

**COURSE TITLE:** Introduction to African American Studies

**COURSE NUMBER:** AFAM 1211.01

**SECTION TIMES/DAYS:** T/R 9:40 – 11:10am

**INSTRUCTOR:** Magaela Bethune

**COURSE DESCRIPTION/PRINCIPLE TOPICS:**

The aim of this course is to critically examine some of the key concepts, theories, people, events, and artifacts related to the experiences of African-descended people residing in or associated with the stolen land and imaginary and socially-engineered border encompassing "America." This survey course provides broad and interdisciplinary perspectives for examining and exploring the experiences of these peoples - commonly referred to as "African Americans," within historiographic, sociopolitical, and cultural contexts. The aim of this course is to provide students with an overview of the African American experience and some of the major frameworks, ideologies, and theories pertaining to Black and/or African American Studies.

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:**

In this course, this student will learn:

- the scope, history, and foundations of African American/Black Studies;
- some foundational approaches to African American Studies, including its prominent ideologies, theories, themes and Black intellectual traditions;
- some inquiries and examinations of African American Studies, including Black art, culture, and identity; education; spirituality and religion; and politics; and contemporary applications of African American Studies methodologies and praxis points

**PREREQUISITES/RECOMMENDED BACKGROUND:** None

**REQUIRED TEXTS:**

Norment, N. (Ed.). (2001). *The African American Studies Reader*. Durham, NC: Carolina Academic Press.

**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 charrette project. Rubrics will be available for students to review expectations for assignments and will be used to structure feedback.

**COURSE TITLE: Introduction to African American Studies**

**COURSE NUMBER: AFAM 1211.02**

**SECTION TIMES/DAYS: TR 9:40-11:10 am**

**INSTRUCTOR: Becton**

**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 20<sup>th</sup> and 21<sup>st</sup> 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: Introduction to African American Studies**

**COURSE NUMBER:** AFAM 1211.03/04

**SECTION TIMES/DAYS:** TR 8:00-9:30 am/TR 11:20am-12:50pm

**INSTRUCTOR:** Paige

**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 20<sup>th</sup> and 21<sup>st</sup> 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: Race & Contemporary Society**

**COURSE NUMBER: AFAM 1998.04 and 1998.05**

**SECTION TIMES/DAYS: TR 2:40pm – 4:10pm and TR 4:20pm – 5:45pm**

**INSTRUCTOR: Cones**

**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: Race & Contemporary Society**

**COURSE NUMBER: AFAM 1998.02 and 1998.03**

**SECTION TIMES/DAYS: TR 11:20am – 12:50pm and TR 1:00 – 2:30pm**

**INSTRUCTOR: Sabal-Wilson**

**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:** Black Cultural Arts

**COURSE NUMBER:** AFAM 2221.01

**SECTION DAYS/TIMES:** TR 1:00-2:30pm

**INSTRUCTOR:** Dr. Nama

**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.

**COURSE TITLE:** Black Cultural Arts

**COURSE NUMBER:** AFAM 2221.02

**SECTION DAYS/TIMES:** MW 2:20-3:50pm

**INSTRUCTOR:** Dr. Darnise Martin

**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: TBD**

**LOCATION: SACRED HEART CHAPEL**

**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 Studies Research Methods

**COURSE NUMBER:** AFAM 2243.01

**SECTION TIMES/DAYS:** TR 11:20am-12:50pm

**INSTRUCTOR:** Bethune

**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:** AFRICAN AMERICAN HISTORY

**COURSE NUMBER:** 3211

**SECTION TIMES/DAYS:** MW 2:20 – 3:50pm

**INSTRUCTOR:** Stefan Bradley

### **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 Religious Traditions**

**COURSE NUMBER: AFAM 3231.01/02**

**SECTION TIMES/DAYS: TR 1:00 -2:30pm/11:20-12:50pm**

**INSTRUCTOR: Darnise Martin**

**COURSE DESCRIPTION/PRINCIPLE TOPICS:**

This course will acquaint students with the history of African-American religious practices from slavery to the present. We will discuss the influencers on the rituals and practices including African culture, enslavement, emancipation, migration, the civil rights movement, and contemporary esoteric and metaphysical spiritualities. This course follows the struggles and triumphs of African Americans through the various theological developments and contributions of selected African American intellectuals and religious leaders.

**STUDENT LEARNING OUTCOMES:**

Students will be able to do the following at the end of the course:

- Demonstrate knowledge of the historical trajectory of African-American religious practices
- Articulate in clear manner the influences of specific intellectuals and religious leaders upon African-American religious development
- Demonstrate an appreciation of African-American religious diversity

**PREREQUISITES/RECOMMENDED BACKGROUND:**

Recommended: A general understanding of American history

**REQUIRED TEXTS:**

**Albert Raboteau, *Slave Religion***

**James Cone, *A Black Theology of Liberation***

**A Selection of articles and essays as assigned**

**COURSE WORK/EXPECTATIONS:**

Assignments will include weekly readings or films; Students will be assessed via quizzes, research project and a final exam

**COURSE TITLE:** African American Literature

**COURSE NUMBER:** 3621

**SECTION TIMES/DAYS:** MW 2:20pm - 3:50pm

**INSTRUCTOR:** Jennifer Williams

**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

**Fall, 2020**

**COURSE TITLE:** BLACK FAMILIES (An Engaged Learning Class)  
**COURSE NUMBER:** AFAM 3432.01  
**SECTION TIME/DAYS:** 9:40am-11:10am / TR  
**INSTRUCTOR:** Dr. Barbara Lang

**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 21<sup>st</sup> century;
7. To examine relevant issues that are related to Black fe/male relationships of the 21<sup>st</sup> 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:** Capstone Project

**COURSE NUMBER:** AFAM 4641.01

**SECTION TIMES/DAYS:** M 7:30pm-10:30pm

**INSTRUCTOR:** Dr. Marne Campbell

**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: American Cinema and Black Representation**

**COURSE NUMBER: AFAM 3623.01**

**TIMES and SECTIONS: T 6:30-9:30pm**

**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:** History of Jazz in America

**COURSE NUMBER:** AFAM 3998.01

**SECTION TIMES/DAYS:** TR 1:00pm-2:30pm

**INSTRUCTOR:** Becton

**COURSE DESCRIPTION/PRINCIPLE TOPICS:**

This course will consist of examining the art form often described as *jazz*. There will be a particular focus on analyzing the history of jazz in America, from its early period of development until the present. We will examine and analyze key periods and genres of jazz, i.e., Swing, Bebop, Fusion, etc. and place these movements in historical, social, and cultural context. Additionally, we will examine how jazz impacts society as well as how society impacts jazz, but a major focus will be on critiquing and analyzing jazz from various genres. Among other requirements, students will be required to attend at least two live performances and write two CD/DVD reviews. This syllabus serves as a **guide** for reading assignments. As such, the professor reserves the right to make additional assignments where applicable and/if necessary.

**STUDENT LEARNING OUTCOMES:**

At the conclusion of this class, students will 1) have a basic understanding of the social, cultural, historical, spiritual, and economic forces that gave birth to jazz and identify those forces, 2) be able to identify key innovators of jazz, 3) be able to identify seminal artistic movements in jazz, and 4) be able to cogently articulate jazz's impact on society.

**PREREQUISITES/RECOMMENDED BACKGROUND:** NA

**REQUIRED TEXTS:** TBD

**COURSE WORK/EXPECTATIONS:** TBD

**COURSE TITLE: SS: Race, Health, Social Justice**

**COURSE NUMBER: AFAM 3998.02**

**SECTION TIMES/DAYS: M 4:20pm-7:10pm and F 8:00am-10:50am**

**INSTRUCTOR: Drs. Heather Tarleton and Marne Campbell**

**COURSE DESCRIPTION/PRINCIPLE TOPICS:**

This course will focus on the mental and physical health needs of transitional populations, which include transitional age youth (16-25 years of age), homeless individuals seeking permanent supportive housing, ex-offenders on probation in residential re-entry centers, and veterans seeking stable housing options. All populations are socially and financially vulnerable and may also be struggling with barriers to stability (lack of educational attainment or job training), alcohol/other substance abuse, and depression due to estrangement from friends, family, and/or support networks.

Well-being is a complex phenomenon that exists at the intersection of both biological health and social wellness. As such, this course takes a community health science approach to examining the intersections of individual biological health, broader health systems, and public health. This class is community-based and includes a fieldwork component. It uses social justice-based, community learning strategies to deepen students' conceptual frameworks, empathy/solidarity, ability to work on team-based projects, and ability to enact social change.

**STUDENT LEARNING OUTCOMES:**

**PREREQUISITES/RECOMMENDED BACKGROUND:**

**REQUIRED TEXTS: TBA**

**COURSE WORK/EXPECTATIONS:**

**COURSE TITLE: SEX, RACE & VIOLENCE**

**COURSE NUMBER: AFAM 4642.01**

**SECTION TIME/DAYS: 2:40pm-4:10pm / TR**

**INSTRUCTOR: Dr. Barbara Lang**

**COURSE DESCRIPTION/PRINCIPAL TOPICS:**

The goal of this course is to engage students in critical thinking, analysis and writing on issues of sex, race, and violence across the dimensions of ethnicity and gender within and across diverse African American, Hispanic/Latino, Asian, and other, racial/ethnic communities within the U.S. and the world. Through selected readings, classroom discussions and research papers, students will identify and explore the dynamics of various types of interpersonal & institutional violence and their implications for victims, perpetrators, families and communities. Emphasis will be placed on how socialization, patriarchy, sexism, cultural norms, religious beliefs, myths and stereotypes can impact the development of the problem, as well as solutions to the problems.

**STUDENT LEARNING OUTCOMES: Students will:**

1. Develop skills in assessing the major historical/landmark violence and abuse research studies, methodologies and theories that help to explain interpersonal and institutional violence across the dimensions of race, ethnicity & gender;
2. Develop a critical understanding of the social variables and factors that influence societal attitudes about interpersonal & institutional violence;
3. Develop skills in analyzing and interpreting research findings that are presented in charts, graphs, and tables to answer research questions regarding interpersonal and institutional violence within diverse communities;
4. Compare and contrast the voices and perspectives of victims of violence across different racial and ethnic groups;
5. Develop skills in analyzing and interpreting Federal and state laws that define the types of interpersonal violence and the respective penalties;
6. Develop skills in translating the theoretical to a practical application within the lives of individuals, families and communities;
7. Identify and explore realistic solutions to the problem of interpersonal violence; Develop skills in critical thinking and in writing competency on the issues; and
8. Recognize the strengths of utilizing existing resources within ethnic communities to confront violence and abuse.

**PREREQUISITES/RECOMMENDED BACKGROUND: None**

**REQUIRED TEXTS: TO BE ANNOUNCED**

**COURSE WORK/EXPECTATIONS**

1. Four (4) Papers
2. Mandatory Class Attendance (Points will be deducted for each absence)