
WINTHROP UNIVERSITY

THE DEPARTMENT OF INTERDISCIPLINARY STUDIES THE MINOR IN AFRICAN AMERICAN STUDIES SPRING 2016

Course: AAMS 300 Section 001: Introduction to African American Studies (3 credit hours)
Time & Location: Tuesday/Thursday 2:00pm – 3:15pm ♦ Kinard 215
Instructor: [Dr. Adolphus G. Belk, Jr.](#)
Office Locations: 332 Bancroft (primary) and 107 Bancroft (secondary)
Office Hours: Thursdays (332 Bancroft) 3:30pm – 4:30pm, Fridays 12:00pm – 1:30pm (107 Bancroft), or by appointment
Contact Info: Phone: 803.323.4581 ♦ Fax: 803.323.2568 ♦ E-mail: belka@winthrop.edu
Web: <http://faculty.winthrop.edu/belka>; <http://facebook.com/drbelk>

“American history is longer, larger, more various, more beautiful and more terrible than anything anyone has ever said about it...”

– James Baldwin, “[A Talk to Teachers](#)” (1963)

“Still, instead of this irrational society warping my delicate little psyche, it only drove me, ultimately, to the conclusion that any black human being able to survive the horrendous and evil circumstances in which one inevitably finds oneself trapped must be some kind of a giant with great and peculiar abilities, with an armor as resistant as steel yet made of purest gold.”

– Abbey Lincoln, “[Who Will Revere the Black Woman?](#)” (1966)

COURSE DESCRIPTION AND GOALS

Welcome to AAMS 300: Introduction to African American Studies. This course will introduce students to the broad and dynamic discipline of African American Studies. It will examine significant aspects of the history of African Americans with particular emphasis on the evolution and development of black communities from Africa to enslavement to the present.

As is consistent with the interdisciplinary nature of African American Studies, the course will chronologically explore the black experience from a number of perspectives: history, politics, economics, sociology, psychology, religion, culture, and so forth. We also will study the progression of black political and social thought, engagement and protest, and the struggle to enact change. In doing so, we will investigate the intersections of race, class, gender, and sexuality. Thus, students will gain a comprehensive introduction to the social, political, legal, and economic roots of the contemporary challenges faced by African Americans with applications to the lives of other racial and ethnic groups in the United States and in other societies.

This is a **historical perspectives** course that contributes to the mastery of the following [university-level competencies](#) (ULCs):

3. **Winthrop University graduates understand the interconnected nature of the world and the time in which they live.**

Winthrop graduates value integrity, perceive moral dimensions, and achieve excellence. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates have a sense of responsibility to the broader community and contribute to the greater good.

4. **Winthrop University graduates communicate effectively.**

Winthrop graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

Finally, the course is part of the [**Global Learning Initiative**](#) by its very nature, as students will have “local, regional, national and/or international experiences” that may differ from their own culture.

STUDENT LEARNING OUTCOMES

At the close of the term, students will be able to think analytically about the experiences of Africans in America, the struggles against enslavement and segregation, and the modern day battles of African Americans and their allies to close racial gaps in areas such as educational attainment, workforce participation, wealth, health and wellness, and mass incarceration. More specifically, students will be able to:

1. Demonstrate knowledge about the historical foundations, development, and lasting contributions of African American Studies as an academic discipline.
2. Identify facts concerning the experiences of black Americans over time.
3. Comprehend the long struggle of African Americans to gain full inclusion in the United States.
4. Understand the continued significance of race in the 21st century.

Lastly, at the end of the term students will have acquired sufficient knowledge to carry out future work in the field of African American Studies.

COURSE REQUIREMENTS AND GUIDELINES

It is my sincere hope that each student will do well in the course. For this to happen, students must live up to the responsibilities and requirements outlined in this syllabus. Therefore, each student must:

1. **Complete the readings** prior to the class in which the material will be discussed.
2. **Attend lectures.** Attendance is not required. The lectures, however, are designed to build upon the assigned readings—they do not simply regurgitate the textbook. Moreover, regular attendance and thorough lecture notes will be two of your most valuable resources for the examinations. Thus, *it will be to your advantage to attend all class meetings.*
3. **Participate** in making the class a productive learning experience for all.
4. **Ask questions.**

5. **Show sensitivity and respect** for your colleagues and the instructor. This includes *turning off all cell phones*. (Note: I will answer your phone if it rings. Also, if you are caught sending a text message, then you will be summarily dismissed. Ask about me.) For more details, please see the [College of Arts and Science Policy for Appropriate Use of Hand-held and Wireless Technology](#).
6. **Hand in assignments on the date they are due.** Please note that a late assignment will be penalized *one full letter grade* for each day it is overdue.
7. **Take examinations on the date they are scheduled.** A student who fails to take an exam on the scheduled date—and who also fails to offer proper documentation to explain her or his situation—will take a make-up exam entirely comprised of essay questions. In addition, any unauthorized use of personal electronic devices—including but not limited to cell phones—during examinations will be taken as *prima facie* evidence of academic misconduct. I will immediately confiscate the exam of any student caught using such devices. The student will not complete the test and the incident will be reported to University authorities.
8. **Inform the instructor of any concerns.**
9. **Make suggestions** on how the course could be improved.
10. **Abide by the Winthrop University [Code of Conduct](#).**

REQUIRED READINGS

Darlene Clark Hine, William Hine, and Stanley Harrold, *African Americans: A Concise History*, 5th edition
(Hereafter referred to as “HHH”)

Chinua Achebe, *Things Fall Apart*

Octavia Butler, *Kindred*

Richard Wright, *Native Son*

Assata Shakur, *Assata: An Autobiography*

You can purchase the textbooks at the Winthrop Bookstore or other bookstores or online vendors. Additional readings will be available via [Blackboard](#), the Internet, or placed on reserve at [Dacus Library](#).

STUDENT LEARNING ACTIVITIES, EVALUATION, AND GRADING SYSTEM

Students will participate in the following learning activities and will be evaluated and graded based on the criteria described below:

1. **Class Participation (10%):** Participation includes raising *relevant* questions, answering *relevant* questions, and, from time to time, taking part in in-class assignments or exercises.
2. **Map Quiz (5%):** To have an intelligent discourse regarding Africa’s evolving place in the world system, enslavement, colonialism, and so forth, one must be knowledgeable of the geography of the continent. Students must be especially familiar with country names and borders. Accordingly, there will be a quiz on [the map of Africa](#).
3. **Quizzes (10%):** Quizzes will be both announced and unannounced. *Be prepared.*

4. **Examinations (55%):** There will be three examinations. Exam 1 will comprise 15 percent of the final grade, while Exams 2 and 3 each account for 20 percent of the grade. Students must take exams *when they are scheduled* on the syllabus. Tests will begin at the appointed time and will be a combination of essay, short answer, and multiple-choice questions.
5. **Writing Assignments (20%):** Each student will write **two critical response papers** (10 percent each) on *Kindred*, *Native Son*, and/or *Assata: An Autobiography*. Your argument must be persuasive, substantiated by relevant evidence, and well written. Each assignment must be **5 pages** in length (no more, no less), typed, double-spaced, stapled, and have standard margins and consecutively numbered pages. (Note: A cover sheet and/or reference page *will not* count toward the allotted number of pages.) Please do not use a font smaller than Times New Roman 12.

Note that the following sources are **inappropriate** for the assignment: Wikipedia, About.com, Infoplease.com, Spark Notes or other dubious online sources not vetted by an editor or peer reviewed (blogs, personal websites, and the like are examples); encyclopedias; textbooks.

Finally, students must upload their papers to TurnItIn.com. **I will penalize assignments that fail to adhere to these basic guidelines.**

Grading:

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|----------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A | 93-100 = A | Designates work of superior quality |
| | 90-92 = A- | Class participation is voluntary, frequent, relevant, and reflects you have both read and thought about the material. Performance on exams is consistently strong; demonstrates complete mastery of facts and concepts. Written work is clear, well-organized and thought-provoking, and free of grammatical or mechanical errors. |
| B | 87-89 = B+ | Designates work of high quality |
| | 83-86 = B | Class participation is voluntary, frequent, and reflects you are keeping up with the assigned materials. Performance on exams is strong; demonstrates mastery of facts and concepts. Written work reflects a good understanding of the issues and concepts. Writing is clear with minimal errors. |
| C | 77-79 = C+ | Designates work that minimally meets the course requirements |
| | 73-76 = C | Class participation is occasional and/or rarely voluntary, with comments that reveal only a superficial grasp of issues and concepts. Performance on exams |
| | 70-72 = C- | demonstrates acceptable degree of mastery of facts and concepts. Written work may contain arguments that are confusing, with minimal evidence of organization. Writing is marred by errors. |
| D | 67-69 = D+ | Reflects minimal clarity and comprehension |
| | 63-66 = D | Class participation is minimal, never voluntary, and reveals you have either not read the assigned materials or did not understand the readings. Performance on exams demonstrates minimal mastery of facts and concepts. Written work is confusing, contradictory, repetitive, and/or not supported by either your own ideas or your sources. Writing is marred by errors. |
| F | 0-59 = F | Unsatisfactory performance along most (or all) measures. |

The “N” Grade Issue

This semester, the deadline to withdraw from a course with an automatic grade of “N” is **Wednesday, March 9. Students may not withdraw from the course after this date without documenting extenuating circumstances to the Registrar.**

ASSIGNMENT AND EXAMINATION SCHEDULE

Map Quiz	Week 2	Thursday	January 21
Response Paper 1 (Butler)	Week 4	Thursday	February 4
Examination 1	Week 5	Thursday	February 11
Examination 2	Week 9	Tuesday	March 8
Response Paper 2 (Wright)	Week 11	Thursday	March 24
Response Paper 3 (Shakur)	Week 14	Tuesday	April 12
Examination 3 (Final)		Friday	April 29, 8:00AM

SYLLABUS CHANGE POLICY AND COURSE CALENDAR

Note: The syllabus and/or course calendar will be adjusted to accommodate events that provide significant learning opportunities for students, weather conditions, etc. Additionally, a more detailed syllabus and/or course calendar may be issued at the instructor's discretion.

PART I: AFRICA, NEW WORLD ENSLAVEMENT

Week 1	Tue. January 12	Introduction: Why study AAMS? Baldwin; Christian Video: Students Learn Virtually Nothing About Africa
	Thu. January 14	Africa: Land of Their Ancestors HHH Ch. 1 Video: The Roots Of...Erykah Badu
Week 2	Tue. January 19	The African Way of Life: <i>Things Fall Apart</i> – Achebe
	Thu. January 21	The Trans-Atlantic Slave Trade and the New World HHH Ch. 2; Falconbridge; Equiano Video: The African Americans – Episode One MAP QUIZ
Week 3	Tue. January 26	The Trans-Atlantic Slave Trade and the New World (cont.)
	Thu. January 28	Enslavement and the Revolutionary Philosophy HHH Ch. 3 and 4; the D.O.I.; Jefferson
Week 4	Tue. February 2	Enslavement and the Revolutionary Philosophy (cont.) The Constitution of the United States ; HHH Ch. 5
	Thu. February 4	Life in Enslavement: <i>Kindred</i> – Butler (Recommended: HHH Ch. 6 and 7; Jacobs) READING RESPONSE DUE IN CLASS

Week 5	Tue. February 9	Life in Enslavement (cont.) and Review for Exam No. 1
	Thu. February 11	EXAM No. 1

PART II: ABOLITIONISM, WAR, AND RECONSTRUCTION

Week 6	Tue. February 16	Battle Lines between North and South HHH Ch. 8 and 9; Walker ; Garrison (Recommended Video: The Abolitionists)
	Thu. February 18	Battle Lines between North and South (cont.) HHH Ch. 10; Douglass ; Taney ; Brown
Week 7	Tue. February 23	The Civil War Dunbar ; Thompson ; CSA Constitution ; HHH Ch. 11; Lincoln
	Thu. February 25	The Reconstruction HHH Ch. 12; Ch. 13, p. 265-271, 275-279; 13th, 14th, and 15th Amendments
Week 8	Tue. March 1	The Deconstruction HHH Ch. 13, p. 271-275, 279-286; Ch. 14
	Thu. March 3	The Deconstruction (cont.) and Review for Exam No. 2
Week 9	Tue. March 8	EXAM No. 2

PART III: "JIM CROW", CIVIL RIGHTS, AND BLACK POWER

	Thu. March 10	The Color Line and Resistance HHH Ch. 15 and Ch. 16; Washington (Ch. 14) ; DuBois (Ch. 3) ; Cooper (Blackboard)
Week 10	March 15-17	SPRING BREAK – NO CLASS
Week 11	Tue. March 22	The Harlem Renaissance HHH Ch. 17; Schuyler ; Hughes ; Schwartz (Blackboard)
	Thu. March 24	Blacks in the Depression Era – <i>Native Son</i> (Wright) (Recommended: HHH Ch. 18 and 19) READING RESPONSE DUE IN CLASS
Week 12	Tue. March 29	The Civil Rights Movement: 1954-1959 HHH Ch. 20; Ch. 21, p. 472-485
	Thu. March 31	The Civil Rights Movement: 1960-1965 King ; HHH Ch. 21, p. 485-501 (Recommended Videos: The Freedom Riders ; Freedom Summer)

Week 13	Tue. April 5	The Black Power Movement: Foundations HHH Ch. 22, p. 502-507, 510-513, 517-518; Harper
	Thu. April 7	The Black Power Movement: The Black Panther Party HHH Ch. 22, p. 507-509; Harris
Week 14	Tue. April 12	The Black Power Movement: Assata – Shakur Maag ; Peterson READING RESPONSE DUE IN CLASS
	Thu. April 14	The Black Aesthetic and the Black Arts Movement HHH Ch. 22, p. 518-521; Gayle; Neal ; Lincoln ; Sanchez; Burroughs (all Blackboard) Videos: Dark Girls (Trailer) ; Good Hair (Trailer)

PART IV: GRAPPLING WITH RACE AND RACISM IN THE “POST-RACIAL” ERA

Week 15	Tue. April 19	The Declining Significance of Race vs. Color-blind Racism Wilson (Blackboard); Ridley ; Bonilla-Silva et al. Video: Coates on discussing racism directly, honestly
	Thu. April 21	The Case for (and against) Reparations Coates ; Frum Video: Facing the Truth: The Case for Reparations
	Fri. April 29, 8AM	FINAL EXAMINATION

INSTITUTIONAL SUPPORT SERVICES

Academic Success Center (ASC)

Winthrop's Academic Success Center is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students achieve academic excellence, such as tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), and group/individual study spaces. The ASC is located on the first floor of Dinkins, Suite 106. Please contact the ASC at [803-323-3929](#) or success@winthrop.edu if you have any questions. For more information on ASC services, please visit www.winthrop.edu/success.

Dacus Library

Not everything can be found online. Dacus Library is the primary on-campus provider of scholarly information in all forms from print to electronic. To fulfill its mission, the library provides information quickly, efficiently, and in sufficient depth to promote excellence in all academic programs offered by the university. Additionally, the library maintains depository status for federal and state publications. For information on library hours call (803) 323-2362.

The Writing Center

Students who wish to improve their writing skills should seek assistance from the Writing Center, located at 242 Bancroft. Tutors works with students on an individual basis in all phases of the writing process and on academic and writing projects in any discipline. Call (803) 323-2138 for information regarding hours of operation and services.

The Office of Disability Services

Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Disability Services (ODS) at (803) 323-3290, or, accessibility@winthrop.edu. Please inform me as early as possible, once you have your official notice of accommodations from the Office of Disability Services.

The Office of Nationally Competitive Awards (ONCA)

ONCA identifies and assists highly motivated and talented students to apply for nationally and internationally competitive awards, scholarships, fellowships, and unique opportunities both at home and abroad. ONCA gathers and disseminates award information and deadlines across the campus community, and serves as a resource for students, faculty, and staff throughout the nationally competitive award nomination and application process. ONCA is located in Dinkins 222A. Please fill out an online information form at the bottom of [the ONCA webpage](#) and email onca@winthrop.edu for more information.

The Office of Victims Assistance

The Office of Victims Assistance (OVA) provides services to survivors of sexual assault, intimate partner violence, and stalking as well as educational programming to prevent these crimes from occurring. The staff assists all survivors, regardless of when they were victimized in obtaining counseling, medical care, housing options, legal prosecution, and more. In addition, the OVA helps students access support services for academic problems resulting from victimization. The OVA is located in 204 Crawford and can be reached at (803) 323-2206. In the case of an after-hours emergency, please call Campus Police at (803) 323-3333, or the local rape crisis center, Safe Passage, at their 24-hour hotline, (803) 329-2800.

ACADEMIC HONESTY AND INTEGRITY

The [**Student Conduct Code**](#) notes, “A fundamental tenet of all institutions of higher learning is academic honesty. Academic work must depend upon respect for an acknowledgement of the research and ideas of others. Misrepresentation of someone else’s work as one’s own is a most serious offense in any academic setting.” Winthrop University is no exception. In short, academic integrity is very important and misconduct, in any form, will not be condoned. If you have any questions regarding academic honesty and student conduct, please review **Section V** of the Student Conduct Code.

Political Science Department Statement on Plagiarism and Academic Misconduct*

The Winthrop University Political Science department abhors all forms of academic misconduct, and faculty members aggressively investigate all incidents of suspected cheating. This includes, but is not limited to, using [turnitin.com](#).

Plagiarism, whether intentional or unintentional, is by far the most common form of academic misconduct in the Political Science department. Plagiarism includes, but is not limited to:

- Using the words or ideas of others as one’s own;
- Reproducing, in whole or in part, principal ideas from a fellow student’s work;
- Granting a fellow student permission to copy one’s paper, or to reproduce some or all of its principal ideas;
- Quoting or paraphrasing material from sources without any citation;
- Quoting or paraphrasing material without sufficient and/or proper citation;
- Omitting some or all sources used in a paper; and
- Submitting a paper written for one course – whether in Political Science or another discipline – to meet a course requirement in a second course, *without the express permission of all*

instructors involved. This is the case even though many paper topics may be relevant to several different courses.

All incidents of suspected academic misconduct are investigated with equal vigor.

When a faculty member suspects that a student engaged in academic misconduct, the faculty member will follow the appropriate procedures outlined in the *Student Handbook*. The faculty member will apply whatever sanctions s/he deems appropriate. Possible sanctions include, but are not limited to:

- Failing the assignment;
- Requiring a student to repeat an assignment for reduced credit;
- Requiring a student to repeat an assignment for no credit; or
- Failing the course.

Academic misconduct applies equally to required assignments and extra credit assignments.

Human Subjects Research and IRB Approval: Consistent with University Level Competency #2, Personal and Social Responsibility, all students engaging in research on human subjects will undergo [CITI training](#), and apply for approval by the [Winthrop University Institutional Review Board](#), even if their projects are exempt under 45CFR46. The applications must be complete and include all necessary signatures.

Any student seeking IRB approval may not begin to collect data for her/his research until s/he has received IRB approval or been informed that the research is exempt. Collecting data prior to receiving IRB approval is grounds for an academic misconduct charge.

All incidents of academic misconduct will be reported to the Department Chair, the Dean of Students, the Dean of Arts and Sciences and the student's academic advisor. The University may impose its own sanctions in addition to sanctions imposed by the faculty member or the department. The University may impose sanctions even after a student has graduated, and may include revoking a student's diploma.

In addition, students who engage in more than one incident of academic misconduct may be declared ineligible for departmental awards, ineligible for employment in the department or its affiliated programs, and ineligible to volunteer as a peer advisor.

*As a member of the Political Science faculty, I will abide by these guidelines.