



ETHS-113: INTRODUCTION TO BLACK STUDIES

Also listed as: ETHS-113H / SJS-113 / SJS-113H

Effective Term

Fall 2022

BOT Approval Date

12/16/2021

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

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.

Cross Listed Course(s)

SJS-113

C-ID (Admin Only)

CB 00

CCC000628405

Course Title

Introduction to Black Studies

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

C-ID (Admin Only)

CB 00

CCC000628406

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 Black culture, including history, religion, social organization, politics, economics, psychology, and creative production, with a survey of the major themes, issues, concepts, current research, schools of thought, theorists, and scholars in the discipline of Black Studies, as well as its historical evolution and academic rationale. The discipline of Black Studies is also presented in terms of its origins and distinguishing theories, methods, and production of knowledge.

Requisites

Recommended Preparation

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

ENGL-101 or concurrent enrollment in ENGL-101

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

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

Identify the origins and relevance of Black Studies as a discipline and analyze the ways in which its interdisciplinary scope has affected the development of topics and trends in the field with concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism.

Develop a timeline to illustrate the experience of Africans in America from pre-Columbian, enslavement through the Civil War and Reconstruction, the Civil Rights Movement, and the struggles of the late 20th and early 21st centuries, in order to critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Black/African American communities.

Compare and contrast ancient African religious traditions with subsequent and contemporary Black Christian and Islamic traditions.

Analyze the history of Black artistic, musical and literary expression from its African origins to the present.

Examine the traditional, reformist and radical schools of Black psychology.

Examine 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.

Explain the consequences of past and present discrimination on Black people in the United States, specifically by critically reviewing how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Black/African Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler colonialism, multiculturalism, language policies.

Discuss theories of assimilation and majority/minority group relations to the Black experience.

Identify the historical periods of African American social and political protest in the United States by actively engaging with anti-racist and anti-colonial issues and the practices and movements in Black/African American communities to build a just and equitable society.

Analyze your own personal narrative and identity relative to intersectional themes of culture, race, class, gender and sexuality through critical self-reflection.

Comprehend the long struggle of African Americans to gain full inclusion in the United States.

Synthesize research on the historical and contemporary complex interplay of social forces impacting Black life.

Honors Objectives

Honors Course Objectives: 1. Apply advanced research and writing/communication skills, using primary and secondary sources, to bring awareness to social and political issues concerning Black Studies as a discipline and/or Black experience(s). 2. Engage in small group or one-on-one instructor-to-student independent study meetings to discuss challenging primary and secondary source readings.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

Critically examine and pose questions about relevant concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in Black Studies.

Listen to others with understanding and empathy through the study and examination of theory and knowledge produced by Black communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

Apply flexible thinking and creative problem-solving with regard to the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Black communities.

Create, imagine, and innovate through the study and examination of racial struggles, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Black communities are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

Apply past knowledge to new situations through the examination and active engagement with anti-racist and anti-colonial issues and the practices and movements in Black communities and a just and equitable society.

Program Learning Outcomes

Learning Outcome

Critically analyze historical and contemporary issues based on social location/identities, including the power structure, oppression, and privilege components as they relate to one intersectional identity.

Develop an understanding of major sources of inequality, injustice, and violence and how these sources may serve as a benefit or detriment to individuals or institutions.

Analyze and identify social justice movements, and practice strategies toward equity, empowerment, transformation, and social change.

Work and communicate effectively with peers and diverse perspectives to build solidarity within and outside the college community.

Apply strategies and interdisciplinary understanding of systems of power, privilege, and domination including the personal, social, cultural, economic, and political consequences to develop a student driven project.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Personal
and Professional Responsibility
Civic

Content

Course Lecture Content

1. Introduction to Black Studies
 - a. Origins of the Discipline
 - i. The Civil Rights Movement
 - ii. The Free Speech Movement
 - iii. The Anti-war Movement
 - iv. The Black Studies Movement
 - b. Relevance of the discipline
 - i. Academic concerns
 - ii. Social concerns
 - iii. Basic objectives

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- c. Scope - Black Studies as interdisciplinary
 - d. Subsequent developments
 - i. Professional organizations
 - ii. Concept of Afrocentricity
 - iii. Black Women's Studies
 - iv. Multicultural Studies
 - v. Classical African Studies
 - 2. Black History - African Societies
 - a. Definitions and importance of history in general
 - b. Origins - East Africa
 - i. The Nile Valley civilizations, (i.e. Nubia, Egypt)
 - ii. Western Sudanic civilizations (i.e. Ghana, Mali, Songhai)
 - iii. The Moorish Civilization
 - iv. Other states and empires
 - v. The decline of African societies
 - 3. Black History - Africans in America
 - a. Pre-Columbian presence
 - b. Enslavement
 - c. Resistance to enslavement
 - i. Cultural resistance
 - ii. Day-to-day resistance
 - iii. Abolitionism
 - iv. Emigrationism
 - v. Armed resistance
 - d. Civil War and Reconstruction
 - e. Migration and urbanizationBlack struggles for freedom and humanity
 - f. Black struggles for freedom and humanity
 - g. Black leadership positions
 - i. Accommodationism
 - ii. Confrontation
 - iii. Black Nationalism
 - h. Black science and inventions
 - i. Blacks, the Great Depression and the New Deal
 - j. The Civil Rights Movement
 - k. The Black condition and struggles in the late 20th and early 21st centuries
 - 4. Black Religion
 - A. Ancient African traditions
 - B. The Christian tradition
 - i. The historical role of the church
 - ii. The social ethics of Martin Luther King
 - iii. Black Liberation Theology
 - iv. Black Womanist Theology and ethics
 - C. The Islamic tradition
 - i. The Moorish Science Temple
 - ii. The Nation of Islam
 - iii. The socio-ethical teachings of Malcolm X
 - D. The Conjure Tradition
 - 5. Black Sociology
 - A. Race, ethnicity, racism, and power

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- i. The complexity of Race & Colorism
 - ii. Land of the Cosmic Race (Blackness in Latinx Spaces)
 - B. Issues of race, class, and culture
 - i. The problem of Ghettoization
 - ii. Criminalization of Black Bodies
 - iii. Hyper Surveillance of Black Communities
 - iv. Stop & Frisk Laws
 - C. The Black family
 - i. Divorce in Black Community
 - ii. Marriageable Male Pool Index
 - iii. Black female-male relations
 - iv. Hypermasculinity
 - 6. Black Politics
 - A. Party politics
 - i. Rationale
 - ii. Republican and Democratic parties
 - iii. Black party initiatives
 - B. Black elected officials
 - C. Interest group politics
 - D. Coalitions
 - 7. Black Economics
 - A. Gentrification
 - B. Political economic status
 - C. Problems of race and class
 - D. Black Entrepreneurialism
 - 8. Black Creative Production
 - A. Black art
 - i. The Continental African dimension
 - ii. Professional emergence
 - iii. The Harlem Renaissance
 - iv. Post Renaissance
 - v. The Sixties to the present
 - B. Black music
 - i. African origins
 - ii. Spirituals
 - iii. Songs of work and leisure
 - iv. The Blues
 - v. Ragtime
 - vi. Gospel music
 - vii. Jazz
 - viii. Rhythm and Blues
 - ix. Rap
 - x. Hip Hop
 - C. Black literature
 - i. African origins through 1800s
 - ii. The pre-Harlem Renaissance period
 - iii. The Harlem Renaissance
 - iv. 1960s - present
 - 9. Black Psychology

- A. The Traditional School
 - B. The Reformist School
 - C. The Radical School
 - D. Ethos
 - i. Black Psychology - Maulana Karenga
 - E. Dealing with Trauma
 - F. Depression in the Black Community
 - G. Black JOY!
10. Black Studies - Challenges and Possibilities
- A. Black Studies and the academic community
 - B. The political challenge
 - i. Continuing opposition
 - ii. Professional organizations
 - iii. Community roots
 - iv. Progressive alliances
 - C. The intellectual challenge
 - i. Problems of philosophy
 - ii. Self-definition and the discipline
 - iii. Problematic of primary focus
 - iv. Value orientation
 - v. Standardization of rationale
 - vi. Questions of curriculum
 - vii. Toward a body of literature
11. Student-centered Reflections
- A. Info about Black Colleges
 - B. Centering some of the student concerns:
 - i. Umoja community
 - ii. Life coaching
 - iii. Teach how to network, budget, and invest
 - iv. Suggest a class
 - v. Fellowships & scholarships
 - vi. Graduate school prep
 - vii. Black community activism.

Honors Content

The topics to be covered in SJS/ETHS 113 are the same as those covered in SJS/ETHS 113. Honors students will work above the survey level to explore historical and contemporary issues of race, class, ethnicity, power, and social institutions and explore their individual interests.

In addition, honors students will analyze current research, historical and current events, art and texts by Black authors, activists, groups, and community organizations, as well as, conduct scholarly research and to responsibly locate, evaluate, integrate, and cite primary and secondary sources.

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, and apply contemporary criticism and theories to additional primary texts and/or 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 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.

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 through other course management tools. Synchronous meetings will be conducted through 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 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 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 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

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. 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 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

Integration: Guided small group discussions in the honors course will enable students to analyze and interpret assigned readings or films to gain a deeper understanding of key concepts, people, and events that have shaped modern world history. These discussions can also cover student progress on research projects and peer-reviews of assignments related to the research project.

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: Meetings with Instructor

Integration: Students are required to meet with the instructor on a monthly basis. These meetings can be held either as individual meetings or as a full honors section, and will concentrate on further discussion of course content and additional readings that have been assigned. The meetings will also serve to assist honors students with the development of research questions and strategies.

Method: Field Trips

Integration: If the instructor chooses, and in accordance with district policies, field trips to local museums or cultural events focused on social justice might be appropriate.

Methods of Evaluation**Method**

Exams/Tests

Integration

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. 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.

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.

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.

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. 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.

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.

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.

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. 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.

How assignment will be adapted in online format

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

How assignment will be adapted in online format

This can also be done on CMS under the discussions tab.

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*

How assignment will be adapted in online format

All the resources will be provided on CMS, with the exception of the main textbooks/readers.

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.

How assignment will be adapted in online format

All the resources will be provided on CMS, with the exception of the main textbooks/readers.

Honors Assignments**Assignment**

Honors students will be required to complete all the coursework/assignments in the regular section and 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 can last between 20-30 minutes and will be anchored in two to three specific quotes from said readings that will lead into deeper analysis of the ideas grappled with in regular section meetings.

Student will be required to produce and bring a one-page response/analysis of the required two to three quotes

Required or Optional

Required

Honors Core Values

Academic Rigor and Research
Engagement

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

It gives the students the opportunity to put in more work, thereby preparing them for heavier work loads in the future, including the rigor needed to conduct research at university level.

Justify how the assignment reflects the Engagement Core Value

As students participate in service learning components attached to the honors curriculum they can apply theoretical and philosophical ideas related to Black studies.

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.

a. In addition to the regular section's requirements, honors students can write an additional research paper, a minimum of 8 pages in length, that develops 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.

b. In addition to the regular section's requirements, honors students can 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.

c. In addition to the regular section's requirements, honors students can create a service learning project based on research, implement it, and in a 3-4 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. Volunteer hours are not necessary, but may be appropriate 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 can build off of the Black entrepreneur content of the course and perform interviews with organizational leaders and members in an effort to develop a product that would be useful for Black people.

d. An alternative project can be developed in consultation with the instructor.

Whichever option the student chooses, the Honors paper must include secondary sources, present an original argument, and directly relate to course material, themes, and topics. The final paper should cite at least five secondary sources. Honors students may choose to present their honors research in addition to the written paper either in class or in an instructor organized symposium. The appropriate time for the presentation should be between 10-15 minutes and can include a visual component such as PowerPoint, Google Slides, etc.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research
Engagement

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

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Justify how the assignment reflects the Engagement Core Value

As students participate in service learning components attached to the honors curriculum they can apply theoretical and philosophical ideas related to Black studies.

Course Materials

Textbooks

The African American Studies Reader, Second Edition
Nathaniel Norment; Jr. ISBN: 978-1594601552; Carolina Academic Pr; 2nd edition 2007

Florvil Tiffany N. Mobilizing Black Germany Afro-German Women and the Making of a Transnational Movement, Paper.
978-0-252-08541-3, eBook: 978-0-252-05239-2, University of Illinois Press, 2020

Other Resources

1. Biondi, Martha. *The Black Revolution on Campus*, 1st ed. University of California Press; First edition, 2014, ISBN: 9780520282186
2. Karenga, Maulana. *Introduction to Black Studies*, 4th ed. University of Sankore Press, 2010, ISBN: 9780943412306
3. Kendi, Ibram X. *The Black Campus Movement: Black Students and the Racial Reconstitution of Higher Education, 1965-1972 (Contemporary Black History)*, 2012th ed. Palgrave Macmillan, 2012, ISBN: 9780230117815
4. Woodson, Carter Godwin. *The Mis-Education of the Negro*, 1st ed. CreateSpace Independent Publishing Platform, 2010, ISBN: 9781450538688
5. Chireau, Yvonne Patricia. *Black Magic: Religion and the African American Conjuring Tradition*. Berkeley, CA: University of California, 2006. Print

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

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, intentional 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 Black folk. 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 learning management systems (LMS) 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 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.

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 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.

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

To 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, 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 academia 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 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.