

COURSE TITLE: Race in Contemporary Society

COURSE NUMBER: AFAM 1050

SECTION TIMES/DAYS: TBA

INSTRUCTOR: FACULTY

COURSE DESCRIPTION/PRINCIPLE TOPICS:

With particular emphasis upon the contemporary era (i.e., the 1970's forward), this course primarily follows the struggles and triumphs of African Americans through the various developments and contributions of selected intellectuals, artists and religious leaders. Additionally, the course will acquaint students with the history and struggles of selected other ethnic groups in the U.S. via interdisciplinary and intersectional modalities. We will examine some of the cultural, historical, religious, political and artistic influences which have contributed to the survival and empowerment of selected ethnic groups in American society.

STUDENT LEARNING OUTCOMES:

The successful student will be able to do the following at the end of the course:

- Demonstrate knowledge of the historical trajectory of the African-American freedom struggle
- Demonstrate an appreciation of African-American artistic and religious diversities
- Articulate in clear manner the influences of specific intellectual and religious leaders upon American ethnic minority groups
- Understand the complexities and nuances of discourse on matters of race, identity, culture and society

PREREQUISITES/RECOMMENDED BACKGROUND: N/A

REQUIRED TEXTS:

Stacyann Chinn, *The Other Side of Paradise*

COURSE WORK/EXPECTATIONS:

Students can expect to be evaluated via quizzes, 2-3 essay assignments and a final exam.

COURSE TITLE: Introduction to African American Studies

COURSE NUMBER: AFAM 1211

SECTION TIMES/DAYS: TBA

INSTRUCTOR: FACULTY

COURSE DESCRIPTION/PRINCIPLE TOPICS:

This purpose of this course is to provide students with an overview of African American Studies and to familiarize students with significant movements in the intellectual history of the African Diasporic experience. The course will cover important issues such as (but not limited to) enslavement, freedom, justice, citizenship, equality, class, and gender/sexuality politics. Students in this course will become well versed in the myriad of approaches present throughout African American Studies, aware of the seminal debates in disciplinary discourse, and proficient in the inquiry of the African Diasporic experience.

STUDENT LEARNING OUTCOMES:

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

- Describe the African American experience in the United States and the Diaspora during the 20th and 21st century.
- Identify the players and events that allowed for the emergence and maintenance of African American Studies as a discipline in the academy.
- Define and assess theoretical frameworks used within the discipline of African American Studies
- Interrogate the construction and operation of race in an United States context
- Situate contemporary issues facing African Americans within a historic intellectual lineage and framework.
- analyze and evaluate primary and secondary materials
- demonstrate oral & written competency in the analysis of theories and practices

PREREQUISITES/RECOMMENDED BACKGROUND: None.

REQUIRED TEXTS:

Books, articles, and films are all through Brightspace & Hannon library

COURSE WORK/EXPECTATIONS:

Short Assignments

Essay

Group Project

COURSE TITLE: African American Studies Research Methods

COURSE NUMBER: AFAM 2243

SECTION TIMES/DAYS: TBA

INSTRUCTOR: FACULTY

COURSE DESCRIPTION/PRINCIPLE TOPICS:

The objective of this course is to introduce students to interdisciplinary research methods in the discipline of African American Studies. African American Studies was founded, in part, to critique the canons and assumptions in traditional disciplines. In the course, students will consider the political, social and cultural underpinnings of research and how scholars in African American Studies have sought to adapt & create various methods and theories to address the needs and interests of marginalized communities. Students will examine theoretical and conceptual issues, techniques for identifying existing research, and methods of collecting data, and evaluating materials.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, students will have:

- familiarity with research methodology in African American Studies including ethnography, oral history, archival investigation, and textual analysis.
- Experience designing a research project using one or more of these methods.
- Practiced assessing and selecting appropriate methods for specific questions

PREREQUISITES/RECOMMENDED BACKGROUND: None.

REQUIRED TEXTS:

Serie McDougal, *Research Methods in Africana Studies*, Peter Lang Inc, New York, NY 2014;

COURSE WORK/EXPECTATIONS:

Class Assignments

Midterm & Final Exam

Term Project

COURSE TITLE: Black Cultural Arts

COURSE NUMBER: AFAM 2221

SECTION DAYS/TIMES: TBA

INSTRUCTOR: FACULTY

CORE: FOUNDATIONS – Studies in American Diversity

COURSE DESCRIPTION:

A study of Black American art forms, such as music, dance, theatre, film, television, painting, sculpture and literature as they have developed in the African Diaspora from slavery to the modern age.

COURSE OBJECTIVES:

In the broadest sense this course aims to lay a foundation upon which to build a deeper understanding of black cultural arts as well as the evolution and diversity of perspectives in characterizing this dynamic collage of cultural production. In terms of student outcomes this course seeks to provide students with a comprehensive, concise, critical and substantive grasp of the major and relevant sociological theories, concepts, social thinkers, cultural critics and socio-economic/political/historical/cultural dynamics that have and continue to inform and construct black cultural arts.

STUDENT LEARNING OUTCOMES:

1. Explain and analyze black cultural arts by applying the core concepts and theories covered in class.
2. Analyze and explain the multiple perspectives that underlie debates on important historical and contemporary issues concerning black cultural arts.
3. Know appropriate linkages between African American social relations and black racial formation that have impacted modes of black cultural production.
4. Identify several fundamental issues concerning the role of commerce and race that impact black cultural arts in American society.

COURSE TEXTS:

The use of the textbooks are key to establishing the framework by which to engage the range of material. This course, however is lecture intensive and involves committed note taking. In other words the texts are necessary to pass the course, but not sufficient to excel in the course.

TITLE: Gospel Choir Gospel Choir II Gospel Choir III Gospel Choir IV

COURSE NUMBER: AFAM 2261.01 2262.01 2263.01 2264.01

SECTION/DAYS/TIMES: TBA

LOCATION: TBA

INSTRUCTOR: Prof. William Washington

COURSE DESCRIPTION:

Gospel Choir provides students an experience of African-American Gospel Music through artistic, cultural and spiritual means. Students learn to perform vocal music styles representative of Gospel music, including Traditional Gospel, Contemporary Gospel, Praise and Worship, Hymns and Spirituals in a choir rehearsal context. The course includes informal lecture segments, musical demonstrations and church worship experiences both in and out of the classroom. Students are taught basic vocal technique and gospel singing interpretation. The class is conducted primarily in the form of a choir rehearsal. Music is learned mostly by rote, with some score reading introduced. Neither audition nor musical experience required. Class discussions will include theological, scriptural, historical, spiritual, and cultural perspectives of Gospel music and related forms. Live and video-recorded performances as well as guest presenters will enhance students' exposure and understanding of the art form. Course work culminates in a concert presenting repertoire mastered in class.

COURSE TITLE: AFRICAN AMERICAN HISTORY

COURSE NUMBER: 3211

SECTION TIMES/DAYS: TBA

INSTRUCTOR: Faculty

COURSE DESCRIPTION

The purpose of this synchronous and asynchronous course is to provide young scholars with a foundational understanding of the African American experience. The course will explore the role of the African American experience within the larger context of U.S. History as well as the History of the African Diaspora. In addition to the political, cultural, and economic aspects of African American life, this course investigates the social norms and mores of the African American community. Young scholars will examine the experience of African Americans from pre-Atlantic Slave Trade to the Movement for Black Lives. In doing so, young scholars will note the ways in which African Americans have been portrayed throughout history in the media, literature, music, and film. This course will call young scholars to recognize the nuances of class, gender, and ethnic differences amongst African Americans throughout the history of the United States.

PREREQUISITES/RECOMMENDED BACKGROUND: N/A

STUDENT LEARNING OUTCOMES

Young Scholars will:

1. increase content knowledge by applying what they are learning in the classroom.
2. Identify critical figures, events, and periods in the African American experience.
3. Engage the contemporary African American community in dialogue.
4. Enhance their ability to integrate knowledge across contexts, disciplines, and sub-disciplines while centering African Americans.

REQUIRED READING LIST

TBD

COURSE WORK/EXPECTATIONS

1. Openness to learning from a African American perspective
2. Consistent attendance and participation
3. Reading and analyzing various forms of text for comprehension and integration
4. Cogent Communication and defense of assertions in the written and oral form

COURSE TITLE: African American History

COURSE NUMBER: AFAM 3211

SECTION TIMES/DAYS: Section 02 TR 9:55 am - 11:35 am
 Section 03 TR 1:45 pm - 3:25 pm

INSTRUCTOR: Bob Myers

COURSE DESCRIPTION/PRINCIPAL TOPICS:

This course begins our study of African American history with the pre-colonial period, before 1492 when the Moors ruled in Europe, and traces developments that lead to the enslavement of Africans during the colonial, and antebellum eras in the United States and throughout the Global South. We address also the aftermath of the American Civil War, and the federal government's attempts at "Reconstruction" during the late 19th century. The course considers also America's 20th century interactions with other nations, including our emerging foreign policy and African Americans' relationship to domestic developments and the larger history of the modern world. The course addresses developments in African American culture, and how our ongoing ethnic, racial, gender, and class relations influence politics and the economy.

STUDENT LEARNING OUTCOMES:

By the end of the semester, students should have a basic understanding of how African Americans have contributed to the making of America, the problems that we face, and how African Americans have defined ourselves, our history and culture, and our ongoing struggle for equality.

COURSE TITLE: SS: Black Queer Theory

COURSE NUMBER: AFAM 3420

SECTION TIMES/DAYS: TBD

INSTRUCTOR: Jennifer Williams

COURSE DESCRIPTION/PRINCIPLE TOPICS:

With progressive views about sexuality and gender proliferating in contemporary American Society, Africana Lesbian, Gay, Bisexual, transgender, intersex, asexual/aromatic, pansexual, polysexual, and queer individuals have made gains in social mobility and recognition. However, homophobia, heterosexism, sexism, misogyny, patriarchy, toxic masculinity, transphobia, compulsory heterosexuality and monogamy, racism, and other oppressive institutions continue to harm these individuals because they are marginalized simultaneously as Black, and 'non-conforming' gender, sexuality, and relationship identities. Through narratives, theories, and empirical studies, we will interrogate the systems that maintain the status quo, as well as how, Africana LGBTQIAP folx navigate the relationships both within and external to their cultural and social communities.

STUDENT LEARNING OUTCOMES:

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

- identify, understand, and interrogate the construction of sexuality, gender identity, and systems of sex/gender/sexuality as they relate to Africana individuals and communities.
- articulate theories relating to the Africana Queer experience, especially in areas such as social issues, identity, historiography, media, and human rights.
- describe a basic history of Africana Queer folx from 1400 CE to present day
- analyze and evaluate primary and secondary materials
- demonstrate oral & written competency in the analysis of theories and practices

PREREQUISITES/RECOMMENDED BACKGROUND:

None.

REQUIRED TEXTS:

Books, articles, and films are available through Brightspace & Hannon library

COURSE WORK/EXPECTATIONS:

Short Assignments

Essay

COURSE TITLE: African American Literature

COURSE NUMBER: 3621

SECTION TIMES/DAYS: TBA

INSTRUCTOR: FACULTY

COURSE DESCRIPTION/PRINCIPLE TOPICS:

In a 1999 interview writer Nalo Hopkinson asserts, “the speculative has always been used to critique social systems...it often forces the reader to think about a whole bunch of things: sexuality, race, class, color & history... When human beings imagine a reality, they figure out a way to make it manifest. If Black people can imagine our future -- imagine societies in which we aren’t alienated -- then we can begin to see our way to creating them.” In line with Hopkinson’s statement, this course is an examination of speculative literature, an atypical route of the Africana literary tradition. Students will interrogate how authors from the African diaspora use science fiction, fantasy, and gothic literature to imagine alternative answers to what some may call “typical” social and political issues. Specifically, this course surveys literature from the last 40 years using the framework of “survival by any means necessary” as a means to explore unconventional, and at times provocative choices, Africana women make to combat insurmountable odds. Using novels, music videos, films, comic books, and supplementary articles, students will envision non-traditional ways in which Africana women engage with familiar concepts such as gender, sexuality, identity, spirituality, oppression, and family.

STUDENT LEARNING OUTCOMES:

Students will:

- Discuss, compare, and analyze various forms of African diasporic speculative literature
- Develop an understanding of how Africana literature functions as a form of resistance to dominant cultural forms as well as a tool of empowerment for both the author and the Africana community at large.
- deduce and describe how the fictionalized media of the course interrogates social and political issues that affect Africana people such as colonialization, alienation, violence, racism, patriarchy, etc.
- Develop and strengthen critical oral and written skills through class discussions and take home & in-class assignments

PREREQUISITES/RECOMMENDED BACKGROUND: None

REQUIRED TEXTS:

Dawn by Octavia Butler

Brown Girl in the Ring by Nalo Hopkinson

The Intuitionist by Colson Whitehead

Who fears death by Nnedi Okorafor

Pet by Akwaeke Amezi

COURSE WORK/EXPECTATIONS:

In-Class Assignments

Weekly Reflections

Literary & Cultural Analysis

Creative Project

COURSE TITLE: BLACK FAMILIES (An Engaged Learning Class)
COURSE NUMBER: AFAM 3432
SECTION TIME/DAYS: TBD
INSTRUCTOR: Faculty

COURSE DESCRIPTION/PRINCIPAL TOPICS:

The goal of this course is to explore the Black family, the most significant institution within the Black community. Through readings, classroom discussions, written exams, and research papers, students will explore the dynamics of the Black family and Black family life by focusing on data that are presented in empirical research studies and scholarly essays. Emphasis will be placed on the analyses of the historical and theoretical conceptualizations, the myths and stereotypes, the diversity of the family structure, the racial socialization process, the significance of color consciousness, the interracial and interfaith dating and families, the fe/male relationships, and the family violence.

STUDENT LEARNING OUTCOMES: Students will be able

1. To analyze and to critique the literature on the historical and theoretical conceptualizations of the Black family and Black family life;
2. To examine the myths and stereotypes that are associated with the Black family;
3. To examine the diversity that exists among Black families and within the Black community;
4. To examine the racial socialization process and the identity development of Black children;
5. To explore the strengths and weaknesses of the Black family;
6. To examine interracial and interfaith dating and families of the 21st century;
7. To examine relevant issues that are related to Black fe/male relationships of the 21st century (shortage of Black males, cohabitation vs marriage, etc.); and
8. To develop oral and written competency in analyzing research data about the Black family that are presented in primary and secondary sources.

PREREQUISITES/RECOMMENDED BACKGROUND:

None

REQUIRED TEXTS:

To Be Announced

COURSE WORK/EXPECTATIONS:

1. Four (4) Papers
 2. Mandatory Off-Campus Engaged Learning Activities
- Mandatory Class Attendance (Points will be deducted for each absence)

COURSE TITLE: American Cinema and Black Representation

COURSE NUMBER: AFAM 3623

TIMES and SECTIONS: TBA

INSTRUCTOR: Dr. A. Nama

Description: In this post-Civil Rights era, African Americans are a part of American culture in ways that reflect not only a high degree of visibility but also extraordinary popularity. Moreover, American cinema has delivered, whether real or fictional, various representations of black people, racial progress and notions of racial pathology. This course examines how Hollywood cinema, has defined the issue of race in American society by offering controversial, entertaining and engaging representations of African Americans. Accordingly, an in-depth exploration of the history and criticism of the Black image in film, the film industry along with issues of audience reception are covered concerning how to critically “read” film for the ideological subtext as well as social and political symbolism. The class is also concerned with connecting the cultural ferment created by the Civil Rights, Black Power Movements of the 1960s and the mainstreaming of Hip-Hop as substantial moments in bringing about many of the changes in the status, role and representation of African Americans in American film.

Required Textbooks:

Guerrero, Ed. Framing Blackness: The African American Image in Film, Temple University Press, Philadelphia, PA: 1993.

Hall, Stuart. Representation: Cultural Representations and Signifying Practices. Sage. 1997.

Student Learning Outcomes:

- Identify and explain how political-social-historical-cultural factors have influenced and shaped perspectives of the images associated with the African American and fundamental literature, arguments, substantive arguments and critics associated with the intersection of black racial formation in film.
- Explain debates concerning historical and contemporary representations of African Americans by deconstructing debates/issues associated with negative stereotyping and mass media effects.
- Through evaluative essays, exams and oral presentations explain the difference between black cultural criticism and other more traditional approaches to examining film, for its encoded ideological message and cultural appeal to race, class, gender and sexual orientation mythologies that often masquerade as common sense or social fact.

Instructional Methods:

Lecture/Discussion for the first hour of class followed by a screening of a film, documentary or television show. The following meeting will involve a critical lecture and discussion of the material viewed along with the reading assigned.

COURSE TITLE: Evolutionary Racism

COURSE NUMBER: AFAM 398

SECTION TIMES/DAYS: T, R 11:50a – 1:30p

INSTRUCTOR: Julius Doyle, PhD

COURSE DESCRIPTION/PRINCIPLE TOPICS:

This course examines the evolutionary origins of racism and the psychology underlying racial discrimination through an interdisciplinary lens, integrating evolutionary principles within a cultural context. Students will explore predictive elements of racism to gain a comprehensive understanding of how these factors contribute to race-patterned disparities in contemporary society. By analyzing these frameworks, the course aims to empower students with the knowledge and tools to devise effective interventions that disrupt the systemic production of racial inequalities.

STUDENT LEARNING OUTCOMES:

By the end of this course, students will be able to:

1. Articulate the evolutionary basis for behaviors associated with racial discrimination and understand their cultural manifestations.
2. Identify and analyze key psychological factors that predict racist behaviors and attitudes.
3. Evaluate the historical and contemporary production of race-patterned disparities within society.
4. Develop strategies for identifying, intervening, and disrupting structures that perpetuate racial inequities.
5. Apply interdisciplinary approaches to critically assess and propose solutions to issues of racial discrimination and systemic bias.

PREREQUISITES/RECOMMENDED BACKGROUND:

BIOL 101 AND BIOL 102, OR AFAM 1020, OR AFAM 1050

REQUIRED TEXTS:

N/A

COURSE WORK/EXPECTATIONS:

Students will engage in weekly readings, receive weekly lectures, and take in-person exams to assess the knowledge they have gained.

AFAM 4223 Race in Popular Culture (4 semester hours)

This course examines how black people have been portrayed in various forms of popular culture and how those portrayals have impacted the race in our society.

COURSE TITLE: Black Culture & Identities

COURSE NUMBER: AFAM 4433

SECTION TIMES/DAYS: Section 01 TR 3:40 pm - 5:20 pm

INSTRUCTOR: Bob Myers

COURSE DESCRIPTION/PRINCIPAL TOPICS:

This course is an introductory examination of what it means to have a “Black experience,” and it is designed to bring to life the multitude of voices and histories which make-up African Americans. We examine (mis)representations of blackness, mixed-race identities, and how trans-national culture affects resistance and self-expression. The course is organized chronologically, with an emphasis on the ideas, actors, and organizations that contributed to the African American experience. This course surveys how and why ethnic groups interacted in America from pre-colonization to the present, and it includes investigating how the seemingly disparate experiences of women, Arabs, Africans, Indigenous people, Europeans, Asians, and Latinos, combine to formulate what we have come to call “African Americans.” The course emphasizes the forces which prompted emigration and immigration to this country, their roles in shaping African American society and culture, their reception by and adaptation to American society, as well as an examination of contending theoretical models of the Black experience in America.

STUDENT LEARNING OUTCOMES:

By the end of the semester, students should be conversant about the African Diaspora, and what it means to be an “African American,” which includes understanding that culture is heterogeneity; that African American culture is not a monolith, and includes voices and experiences from across the globe.

COURSE TITLE: Capstone Project

COURSE NUMBER: AFAM 4641.01

SECTION TIMES/DAYS: TBA

INSTRUCTOR: FACULTY

COURSE DESCRIPTION/PRINCIPAL TOPICS:

This is the capstone course for students who are majoring/minoring in African American Studies. It will provide them with the opportunity to work closely with the instructor to explore primary and secondary sources on the African American experience as well as to develop and complete a thesis based upon original research.

STUDENT LEARNING OUTCOMES:

To analyze and discuss primary and secondary documents and sources to gain an in-depth comprehension of the different approaches and methodologies that have been used to examine the African American experience; to formulate a specific topic and to write a thesis based upon original research.

PREREQUISITES/RECOMMENDED BACKGROUND: AFAM majors/minors

REQUIRED TEXTS: TBA

COURSE WORK/EXPECTATIONS:

Students will be evaluated by their class attendance and the successful completion and presentation of their theses.

COURSE TITLE: Race, Health, and Social Justice

COURSE NUMBER: AFAM 3998; HEAS 3998

SECTION TIMES/DAYS: TBD

INSTRUCTOR: Magaela Bethune

COURSE DESCRIPTION/PRINCIPLE TOPICS:

The aim of this course is to explore some prominent themes, queries and applications toward an understanding of race/ism, health, and society. Drawing from cross-disciplinary perspectives, frameworks, approaches, and materials from across the social, health, and medical sciences, our departure point is the understanding of race/ism and its construction upon a foundation of anti-Blackness and anti-Indigeneity. This course also explores the ways in which the history, development, and the evolution of racial politics and anti-Blackness have and continue to shape and transform the health and livelihoods of people at various intersections of human experience. The course critically examines and interrogates racialized health disparities and the social and structural determinants of health. This course cultivates a critical lens through analysis of historical (i.e., medical apartheid) and contemporary (Hurricane Katrina disaster response, COVID-19) case studies, illuminating the role of social, political, and economic landscapes to which health inequities foreground. Students leave the course with a set of practical concepts, justice-oriented frameworks, and reflexive practices that can serve as a foundation for the work of racial justice in health.

While some themes of global relevance are explored, the primary geospatial and geopolitical scope of this course emphasizes the role of race within the imaginary, socially engineered border commonly referred to as "America."

This course is interactive, engaging, and fully delivered online through both synchronous and asynchronous learning activities. As the course instructor, I draw from a bevy of Afrocentric and feminist pedagogies through the integration and facilitation of collaboration, critical dialogue, reflection, and points of praxis.

STUDENT LEARNING OUTCOMES:

The **active** and **engaged learner** in this course will ask more critical questions and make complex connections between both the historical and contemporary, personal and political, as well as the theoretical and practical. They will embrace discomfort, seek knowledge, and be able to engage in critical conversations, which taken together, form a foundation for liberation thinking and anti-racism praxis.

PREREQUISITES/RECOMMENDED BACKGROUND:

Prerequisites: None

Recommended Previous Coursework: AFAM 1211 – Introduction to African American Studies, and/or HEAS 2000 – Introduction to Health and Society

REQUIRED TEXTS:

Washington, H. A. (2006). *Medical apartheid: The dark history of medical experimentation on Black Americans from colonial times to the present*. Doubleday Books.

COURSE WORK/EXPECTATIONS:

Learning in this course will be assessed through various modes. Students will be evaluated on their engagement in online learning activities, discussions, performance on quizzes and exams, a roundtable discussion assignment, and a group-based design charrette. Rubrics will be available for students to review expectations for assignments and will be used to structure feedback.