the Civil Rights Movement." *The Journal of African American History* 89, no. 3 (2004): 241–61. <https://doi.org/10.2307/4134077>.

Bailey, Cathryn. "Anna Julia Cooper: "Dedicated in the Name of My Slave Mother to the Education of Colored Working People"." *Hypatia* 19, no. 2 (2004): 56-73. <http://0-www.jstor.org.lib.utep.edu/stable/3811137>.

Cooper, Anna J. "The Status of Woman in America (1892)." <https://renovatio.zaytuna.edu/article/the-status-of-woman-in-america>

hooks, "Black Women Intellectuals" in *Breaking Bread: Insurgent Black Life* (1991)

Wells, Ida B. "Lynch Law in America (1900)". Retrieved from <https://www.blackpast.org/african-american-history/1900-ida-b-wells-lynch-law-america/>

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Packback assignment:

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Module 7

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Module 8

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Packback assignment:

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Team presentation:

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Module 9

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Team Presentation:

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Module 10

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Packback assignment:

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Student presentation:

Tatum, Beverly. *Why Are All the Black Kids Sitting Together in the Cafeteria?* New York: Basic Books, 1997.

This syllabus may be subject to modifications.