

**AFRICAN-AMERICAN STUDIES 201  
INTRODUCTION TO AFRICAN AMERICAN STUDIES**

**BULLETIN INFORMATION**

AFAM 201 - Introduction to African American Studies: Social and Historical Foundations (3 credit hours)

**Course Description:**

Introduction to the key debates, figures, and concepts that are fundamental to the interdisciplinary study of the historical, political, and social development of black life in America.

**SAMPLE COURSE OVERVIEW**

This course is an introduction to the social, historical and political contours of African American life and the interdisciplinary study of the Black/African American experience. With the Carolina Core, this course meets the Global Citizenship and Multicultural Understanding: Social Sciences (GSS) learning outcome in that it uses social science-related principles to understand how the Black/African American experience provides an indispensable lens for exploring the diversity of American cultural identities. This course is critical to a fuller understanding of the multicultural contexts and forms of citizenship that are so central to the American and global experiences. This course is organized to provide: (1) a thematic introduction to the discipline of African American/Black Studies including an understanding of canon-formation; (2) a broad overview of key periods in African American history from their African origins to the Civil Rights/Black Power Era; and (3) a topical discussion of persistent issues in African American life. This course is not a history course, but a basic historical foundation is important for all students to understand African American Studies. During the last few weeks students are provided a present day framework with which to view African American life as taught from the disciplinary emphasis of the specific instructor of this course – e.g. anthropology, history, sociology, political science, education, among others. But the broad approach of this course, like African American Studies, is interdisciplinary so students will learn from integrative models of study and not just isolated disciplinary approaches. We will regularly discuss assigned readings, while integrating aspects of mainstream media (movies, songs, and television programs) to add context to our discussions.

**ITEMIZED LEARNING OUTCOMES**

**Upon successful completion of African-American Studies 201, students will be able to:**

1. Apply various social science-related theories to critical thinking about the Black experience, the persistent challenges and contradictions of race and racism, and the barriers race and racism have erected to the realization of American citizenship and equal opportunity.

2. Trace the broad contours of African American history from their African origins up to the Civil Rights/Black Power Era, using the interdisciplinary insights of African American Studies.
3. Explain the diversity of Black/African American life and the ways in which gender, class, and ideology among other factors have ensured the Black experience has great breadth, depth, and relevance to other cultural identities.
4. Discuss the Black experience using state-of-the-art social science-related scholarship in African American Studies.

### **SAMPLE REQUIRED TEXTS/SUGGESTED READINGS/MATERIALS**

1. Marable, Manning and Leith Mullings. 2009. *Let Nobody Turn Us Around: Voices of Resistance, Reform, and Renewal – An African American Anthology*. Latham, Maryland: Rowan and Littlefield. Second Edition.
2. Readings: Please note all readings from the Marable and Mullings text are denoted by a “\*”. All other readings are denoted by a (BB) and can be found on Blackboard (<http://blackboard.sc.edu>.)

### **SAMPLE ASSIGNMENTS AND/OR EXAMS**

1. Quizzes: To ensure each student is completing assigned readings and understanding key lecture points, quizzes will be in-class and closed book. There will be at least (3) quizzes in this course so each student is advised to remain informed. The instructor reserves the right to announce or not to announce when quizzes will be given.
2. Written Assignment(s): This assignment will consist of a single paper or a series of papers (with the instructor specifying the length) and is an opportunity for each student to expand her or his knowledge and pursue through research her or his interests on a topic relevant to African American Studies. The instructor will provide further details about this assignment (or assignments).
3. Exams: There will be two (2) exams in this course. Exam questions may consist of any combination of multiple choice, true/false, short answer, and essay questions. These questions are designed to measure each student’s knowledge of course materials and command of course concepts. Exam questions will cover class lectures, readings, and discussions. The instructor will inform as to the topics/material each exam covers.

### **SAMPLE COURSE OUTLINE WITH TIMELINE OF TOPICS, READINGS/ASSIGNMENTS, EXAMS/PROJECTS**

#### **Weeks 1-4 Theories, Perspectives, and Frames**

Topic 1: Understanding the Complexity and Contours of African American Studies

- Manning Marable, “Black Studies and the Racial Mountain (BB)
- Carter G. Woodson, “The Study of the Negro” (BB)

- Fabio Rojas, "The Movement that Became an Institution" (BB)

Topic 2: Africa and African American Identity

- Nell Irvin Painter, "Africa and Black Americans" (BB)
- W.E.B. DuBois, "Of Our Spiritual Strivings" (BB)

Topic 3: Gender Questions and Debates

- Hull and Smith, "The Politics of Black Women Studies" (BB)
- Paula Giddings, "The Women's Movement and Black Discontent" (BB)

**Week 5      Africans, Englishmen, and the Age of Discovery**

Topic 4: Africans and the English Confrontation

- Winthrop Jordan, "First Impressions (pg. 3-14)" (BB)
- Winthrop Jordan, "First Impressions (pg. 15-25)" (BB)

First Written Assignment

**Weeks 6-8      Slavery and the New World**

Topic 5: Descent into Slavery

- Audrey Smedley, "The History of the Idea of Race" (pgs. 1-9) (BB)
- Joseph Graves, "Colonialism, Slavery and Race in the New World" (BB)

Topic 5: Slave Narratives

- Olaudah Equiano, "The Interesting Narrative (pgs. 9-17)"\*
- Marable and Mullings, "Let Nobody Turn us Around (pgs. 3-17)"\*
- Phyllis Wheatley, "On Being Brought from Africa to America (pgs. 7-8)"\*
- Sojourner Truth, "A'n't I a Woman? (pgs. 66-67)"\*

**Weeks 9-10      Civil War, Reconstruction, and Post-Reconstruction**

Topic 6: Civil War, Emancipation, and Reconstruction

- Alphonso Pinkney, "Black Americans (pgs. 13-20)" (BB)
- Frederick Douglass, "What the Black Man Wants (pgs. 122-128)"\*
- Ida B. Wells-Barnett, "Crusader for Justice (pgs. 191-195)"\*

\* MIDTERM EXAM \*

**Weeks 10-12      20th Century Black Freedom Movement**

Topic 7: Jim Crow and the Black Revolt

- Booker T. Washington, "The Politics of Accommodation (pgs. 174-177)"\*
- Anna Julia. Cooper, "Voice from the South (pgs. 159-165)"\*
- W.E.B. DuBois, "Conservation of the Races (pgs. 195-209)"\*

Topic 8: The Early Black Nationalist Movement

- Marcus Garvey, "Declaration of Rights of the Negro Peoples of the World (pgs. 241-247)"\*
- Amy Garvey, "Women as Leaders (pgs. 251-252)"

Topic 9: The Contemporary Civil Rights Movement

- Rosa Parks and Jo Ann Robinson, Montgomery Bus Boycott (pgs. 352-361)\*
- Southern Christian Leadership Conference (SCLC), pamphlet excerpts (pgs. 367-370)\*
- Student Nonviolent Coordinating Committee, Statement of Purpose (pgs. 371-372)\*
- John R. Lewis, "The Revolution is at Hand (pgs. 383-385)"\*
- Malcolm X, "The Ballot or the Bullet (pgs. 404-413)"\*

## **Weeks 12-15 Contemporary Issues and Debates**

### **Topic 10: Persistent Inequalities & Poverty**

- Oliver & Shapiro, "Black Wealth/White Wealth" (BB)
- Hurricane Katrina Crisis Victims, "This is Criminal (pgs. 623-626)"\*
- Cornel West, "Nihilism in America (pgs. 558-565)"\*
- Bill Cosby and Michael E. Dyson, "Personal Responsibility vs. Institutional Racism" (pgs. 627-621)"\*

### **Topic 11: The Next Generation and Beyond**

- Farrakhan, "Still Two Americas, One Black, One White (pgs. 580-584)"\*
- Barack Obama, "Excerpts from the 2004 Democratic Convention Address (pgs. 627-630)"\*
- Hip Hop Activism, "What We Want" (pgs. 603-605)"\*

Last Day: Submit Final Written Assignment

**FINAL EXAM according to University exam schedule**