

UC 12120 12F

CBM003 ADD/CHANGE FORM

APPROVED APR 24 2013

Undergraduate Council
 New Course Course Change
 Core Category: Lang/Phil/Culture Effective Fall 2014

or
 Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2014

1. Department: AAS College: CLASS
 2. Faculty Contact Person: Conyers, James L., Jr. Telephone: 3-2811 Email: jconyers@uh.edu

3. Course Information on New/Revised course:
 • Instructional Area / Course Number / Long Course Title:
AAS / 2320 / Introduction to African American Studies
 • Instructional Area / Course Number / Short Course Title (30 characters max.)
AAS / 2320 / INTRO TO AAS
 • SCH: 3.00 Level: SO CIP Code: 05020100 Lect Hrs: 3.0 Lab Hrs: 0

RECEIVED OCT 12 2012

4. Justification for adding/changing course: To meet core curriculum requirements
 5. Was the proposed/revised course previously offered as a special topics course? Yes No

If Yes, please complete:
 • Instructional Area / Course Number / Long Course Title:
 ____ / ____ / ____
 • Course ID: ____ Effective Date (currently active row): ____

6. Authorized Degree Program(s): BA, BS African American Studies minor
 • Does this course affect major/minor requirements in the College/Department? Yes No
 • Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 • Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
AAS / 2320 / Introduction to African American Studies
 • Course ID: 9877 Effective Date (currently active row): 2003

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: ENG 1303 Description (30 words max.): An introductory analysis of the discipline of African American/Africana Studies, its mission, key theories and major concerns.

10. Dean's Signature: _____ Date: 10/11/12

Print/Type Name: Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: African American Studies

Person Making Request: Malachi D. Crawford, Ph.D.

Telephone: 713-743-2817

Email: mcrawford@uh.edu

Dean's Signature: _____

Date: 9/10/2012

Course Number and Title: AAS 2320: Introduction to African American Studies

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

*Students will be able to demonstrate a familiarity with the seven core fields of African American Studies.

*Students will be able to identify key theorists, theories and schools of thought within the discipline.

*Students will be able to describe and discuss core disciplinary terms, such as Afrocentricity, Africology, Kawaida, Nommo, etc.

*Students will be able to locate the historical, social and political origins of African American Studies.

*Students will be able to analyze journal articles within the discipline by locating the scope, thesis and research design of these articles.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will write a three page review of a peer-reviewed article from one of the discipline's major professional journals that is critical and highlights how well the article resolves ongoing concerns and enduring questions within African American Studies.

Sample assignment: After reading Hudson-Weems' article on African Womanism, discuss the major political, social and/or theoretical concerns that distinguish feminists, black feminists, African feminists, womanists and Africana womanists. What evidence does Hudson-Weems give to support her claims for these divergent interests? What are some common themes and emphases within Africana womanist thought and Christian womanist theology? Finally, what role does culture play in determining the strength of any theory to resolve or address problems facing women of African descent?

Communication Skills:

In the same three page paper, students will demonstrate their ability to communicate effectively.

Empirical & Quantitative Skills:

Click here to enter text.

Teamwork:

Click here to enter text.

Social Responsibility:

In the same three page paper as above, students will explore issues of social responsibility.

Personal Responsibility:

In the same three page paper as above, students will explore issues of personal responsibility.

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

The three page review will be constant across the sections.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature:

A handwritten mark resembling a large, open parenthesis or a curved line, positioned below the "Dept. Signature:" label.A short horizontal line, positioned to the right of the "Dept. Signature:" label.

Introduction to African American Studies (AAS 2320)

Fall 2012

Tuesdays & Thursdays, 1:00 pm—2:30 pm

Instructor: Malachi D. Crawford, Ph.D.
Office: Agnes Arnold Hall 634;
Office Hours: Tue., Thur. 2:30 p.m. -4:00 p.m., and by appointment.
Phone: 713-743-2817
E-mail: mcrawford@uh.edu

Course Description: The course is a survey of the discipline of Africana Studies/Africology that examines its history and origins; its interdisciplinary concerns and research in areas of history, religion, social organization, economics, politics, creative production, psychology; and their relevance to the history and culture of the African world.

Required Texts:

Karenga, Maulana. *Introduction to Black Studies*, 4th ed. Los Angeles, CA: University of Sankore Press, 2010.

Note: Journal articles and outside readings as assigned. The instructor may change this syllabus to meet time and/or instructional needs.

Teaching Methodology:

The course employs the use of class discussions, lectures, guest lectures, videos, assigned readings, and power point presentations to achieve the goals outlined in the “Learning Outcome” section of this syllabus.

Learning Outcome:

After successfully completing this course students will be able to: demonstrate a familiarity with the seven core fields of African American Studies; identify key theorists, theories and schools of thought within the discipline; describe and discuss core disciplinary terms, such as Afrocentricity, Africology, Kawaiida, Nommo, etc; locate the historical, social and political origins of African American Studies; analyze journal articles within the discipline by locating the scope, thesis and research design of these articles.

Course Requirements:

❖ Ten Discussion Posts, worth 10 pts each	=	100 pts
❖ Three, 3-page article reviews, worth 50 pts each	=	150 pts
❖ Two, in class quizzes, worth 25 pts each	=	50 pts
❖ Midterm and Final Exam, worth 100 pts each	=	200 pts

◆ Total = 500 pts

Attendance, Participation, and Decorum Policy:

Class attendance is obligatory upon all enrolled students. All students are expected to be on time to class. The course measures class participation by evaluating individual student performance during assigned discussions and regular class attendance. Students are responsible for reading assigned materials before coming to class and getting the lecture notes to any missed classes. Irregular attendance (four or more unexcused absences) will automatically result in a fifty point (50pt) reduction in the student's grade. Each student is expected to respect themselves, the instructor, and the other students in the class. **NO FOOD OR DRINKS ALLOWED IN CLASS.** Class disruptions through the use of pagers, cell phones, or other electronic communication devices will be construed as a violation of the UH Student Disciplinary Code.

Assignments/Assessments

Discussions (10 total topics worth 10pts each = 10 pts)

Assessment Method: Your contributions to the discussion forums will be graded for the quantity, quality and timeliness of your contributions. Ten total points are possible for each discussion topic. Please enter your discussion posts by accessing the "Discussion" tool in your Blackboard profile. In determining your grade, the following components are considered.

Length of Post (Quantity)

- You are required to post one **original** message for each topic (i.e., "replies" to other students do not count in this regard). I will subtract points for insignificant postings ("I agree with ____") that do not contribute to the understanding of each topic.
- In addition to your one, original post, you must **reply to at least two** other classmates for each topic. In your replies to other students, you can state whether you agree or disagree with their perspective.
- **Original** posts should consist of at least 700 characters or more (not including spaces; roughly 150 words).
- **Replies** to other students should consist of at least 350 characters or more (not including spaces; roughly 75 words).

Quality of posts

- Each of your posts (original posts & replies) must demonstrate your understanding of the topic.

- Connections between lecture content, textbook content, and discussion should be exhibited.
- Relate new information with material previously covered in the class as well as with personal experience.
- Discuss at a critical level. Critical discussion includes your opinion of items mentioned, but also includes the reasons you hold that opinion, and why it may be inconsistent or consistent with what you've learned. Wherever possible, justify your reasoning with facts.
- Posts that are replicates of other student's posts will result in a lower grade.

Timeliness

- Discussion topics will be posted each Friday by 12:00pm (CST) during the semester. Both your original and reply posts to each topic are due the following Monday evening by 8:00pm (CST). This gives your classmates time to respond and critically discuss each topic.
- Discussion messages for a topic that are posted after the specified due date and time will not be graded.

Instructor Role

As the instructor, I will serve as a “guide” in terms of the Discussion Board. While I will not respond to every post, I will read what is posted, and reply when necessary. Expect instructor posts in the following situations:

- To assist each of you when it comes to making connections between discussion, lectures, and textbook material.
- To fill in important things that may have been missed.
- To re-direct discussion when it gets “out of hand”.
- To point out key points or to identify important posts

Discussion Board Etiquette

How you post a message to a topic is just as important as what you post. If your behavior does not follow the course etiquette standards stated below, the grade you receive for a posting may suffer.

- The instructor reserves the right to remove any discussion messages that display inappropriate language or content. Do not use offensive language.
- Rudeness or slamming will not be tolerated.
- Show respect for your fellow students, even if you disagree with something that was stated.
- Clearly state what you believe, even if it means that you are disagreeing with someone. Never, however, respond in anger—take care to discuss ideas, not the person.

Article Review:

Each student is responsible for completing three, 3 page article reviews during the course of the semester. The article reviews should be double spaced, 750 words, in 12 pt., Times New Roman font. Additionally, each review should summarize the scope, thesis, and content of the article as well as any theoretical or methodological concerns present in the work. The review should also be critical and include an analysis of how well the article highlights or resolves issues within the discipline of Africana Studies or contemporary problems facing African people.

Grading:

500	-	475pts = A
474	-	450pts = A-
449	-	435pts = B+
434	-	415pts = B
424	-	400pts = B-
399	-	385pts = C+
384	-	365pts = C
364	-	350pts = C-
349	-	335pts = D+
334	-	315pts = D
314	-	300pts = D-
Below 300pts		= F

Academic Dishonesty:

*Please refer to http://www.uh.edu/provost/policies/uhhonesty_policy.html.

Weekly Schedule

Week 1

August 28

- a) Reading of Syllabus: Outline Course Expectations

August 30

- a) Karenga, *Introduction to Black Studies*, CH 1 (pp. 1-27)

Week 2

September 4

- a) Karenga, *Intro to Black Studies*, CH 2 (pp. 31-48)
- b) Woodyard, "Evolution of a Discipline", (pp. 239-251)

September 6

- a) Karenga, *Intro to Black Studies*, CH 2 (pp. 49-60)
- b) Carruthers, "Without Compromise", (pp.237-247)

Week 3

African Background

September 11

- a) Karenga, *Intro to Black Studies*, CH 3 (pp. 65-86)
- b) Finch, "Number and Nature in African World Systems," (pp. 55-99)

September 13

- a) Karenga, *Intro to Black Studies*, CH 3 (pp. 87-102)
- b) Finch, "The Sacred Craft: African Systems of Architecture," (pp. 101-141)

Week 4

U.S. African History

September 18

- a) Video: "500 Years Later"
- b) **First Literature Review Due**

September 20

- a) Karenga, *Intro to Black Studies*, CH 4 (pp. 105-128)
- b) Washington, "Profitable Wonders: Antebellum Medical Experimentation with Slaves and Freedmen," (pp. 52-74)

Week 5

September 25

- a) Donaldson, "Interracial Rape Cases in North Carolina (1837-1856)", (pp. 3-15)
- b) Washington, "Diagnosis: Freedom: The Civil War, Emancipation, and Fin de Siècle Medical Research," (pp. 143-156)

September 27

- a) Karenga, *Intro to Black Studies*, CH 4 (pp. 129-185)

Week 6

October 2

- a) Video: "The Black Candle"

October 4

Religion

- a) Karenga, *Intro to Black Studies*, CH 5 (pp. 189-214)
- b) L. Magesa, "The Moral Universe," (pp. 35-76)

Week 7

October 9

- a) Karenga, *Intro to Black Studies*, CH 5 (pp. 214-244)

October 11

Sociology

- a) Karenga, *Intro to Black Studies*, CH 6 (pp. 249-263)

Week 8

October 16

- a) Karenga, *Intro to Black Studies*, CH 6 (pp. 264-285)
- b) Hudson-Weems, "Africana Womanism," (293-307)

October 18

- a) **MID-TERM EXAM**

Week 9

October 23

Politics

- a) Karenga, *Intro to Black Studies*, CH 7 (pp. 289-328)

October 25

- a) "Slangin' Rocks...Palestinian Style: *Dispatches from the Occupied Zones of North America*" by Robin D. G. Kelley, pp. 21-59.
- b) **Second Literature Review Due**

Week 10

October 30

- a) Video: "All Power to the People"

November 1

Black Economics

- a) Karenga, *Intro to Black Studies*, CH 8 (pp. 331-349)
- b) Weems, "Blaxploitation and Big Business", (pp. 80-99)

Week 11

November 6

- a) Karenga, *Intro to Black Studies*, CH 8 (pp. 350-358)

November 8

- a) Video: "If God Is Willing and the Creek Don't Rise"

Week 12 Black Creative Production

November 13

- a) Karenga, *Intro to Black Studies*, CH 9 (pp. 361-380)
- b) Gladney, "The Black Arts Movement and Hip-Hop", (pp. 291-301)

November 15

- a) Ross, "Jazz Musicians in Europe", (pp. 21-40)

Week 13

November 20

- a) Karenga, *Intro to Black Studies*, CH 9 (pp. 380-393)

November 21-24

University Holiday

a)

Week 14

November 27 **Black Psychology**

- a) Karenga, *Intro to Black Studies*, CH 10 (pp. 397-422)

November 29

- a) Akbar, "Kemetic Origins of Psychology", (pp. 1-15)

Week 15

December 4

- a) **Third Literature Review Due**

December 6

- a) Final Exam Review

Dec. 18

Final Exam, Tuesday, 2:00pm—5:00pm (CST)