



ETHS-113: INTRODUCTION TO BLACK STUDIES

Also listed as: ETHS-113H

Effective Term

Fall 2026

BOT Approval Date

11/13/2025

Discipline

ETHS - Ethnic Studies

Course Number

113

Course Title

Introduction to Black Studies

Short Title

Intro to Black Studies

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Additional Regular Substantive Interaction

Discussion boards offer an opportunity for students to respond to course content questions and will also serve as an opportunity for regular effective student to student contact as they will be required to respond to peers' posts.

Announcements and email will be used to update students and how students will engage in discussions with their classmates and the instructor after viewing, reading and/or listening to online and/or offline course content.

Honors / Non-honors

ETHS-113H

C-ID (Admin Only)

CB 00

CCC000628402

Course Title

Honors Introduction to Black Studies

Approved Cal-GETC Area

AREA-4

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

Catalog Description

This course provides an introductory overview of the Black community, focusing on Black people's social, cultural, political, and historical contributions in the United States. Students will explore the intersections of race, class, gender, and sexuality, examining how these identities have shaped the lived experiences of Black people. Central to this course are themes of Blackness, resistance, agency, racial capitalism, Black epistemologies, and social justice, as students critically engage with concepts such as racial

formation, the institution of slavery, systemic racism, colonialism, intersectionality, and cultural expressions. By the end of this course, students will be able to analyze contemporary racial issues and recognize their historical roots.

Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000 or concurrent enrollment in ENGL-C1000.

Codes

TOP Code (CB 03)

2203.00 - Ethnic Studies

CIP Code

05.0201 - African-American/Black Studies.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Ethnic Studies (Masters Required)	Or
African American Studies (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

AA/AS F - Ethnic Studies

Cal-GETC Areas

Approved Cal-GETC Area

AREA-4

Learning Objectives

Learning Objectives

Learning Objective
1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, imperialism, and anti-racism as analyzed by the Black community.
2. Apply theory and knowledge produced by African American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived experiences, and social struggles of the Black community, emphasizing agency and group-affirmation.
3. Articulate the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, ability, language, and/or age in African American communities.
4. Evaluate how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by African Americans, are relevant to current and structural issues such as communal, national, international, and transnational politics, such as reparations, multiculturalism, and language policies.
5. Interpret and actively engage with anti-racist and anti-colonial issues and the practices and movements in African American communities to build a just and equitable society.

Honors Objectives

Honors Course Objectives:

- Evaluate social and political issues concerning Black Studies as a discipline and/or Black experience(s).
- Analyze primary and secondary source readings in a small group or one-on-one instructor-to-student independent study.
- Explain how the African American community has challenged structural and cultural inequality and practiced social justice.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will recognize key historical events, figures, and cultural movements that have shaped the Black community experiences from the Atlantic slave trade to the present.
2. Students will describe the role of slavery in the development of capitalism and modernity and its impact on the Black community's social, political, and economic life.
3. Students will articulate core concepts in Black Studies, including race, racialization, systemic racism, resistance, autonomy, racial capitalism, and empowerment.
4. Students will evaluate the enduring legacies of historical and contemporary policies of Jim Crow laws, redlining, and affirmative action related to racial inequality in the United States.
5. Students will interpret the significance of intersectionality in shaping the experiences of the Black community, mainly how race, class, gender, and sexuality interact.

Content

Course Lecture Content

1. Introduction to Black Studies
 - a. Origins of the Discipline
 - b. Black Student Union and San Francisco State
 - c. Black Studies Movement
2. African Societies
 - a. Pre-European Contact
 - b. Economic System
 - c. Religion, Culture, Politics
3. The Atlantic Slave Trade and its Impact
 - a. Origins and mechanics of the slave trade
 - b. Economic and Cultural Impacts on Africa and the Americas
 - c. African Diaspora
4. Slavery and Capitalism
 - a. The role of slavery in the development of American capitalism
 - b. Enslavement, Violence, and Gender Inequality
5. Resistance and Agency during Slavery
 - a. Forms of Resistance
 - b. The role of African spiritual practices
 - c. Notable uprisings and their leaders
6. Reconstruction and its Aftermath
 - a. Policies of Reconstruction and their Impacts on African Americans
 - b. The rise and impact of Jim Crow laws
 - c. Sharecropping systems and systematic structures of discrimination
7. The Great Migration
 - a. Migration and urbanization
 - b. Black Struggle for freedom and humanity
 - c. Harlem Renaissance
8. Black Social Movements
 - a. Key events, leaders, legislation outcomes
 - b. Civil Rights Movement
 - c. Black Power Movement

9. Intersectionality and Black Feminism
 - a. Black and Third World Feminism
 - b. Black Internationalism
 - c. Intersectionality Theory
10. Black Culture Expression
 - a. Music, Art, Writers
 - b. Film, Poets, Literature
 - c. The role of media and technology
11. Contemporary Black Lives Matter
 - a. Origins and evolution of the movement
 - b. Key protests and their national and global impact
 - c. Policy changes and societal shifts
12. Systemic Racism
 - a. Overview of systemic racism in the healthcare, education, and criminal justice system
 - b. Current challenges and reforms
 - c. Gentrification, urban/rural issues, hyper criminalization
13. Black Politics
 - a. Black political representation
 - b. Coalitions
 - c. Policies and court cases
14. Moving Forward
 - a. Black Futurism
 - b. Black epistemologies
 - c. Black demographics and politics

Honors Content

The topics to be covered in ETHS 113 are the same. Honors students will work above the survey level to explore historical and contemporary issues of race, class, ethnicity, power, and social institutions. In particular, honors students can focus on evaluating how African Americans have contributed to society's economic, political, cultural, and social aspects. For example: music, art, politics, economic entrepreneurship, education, and community leaders.

Honors students will also analyze historical and current events, art, and texts by Black authors, activists, groups, and community organizations by writing a research paper or creative project where students can apply the use of theories and concepts from the course. Honors students will conduct scholarly research to analyze the theories and concepts from the course, investigate further, and engage with the discipline of African American Studies.

Instructors will guide students by providing additional instruction in research methods and providing students with resources and texts that will facilitate a greater understanding of the topics covered in the regular course. For example, honors students would read Schekeva P. Hall and Robert T. Carter's 2006 article, "The Relationship Between Racial Identity, Ethnic Identity, and Perceptions of Racial Discrimination in an Afro-Caribbean Descent Sample" and then analyze and describe the complexity of racial and ethnic identity formation among Black people across the diaspora.

Honors students may also be required to read, interpret, analyze, and apply contemporary criticism and theories to additional primary and/or secondary texts covered in the regular section.

Methods of Instruction

Method

Papers and Reports

Integration

Students will be taught how to compare, contrast, and analyze historical and contemporary events that have led to the establishment of Black Studies as a discipline. Students will critically examine relevant concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism."

DE Adaptations for MOI

All of the resources will be provided on CMS using an accessible format. The prompt will be explained via an accessible video conferencing meeting or recording. Office hours will also be offered via video conferencing.

Method

Lecture

Integration

Present and address the core objectives and main themes in Black Studies. Lecture related comparing and contrasting ancient African religious traditions with subsequent and contemporary Black Christian and Islamic traditions. To analyze the impact of race, ethnicity, and power and its connection to Black Studies as a discipline.

DE Adaptations for MOI

Online lectures will be used to analyze the impact of race, ethnicity, and power and its connection to Black Studies as a discipline. Online lectures will be conducted asynchronously and synchronously through the online course management system. Lecture information will be uploaded to the online course management system using an accessible format or other course management tools. Synchronous meetings will be conducted through accessible video conferencing and accessed through the online course management system.

Method

Group Projects

Integration

Students will participate in group processes and dynamics inside the classroom. Outside the classroom, they will work with meaningful and relevant community-based models to analyze the individual and collective Black experiences. such as those discussed within Black Psychology.

DE Adaptations for MOI

Users will gain access to course content, e.g. recorded lectures. web content, simulation software, etc. by logging onto CMS and following the instructions in that week's module. This will supplement the text and take the place of face-to-face instruction. Students will be guided to accessible video conferencing breakout rooms, collaborative internet-based software, and CMS discussion groups, as a way to adapt this MOI.

Method

Activity

Integration

Student presentations: Facilitate peer-to-peer learning through the identification and exploration of historical and contemporary themes that form the basis of Black Studies. African American social and political protest in the United States. Students will actively engage with anti-racist and anti-colonial issues and the practices and movements in Black/African American communities to build a just and equitable society.

DE Adaptations for MOI

Real-time online classes will use accessible video conferencing breakout rooms, CMS discussion groups to adapt this MOI.

Any-time online courses will also have users gain access to course content, e.g. recorded lectures. web content, simulation software, etc. by logging onto CMS and following the instructions in that week's module. This will supplement the text and take the place of face-to-face instruction. Students will be guided to accessible video conferencing breakout rooms, collaborative internet-based software, and CMS discussion groups, as a way to adapt this MOI.

Method

Film/video Viewing and Discussion

Integration

Audio-visual materials to enhance students' learning experiences as part of a cohesive review of the various themes that form the basis of Black Studies. Students will analyze the history of Black artistic, musical and literary expression from its African origins to the present.

DE Adaptations for MOI

Accessible videos, films, and websites will be used to analyze and discuss the lived experience of various Black ethnic groups, keep students informed on current issues and trends as they impact Black minorities. Accessible videos, films, and websites will be shared and viewed via the online course management system. Discussions of film as it relates to course reading and lectures will be conducted through course management system discussion boards or during synchronous course meetings on accessible video conferencing accessed through the course management system.

Method

Service Learning

Integration

Students can apply Black/Ethnic Studies principles, theories, and concepts to the work they do within community organizations and/or schools. and, through the knowledge gained in their participation, synthesize research on the historical and contemporary complex interplay of social forces impacting Black life.

DE Adaptations for MOI

Students would be required to commit a set number of hours to a nonprofit organization or local school where they directly engage with an organization related to the subject matter (in-person, or virtually). They then write a paper and/or prepare a course presentation outlining the key terms and concepts evident in the organization, or how their course, program, or institutional learning outcomes were supported through their service learning hours.

For example:

Field trips to off-campus ethnic events will be used to encourage student participation in ethnic based community organizations and to increase their knowledge of current trends and issues and their impact on ethnic minorities. Field trips can be virtual trips that students will access through the online course management system or in-person trips as conditions permit.

Method

Activity

Integration

Confidence Building: Guide students to find the value of their own voices. Students will analyze their own personal narratives and identities relative to intersectional themes of culture, race, class, gender and sexuality through self-reflection and an autobiographical research project.

DE Adaptations for MOI

Soliciting students to share their knowledge and relative expertise via course content. Students will be guided to video conferencing breakout rooms, collaborative internet-based software, and CMS discussion groups, as a way to adapt this MOI.

Additional Methods of Instruction for Honors

Method: Small-Group Discussion and/or One-on-One Meeting with Instructor

Integration: Guided small group discussions in the honors course will enable students to analyze and interpret assigned readings or films to better understand key concepts, people, and events that have shaped society and the African American experience. These discussions can also cover student progress on research projects and peer reviews of assignments related to the research project. Students are also required to meet with the instructor monthly. The meetings will serve to assist honors students with the development of research questions and strategies.

Method: Oral Presentations

Integration: Oral presentations will provide students the opportunity to present their research projects to fellow honors colleagues or their regular class, enhancing the development of their research projects and oral communication skills.

Method: Service Learning

Integration: Students may develop and implement a service learning project that focuses on a campus or community issue related to Black experience(s). This project will include a brief written reflection.

Method: Field Trips

Integration: If the instructor chooses, students may participate in field trips to local museums or cultural events focused on social justice and cultural celebration.

Methods of Evaluation

Method

Exams/Tests

Integration

Students can be evaluated with an essay exam, a multiple-choice exam, a short-answer exam, or a combination of the three formats. This may include an examination of contemporary academic, political, and intellectual challenges and possibilities facing the discipline of Black Studies, such as the knowledge produced by Black/African American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived experiences, and social struggles with a particular emphasis on agency and group-affirmation. The exam/test will have a combination of objective questions and essays of concepts covered in class, the textbook, or other assigned materials, to evaluate, examine, and describe the components and priorities of Black studies. Feedback will be given once the exam/test has been graded.

DE Adaptations for MOE

Essay and short answer questions will be used to assess the ability to evaluate the philosophies of Black Studies as a discipline and its political and community leaders. Essay and short answer questions will also be used to demonstrate understanding of theoretical perspectives within Black Studies. Students will be assessed on their understanding, accuracy, and completeness of their evaluations and synthesis of information from course lectures, readings and other materials accessed on the online course management system. Essay and short answer exams will be posted and submitted in the assignments section of the online course management system. Feedback will be provided through the grading tools section of the online course management system.

Method

Homework

Integration

Empirical article summaries and/or literature reviews: Evaluate students' ability to critically examine published research and apply appropriate research Black studies concepts and terminology through their ability to analyze psychological research, evidence that they are able to accurately distinguish and evaluate experimental and non-experimental research methods, and apply MLA or APA writing style accurately. Such concepts and topics may include struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Black/African Americans and their connection to relevant current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler colonialism, multiculturalism, language policies. Feedback will be provided on a separate sheet using a grading rubric that students can refer to learn about their evaluation on this assignment.

DE Adaptations for MOE

Position Papers will be used to assess the ability to analyze current political issues and trends in light of their impact on Black folk. Position papers will also be used to demonstrate descriptive, interpretive, comparative, synthetic, and analytical skills. Students will be assessed on their understanding, accuracy, and strength of their analysis of current political issues in relation course theories. Position paper assignments will be posted and submitted through the assignments section in the online course management system. Feedback will be provided through the grading tools section of the online course management system.

Method

Research Projects

Integration

Evaluate students' ability to synthesize research and knowledge gained from other scholarly sources through their ability to complete a comprehensive analysis of a contemporary Black Studies issue, with an accurate and detailed description and analysis of the logical assumptions guiding the scientific study of Black issues, distinguish and evaluate research methods that are adopted to study race, ethnicity, power, privilege, and other intersectional identities while centering Blackness. Students will examine the ethics involved in the appropriate research with Black authors, theorists, activists, and prominent practitioners of Black liberation efforts.

Feedback will be provided on a separate sheet using a grading rubric that students can refer to learn about their evaluation on this assignment and how they can improve.

DE Adaptations for MOE

Research Projects will be used to assess the students ability to analyze current academic, social, and political issues and trends in light of their impact on Black folk. Students must focus on forming an original and innovative thesis for their project that demonstrates their mastery of the course content and authority over their research project. Research papers will also be used to demonstrate descriptive, interpretive, comparative, synthetic, and analytical skills. Students will be assessed on their understanding, accuracy, and completeness of their analysis of facts and data, as well as their ability to apply research to course theories. Research projects will be posted and submitted through the assignments section in the online course management system. Feedback will be provided through the grading tools section of the online course management system.

Method

Class Participation

Integration

Class participation in active learning activities and discussions will encourage additional cognitive processing of Black Studies topics such as Black History, Black Religion, Black Psychology, and Black Sociology, among other aspects of Blackness, and allow instructors to evaluate the students' ability to examine and describe the components of historical and contemporary Black Studies perspectives as they relate to the specific activity or discussion topic at hand. Feedback will be provided to students during office hours in a required one-on-one meeting with faculty.

DE Adaptations for MOE

Class participation will be measured through a series of questions which will be used to assess the ability to analyze and critique the theory and practice of the politics of the United States as it impacts Black folk, analyze the political realities and dynamics of power and powerlessness as it relates to the Black experience(s), and examine and analyze the strategies used by Black people to attempt to gain political power in America. Questions will also be used to determine recognition of themes. Students will be evaluated on the accuracy of their analysis of materials and understanding and application of theory. Questions will be posted and submitted through the discussion boards section on the online course management system. Feedback will be provided through the grading tools in the online course management system.

Method

Group Projects

Integration

Students can work together to analyze a particular Black Studies topic, concept, or theory which can be evaluated through a written self or peer reflection, in addition to the instructor's evaluation of the accuracy of the content and the student's ability to apply the Black Studies theories and concepts discussed to the topic at issue. Students may examine the significance of Blackness within art, music, literature, or other examples of Black cultural productions. Students will submit a project as a PowerPoint or essay and conduct an oral presentation. Feedback will be provided on a separate sheet using a grading rubric that students can refer to learn about their evaluation on this assignment and how they can improve.

DE Adaptations for MOE

Group projects will be used to assess participation and involvement in Black ethnic-based and community-based organizations, and analyze current social and academic issues and trends in light of their impact on Black folk. Group projects will also be used to demonstrate descriptive, interpretive, comparative and synthetic skills. Project meetings and discussions will be conducted through the group discussion boards section of the online course management system. Students will be assessed on their understanding, accuracy and analysis of course concepts as they relate to ethnic based political and community based organizations. Feedback will be provided through the grading tools section of the online course management system.

Method

Other

Integration

Service Learning Project

Students will commit to an organization on or off campus and learn about its work with the African American community. They will write a paper to share their experience of learning about the work of an organization and use concepts and theories from the course to describe and discuss the organization they learned about and observed. Feedback will be provided on a separate sheet using a grading rubric that students can refer to learn about their evaluation on this assignment and how they can improve.

DE Adaptations for MOE

Students will be assessed based on their journal reflections and research paper, which focuses on the project that they embarked on to learn and evaluate the relationship between African Americans and community organizations.

Evaluation of Honors assignments

Honors students must successfully complete the regular course and honors assignments to receive honors credit.

Research papers will be assessed on clarity of argument, supporting evidence, the number and types of references consulted, depth of analysis, and historical accuracy. Students must focus on forming an original and innovative thesis for their project that demonstrates their mastery of the course content and authority over their research project. Projects will be assessed on how well they address an issue, execute a plan, and bring awareness or make substantive impacts. Honors class discussions of supplemental readings will be judged based on student preparedness as well as the student's ability to summarize, critically analyze, and provide their own perspective on the assigned readings.

Presentations will be assessed based on academic rigor and quality of data, scope, organizational clarity, aesthetic appeal, and preparedness for university undergraduate courses and beyond.

Short written responses will be assessed on the quality of the quotes and the thoroughness of the analysis.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

This fifth essay is a literary analysis of *Song of Solomon*, a novel by Toni Morrison. For this paper, I expect you to make a sustained argument about some aspect of the novel's world and its relation to our own. You will need to draw on some sophisticated, higher-level theory or interpretative practice to frame your analysis. You will be expected to integrate at least three secondary sources into your argument, but mostly this is an exercise in close-reading and interpretation. Your paper should demonstrate a solid command of grammar, punctuation, spelling, and syntax. You should probably plan on coming to office hours at least once to chat about what you want to do for this paper, and to make sure you have identified an appropriate framework and thesis statement. Feedback will be provided on a separate sheet using a grading rubric that students can refer to learn about their evaluation on this assignment and how they can improve after the assignment has been submitted.

How assignment will be adapted in online format

All of the resources will be provided on CMS. The prompt will be explained via an accessible video conferencing meeting or recording. Office hours will also be offered via an accessible video conferencing.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Current Event Assignment: For the first ten weeks of the semester, select one news story per week that directly discusses either a topic that involves ethnic minorities or a story that will directly affect the lives of ethnic minorities. In one page minimum, discuss the importance, significance, and effects of the story and then give your personal opinion on the story. Feedback will be provided on a separate sheet using a grading rubric that students can refer to learn about their evaluation on this assignment and how they can improve after the assignment has been submitted.

How assignment will be adapted in online format

This can also be done on CMS under the discussions tab. All of the resources will be provided on CMS. The prompt will be explained via an accessible video conferencing meeting or recording. Office hours will also be offered via an accessible video conferencing.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Read "Of Our Spiritual Strivings" in The Souls of Black Folk by W.E.B. Du Bois. How does Du Bois describe twoness? Describe how Du Bois uses twoness to explore Blackness. How can this twoness be applied today?
<https://www.gutenberg.org/files/408/408-h/408-h.htm> - The Souls of Black Folk

Feedback will be provided on a separate sheet using a grading rubric that students can refer to learn about their evaluation on this assignment and how they can improve after the assignment has been submitted.

How assignment will be adapted in online format

All the resources will be provided on CMS, with the exception of the main textbooks/readers. All of the resources will be provided on CMS. The prompt will be explained via an accessible video conferencing meeting or recording. Office hours will also be offered via an accessible video conferencing.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

As a part of the The Conjure Tradition section, read Yvonne Patricia Chireau's Black Magic: Religion and the African American Conjuring Tradition in order to understand how Africans and African Americans postslavery were able to mount serious resistance to white supremacist efforts to dehumanize and assimilate Black lives, and the multifarious spiritual traditions and belief systems that offered Black folks healing, and the space in which to redefine themselves.

Feedback will be provided on a separate sheet using a grading rubric that students can refer to learn about their evaluation on this assignment and how they can improve after the assignment has been submitted.

How assignment will be adapted in online format

All the resources will be provided on CMS, with the exception of the main textbooks/readers. All of the resources will be provided on CMS. The prompt will be explained via an accessible video conferencing meeting or recording. Office hours will also be offered via an accessible video conferencing.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Write a research paper on a topic covered in the course that is related to the discipline of African American studies. An 8-10 page paper with at least five resources will be submitted. The research paper will be scaffolded throughout the term. The first assignment will be to write about the topic they are interested in. Then develop a research question and annotated bibliography. Next, write a proposal and share the argument of their research paper. Following the proposal, submit a detailed outline of the research paper. Last, submit a first draft. For each step, there will be a discussion board post for students to submit their work. Feedback will be provided on a separate sheet using a grading rubric that students can refer to learn about their evaluation on this assignment and how they can improve after the assignment has been submitted.

How assignment will be adapted in online format

The assignment will be the same for the online format. There will be discussion board posts for students to complete all short assignments. All of the resources will be provided on CMS. The prompt will be explained via an accessible video conferencing meeting or recording. Office hours will also be offered via an accessible video conferencing.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Read a chapter from "Afrofuturism: A History of Black Futures" to create a sci-fi project that engages with the concept of Afrofuturism and focuses on an issue/topic related to the African American community. The student will develop a sci-fi short story using a PowerPoint slide or Canva. Then write a brief essay about the story's significance and how it exemplifies Afrofuturism. Feedback will be provided on a separate sheet using a grading rubric that students can refer to learn about their evaluation on this assignment and how they can improve after the assignment has been submitted.

How assignment will be adapted in online format

All the resources will be provided on CMS, with the exception of the main textbooks/readers. All of the resources will be provided on CMS. The prompt will be explained via an accessible video conferencing meeting or recording. Office hours will also be offered via an accessible video conferencing.

Honors Assignments**Assignment**

Honors students will be required to complete all the coursework/assignments in the regular section, and in addition, honors students will complete one of the following additional projects.

Honors students will be required to complete all the coursework/assignments in the regular section, and in addition, they will complete Assignment A and one of Assignments B, C, or D. Assignments E and F are optional, and one can be assigned at the instructor's discretion.

Assignment

A: Honors students will be required to complete all the coursework/assignments in the regular section. In addition, honors students will be assigned additional pages (assigned by the instructor, in consultation with student research interests), which may consist of an additional primary, literary text, or additional theoretical/critical texts that relate to course texts and overall Black studies theory. These readings will inform honors meeting discussions and could be integrated into the student's research project.

Honors students will also participate in small-group meetings or one-on-one instructor-to-student discussions centered on supplemental readings. The meetings will be anchored in two to three specific quotes from said readings or scenes from films watched in the course that will lead into deeper analysis of the ideas grappled with in regular section meetings.

Student will be required to produce a response/analysis of the required two to three quotes or film.

examples:

It can be a chapter from

The 1619 Project: A New Origin Story (2021) edited by Nikole Hannah-Jones

2. Four Hundred Souls: A Community History of African America, 1619-2019 (2021) edited by Ibram X. Kendi and Keisha N. Blain

3. From Here to Equality: Reparations for Black Americans in the Twenty-First Century (2020) by William A. Darity Jr. and A. Kirsten Mullen

4. The African American Experience: A History (2021) by Joe William Trotter Jr.

5. An Introduction to Black Studies (2023) by Eric R. Jackson

Or articles such as

Ellison, Treva Carrie, "Black Femme Praxis and the Promise of Black Gender," The Black Scholar (Spring 2019)

Tomlinson, Allison & Cox, Brandale Mills, "Portraying Black Love in the Media: Bridging the Gap Between Representations and Real-Life Experiences of Black Romantix Relationships and Families," Journal of African American Studies (April 2025)

or films such as

"Sorry to Bother"

"Black Power Mixtape 1967-1975"

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

It gives the students the opportunity to research a topic more in-depth and lead discussion by preparing notes and discussion questions, thereby preparing them for heavier workloads in the future, including the rigor needed to conduct research, critical thinking, communication, and writing at the university level.

Assignment

B: Honors students will write an additional research paper, a minimum of 8 pages in length, including at least 5 source and outside research to develop an original, analytical, persuasive argument based on a text of interest that is not assigned to the class as a whole and that is selected or approved by the instructor, such as an exploration of Black-affirming school environments;—for example, gentrification in predominately Black populated cities and neighborhoods or the mass incarceration of African American communities.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

It allows the students to research a topic more in-depth, preparing them for heavier workloads in the future. This includes the rigor needed to conduct research, critical thinking, communication, and writing at the university level.

Assignment

C: Honors students will expand one required paper by at least 8 pages by conducting research and incorporating at least 5 sources to develop the original ideas into a more sophisticated argument; for instance, a student might revise a short paper that explores a key concept, like power, and turn it into a research-driven paper.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

It gives the students the opportunity to research a topic more in depth, thereby preparing them for heavier work loads in the future, including the rigor needed to conduct research, critical thinking, communication, and writing at the university level.

Assignment

D: Honors students will create a service learning project based on research that requires outside research, the use of at least 5 sources, implement it, and in an 8-10 page paper, explain the research and reflect on the experience. This service learning should take place on campus, or the student should work with the instructor to find an appropriate community resource or organization to work with and learn about the African American experience through the lens of the community or campus organization. Volunteer hours are not necessary, but may be applicable and should not exceed 10 hours. For example, an exploration of the impact and necessity of Historically Black Colleges and Universities (HBCUs) and their service learning charters. If honors students choose not to volunteer, they will build on the Black entrepreneur content of the course and perform interviews with organizational leaders and members to develop a product that would be useful for Black people.

Required or Optional

Required

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

As students participate in service learning components attached to the honors curriculum, they will apply theoretical and philosophical ideas related to Black studies. To evaluate the experience of African Americans and analyze the community resources available.

Assignment

E: Honors students will write a debrief/journal reflection based on the field trip assignment. Students can visit a museum, a historical site, or a cultural event that is based on the African American experience and history.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

It gives the students the opportunity to research a topic more in depth, thereby preparing them for heavier work loads in the future, including the rigor needed to conduct research, critical thinking, communication, and writing at the university level.



Assignment

F: Honors students will prepare an oral presentation based on their research that evaluates theories and concepts from the course. Student will prepare the presentation and discussion questions. Presentations can be on theories and concepts such as Intersectionality, Civil Rights Movement, Racial Capitalism, Black Feminism, and Afro-Futurism.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

It gives the students the opportunity to present on a topic more in depth and lead discussion preparing notes and discussion questions, thereby preparing them for heavier work loads in the future, including the rigor needed to conduct research, critical thinking, communication, and writing at the university level.

Course Materials**Textbooks**

Slavery and Capitalism: A New Marxist History (2025) by David McNally ISBN: 978-0520415973

Other Resources

Rooted: The American Legacy of Land Theft and the Modern Movement for Black Land Ownership (2024) by Brea Baker ISBN: 978-0593447376

Open Educational Resources

Introduction to African American Studies: An Anthology of Essays on Radical Black Thought, Intellect, and Culture (Jimenez, Mahnzili, Monroy, Phillips, and Wilkins, ASCCC OERI) (CC BY-NC) https://socialsci.libretexts.org/Bookshelves/Ethnic_Studies/Introduction_to_African_American_Studies%3A_An_Anthology_of_Essays_on_Radical_Black_Thought_Intellect_and_Culture

Class Size Information**Class Size**

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

As a course that, itself, emerges from the margins of academia and society, our Black Studies course seeks to center each of those elements of diversity. With deliberate, intentionally utilize authors, artists, theorists, and community leaders from a wide variety of subject positions as the basis of the course material. A multiplicity of voices will inform the course.

As an introduction to Black Studies course, the primary focus is the experiences of the Black community. This course incorporates Black History, Black Religion, Black Psychology, Black Sociology, Black Politics, Black Literature, Black Art, Black Trauma, and Black Joy!

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Assignments, instruction, evaluation, course content, and interactions will be delivered to students in a variety of visual and auditory formats including through the formal presentation of class material, use of CMS to disseminate course material and communicate with students, and incorporation of videos, news articles, and various cultural artifacts to examine historical and contemporary concepts. The diverse formatting and delivery of material will meet the variety of needs of students for equitable outcomes. The methods of instruction align with the objectives; for example, class activities, active learning, reading, lecture, and discussion boards allow space for exploring variant interpretations and/or navigating ambiguity. To better support a diverse range of learners, we added language specifying that instructors should incorporate formative and summative active learning strategies and to scaffold essays and research projects. We've specified that discussions, class activities, and lectures are spaces in which the classroom community can bring in their own cultural experiences in addition to practicing the application of new concepts from diverse socio-cultural perspectives, specifically as it pertains to race, gender identity, sexual orientation, and cultural differences. The methods of evaluation feature the necessity of formative and summative assessments that align with the course objectives. The course has been written so that the texts that have historically been marginalized become centered in our academic pursuits. Engagement from instructors-to-students and students-to-students will prompt students to consider equitable treatment of each other and their communities.

Interactions

Explain how the course will incorporate student-to-student interaction.

The contributions of each individual play a role in the collective strength and diversity of the learning community. Students are expected to engage with each other respectfully and equitably. Students will engage in a variety of collaborative activities such as break-out rooms, small groups, and/or discussion posts so that students will have frequent opportunities to engage in peer-to-peer discussions designed to foster community and encourage students to experience variant interpretations of the Black Studies "texts" under analysis. In addition, students may be asked to engage in peer writing workshops and/or metacognitive assessments of their writing processes to foster student collaboration and engagement. Students might also work in small groups online or in-class to create presentations on diverse authors, critical Black/Ethnic Studies approaches, and/or socio-historical contexts of Black Studies' concepts within literature, art, academics, and social movements, among other Black cultural productions to draw connections between Black issues and larger societal concerns; engage in role-play activities such as performing scenes from a play through video-conferencing software or in-class to critically analyze texts through close-reading, and to investigate uncertainty, ambiguity, and variant interpretations. Using the course CMS discussion forums, breakout rooms in accessible video-conferencing software, and/or in-class, students will collaborate on group quizzes covering Black Studies terms, critical approaches, and/or the application of Black Studies concepts as formative activities to build understanding and fluency and to form community.

Students will provide feedback to each other through discussion board posts, engage in larger conversations in online group forums, and make use of third-party applications available via Canvas, such as Pronto.

Explain how the course will incorporate instructor-to-student interaction.

This course has been designed as an active learning environment to ensure students leave the course feeling confident about their new skills and abilities as critical thinkers. Using the course CMS discussion forums, breakout rooms in accessible video-conferencing software, and/or in-class, the instructor will participate in class discussions asking students to apply critical race and ethnic studies theoretical lenses, clarify concepts, pose questions, and/or encourage students to make connections between course concepts and larger societal concerns, and examine "texts" through an intersectional lens; will design activities, such as peer review workshops, gallery walks/showcases, or experiential learning activities to help students compose thesis driven essays that analyze Black contributions to academic, political, and social landscapes, compare divergent Black Studies strategies and methodologies, explore socio-historical contexts, encourage students to make connections between course concepts and larger societal concerns, and examine "texts" through an intersectional lens; will offer lectures on course concepts, critical approaches, variant interpretations, socio-historical contexts, and composition strategies. For an online environment, the instructor will provide regular, effective contact early, continuing, and consistent communication to the class as a whole and to individual students. Engaging students in teaching, learning, and assessment, consistent with the content under discussion, such as providing direct instruction, feedback on a student's coursework, providing information or responding to questions about the content of a course or competency, and facilitating an accessible video regarding the content of a course or competency.

Explain how the course will incorporate student-to-content interaction.

In the classroom and/or online environment students will learn Black Studies terms, philosophies, and concepts, theoretical approaches, and ideologies, students will reference accessible and ADA compliant materials such as assigned readings (textbooks, articles, primary sources, etc), written lecture materials or transcripts of lectures, illustrative images, charts and data, accessible video or audio lectures, narrated PowerPoint presentations, embedded or linked multimedia content (such as films, YouTube videos, podcasts, etc), and student-created or curated content.

Through discussions and assignments, we ask students to pose questions about Black Studies' concepts within literature, art, academics, and social movements, among other Black cultural productions as well as how they approach their assignments and analysis. We ask them to reflect on where they're struggling and succeeding with analysis and interpretation, and we ask students to assess what kind of peer and instructor feedback to apply in the invention work leading up to major assignments. Through readings, lectures, activities, and discussions, we encourage students to explore connections between Black Studies and societal concerns to demonstrate how Black expressions can be a vehicle for analyzing the contemporary socio-historical context. We also emphasize that the analytical and critical thinking skills they hone by analyzing Blackness in various contexts have broad applications beyond the classroom.

Explain how the course will incorporate student-to-self interaction (metacognitive).

The course emphasizes thinking flexibly, considering variant interpretations, and learning how to navigate ambiguity by engaging in discussions, activities, assessments, and writing activities that stem from diverse and multi-disciplinary perspectives founded in Black Studies. Through discussions and assignments, we ask students to pose questions about Blackness and its position within society. Examples are to explore anti-blackness or practices of empowering blackness. We ask them to reflect on where they're struggling and succeeding with analysis and interpretation, and we ask students to assess what kind of peer and instructor feedback to apply in the work submitted. Through assignments like weekly discussion posts in an online course or through in-class discussion and the meta-cognitive final, this course will repeatedly give students time to reflect on their own thoughts, biases, values, and feelings. We encourage students to explore connections between anti-Blackness and societal concerns to demonstrate how Black Studies' concepts within literature, art, academics, and social movements, among other Black cultural productions can be a vehicle for analyzing the contemporary socio-historical context. We also emphasize that the analytical and critical thinking skills they hone by analyzing Blackness in various contexts have broad applications beyond the classroom. Students will use discussion board posts that will provide a space for self-reflection and develop their thoughts based on the course content.

Key: 2960