AFST 324. Africana Social Sciences. (3-0). Credit 3. Exploration of a significant topic pertaining to Africa and/or its diaspora in the social sciences. Prerequisite: Junior or senior classification.

AFST 325. Africana Humanities. (3-0). Credit 3. Exploration of a significant topic pertaining to Africa and/or its Diaspora in the humanities and arts. Prerequisite: Junior or senior classification.

AFST 326. Africana Popular Culture. (3-0). Credit 3. Dynamics of popular culture and classic theories of society; popular and public cultural forms in context of globalization and the Africana Diaspora. Prerequisite: Junior or senior classification or approval of instructor.

AFST 352. Africana Philosophy. (3-0). Credit 3. Presentation of the seminal ideas of several influential Africana thinkers; recovery of the neglected traditions in which these thinkers locate themselves. Prerequisite: Junior or senior classification or approval of instructor. Cross-listed with PHIL 352.

AFST 391. Africana Feminisms. (3-0). Credit 3. Exploration of a significant topic in feminist theory by and about women from Africa and/or its Diaspora, from various disciplinary perspectives and historical periods, and with application to societal debates and controversies. Prerequisite: Junior or senior classification.

PHIL 352. Africana Philosophy. (3-0). Credit 3. Presentation of the seminal ideas of several influential Africana thinkers; recovery of the neglected traditions in which these thinkers locate themselves. Prerequisite: Junior or senior classification or approval of instructor. Cross-listed with AFST 352.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of ____________________________
   The Africana Studies Program

2. Course prefix, number and complete title of course: AFST 324 Africana Social Sciences

3. Catalog course description (not to exceed 50 words): Exploration of a significant topic pertaining to Africa and/or its diaspora in the social sciences.

4. Prerequisite(s): Junior or senior classification
   Cross-listed with: ____________________________________________
   Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? □ Yes  □ No  If yes, from ________ to ________

6. Is this a repeatable course? □ Yes  □ No  If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester? □ Yes  □ No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

8. Minor in Africana Studies and general undergraduate academics

If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix  Course #  Title (excluding punctuation)

<table>
<thead>
<tr>
<th>AFST</th>
<th>3</th>
<th>2</th>
<th>4</th>
<th>AFRICANA</th>
<th>SOCIAL</th>
<th>SCIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>SCH</td>
<td>CIP and Fund Code</td>
<td>Admin. Unit</td>
<td>Acad. Year</td>
<td>FICE Code</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Approval recommended by:

Kimberly N. Brown, Ph.D.
Department Head - Type Name & Sign Date

Chair, College Review Committee Date

Dean of College Date

Department Head - Type Name & Sign
(if cross-listed course)

Submitted to Coordinating Board by:

Associate Director, Curricular Services

JAN 1 5 2010

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/09
Texas A&M University
Departmental Request for a New Course
Undergraduate ▪ Graduate ▪ Professional
▪ Submit original form and attach a course syllabus.

1. This request is submitted by the Department of
   The Africana Studies Program

2. Course prefix, number and complete title of course:
   AFST 324 Africana Social Sciences

3. Catalog course description (not to exceed 50 words):
   Exploration of a significant topic pertaining to Africa and/or its diaspora in the social sciences.

4. Prerequisite(s):   Junior or senior classification
Cross-listed with:

5. Is this a variable credit course? □ Yes  □ No   If yes, from ______ to ______

6. Is this a repeatable course? □ Yes  □ No   If yes, this course may be taken 3 times.
Will this course be repeated within the same semester? □ Yes  □ No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Minor in Africana Studies and general undergraduate academics

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix  Course #  Title (excluding punctuation)
    AFST  324  AFRICANA SOCIAL SCIENCES

    Lect. Lab SCH CIP and Fund Code  Admin. Unit Acad. Year FICE Code
    0 3 0 0 3 4 5 0 1 0 1 0 0 1 7 3 5 1 0 - 1 1 0 0 3 6 3 2

    Approval recommended by:
Kimberly N. Brown, Ph.D.
Department Head - Type Name & Sign

    Date

Chair, College Review Committee
Date

Dean of College
Date

Submitted to Coordinating Board by:

Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/09

Associate Director, Curricular Services
Date

Effective Date
Africana Social Sciences
AFST 324
Spring 2009

Instructor: Dr. Reuben A. Buford May
Address: 439 Academic Building
Phone: 979-862-4650
Office Hours: 10:15am to 11:00am Monday and Wednesday or by appointment
Email: rmay@tamu.edu

This course examines sociological perspectives as they pertain to Black Americans. We will explore the nexus between historical and contemporary situations of African Americans in the United States in an attempt to unearth the various ways in which these strands of thought intersect at both individual and institutional levels. The ultimate goal of this course is to expose the student to scholarly research and thinking in order to undergird their understanding of Black Americans in the 21st Century. We will achieve this goal through a variety of lectures, discussion, and readings.

Prerequisite(s): Junior or senior classification.

Required Texts
All texts listed below are required unless otherwise noted. These materials are included in a packet that can be purchased at Notes-N-Quotes, 701 University Dr, 846-2255. In addition to the packet there are two required books: Talking at Trena’s, (New York: New York University Press, 2001) and Black No More by George S. Schuyler (Modern Library Edition, Random House, Inc, 1999). These books may be purchased at the University bookstore. Students are expected to have completed reading assignments (those listed on the syllabus or assigned by instructor) prior to class.

Grading
Exam 1 20%
Exam 2 30%
Exam 3 40%
Participation 10%

Grading Scale
100-90   A
89-80     B
79-70     C
69-60     D
59-Below  F

Attendance Policy
Class attendance is required. Students who miss more than 3 days of non-University excused classes (Policy prescribed by University rules specified at
http://student-rules.tamu.edu/search/rule07 during the semester will lose 6% from their final grade. Students who miss more than 6 days of non-University excused classes during the semester will lose 9% from their final grade. All students missing class must provide documentation for University excused absences. Students must sign the attendance sheet or will be marked absent. Anyone arriving late to class is responsible for making certain that they have been marked present. Anyone caught attempting to sign the name of another student who is not present will be dealt with accordingly for violating the Honor Code.

Academic Honesty
The conduct of this course will include conformity to Texas A & M’s Policies and Procedures on Academic Honesty. Please review the Honor Council Rules and Procedures on the web http://www.tamu.edu/agghonor and keep that in mind for the sake of your academic integrity as an aggie. The Aggie Code of Honor states that “Aggies do not lie, cheat, or steal, or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. It is assumed that all students in the class have a full understanding of these policies and procedures.

The handouts in the course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I grant permission.

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

Make-up Policy
In fairness to all students no make-ups will be given except for university excused absences. The instructor should be notified of the student’s absence prior to the exam whenever possible. Documentation should be provided for illness, death, etc. All make-up exams will be different from exams originally taken during class.

Disabilities
If you have a documented disability and would like to request classroom accommodations, please see me (instructor) after class or make an appointment during
office hours. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit: http://disability.tamu.edu.

Discussion Disclaimer
As a sociologist I am concerned with how others view a variety of topics, many of which may be sensitive to some. Given the free flowing nature of class discussion and the subject matter that we might cover, some students may be personally offended by statements made by myself or other students during class. While this is unfortunate, I see it as a necessary occurrence in stretching analytical boundaries in order to enhance the overall classroom experience. As has always been my policy, students who have particular concerns may discuss these with me personally during office hours, or send an email, or telephone me so that I might address those concerns.

HISTORICAL ISSUES

1. “You see y’all on some different type $...t?” (WEEK OF Jan 19th)

2. “Back then they didn’t want me…” Early History of Blacks in America (Jan 26th)

“Resisting Reproduction: Reconsidering Slave Contraception in the Old South” Perrin

3. “My Name is Kunta Kente” Early History of Blacks in America cont’d (Feb 2)

“The Study of the Negro Problems” DuBois

“Of Our Spiritual Strivings” and “Of the Dawn of Freedom” Dubois

4. “I play my card, whatchu got.” Jim Crow (Feb 9)

EXAMINATION 1

“The Race Problem in the United States” Cox

“Without Sanctuary” May

CONTEMPORARY ISSUES AND INSTITUTIONS

5. “What, a right turn? Are you a damn fool?” Civil Rights (Feb 16)

“Generations and Collective Memory Revisited: Race, Region, and Memory of Civil Rights,” Griffin

6. “My family tree is bifurcated. We make a polyphonic clash of hostile sounds internal to the dynotietaticus.” African American Family (Feb 23)

“African American Family Life in Societal Context: Crisis and Hope,” Walter Allen

“Slavery and the Black Family,” James Q. Wilson

7. “You must go to one of them type churches.” Black Church (March 2)

“The Church, the Family, and the School in the African American Community,” Billingsley and Caldwell

“The Churches and Social Change: Accommodation, Moderation, or Protest,” Clayton

8. “Bougie-Stuck up-Hood-Wannabe type.” Social Class (March 9)

“The Modern Caste School of Race Relations,” Cox

“Bronzeville,” Drake and Cayton

“The Black Middle Class” and “The Making of Groveland” Pattillo-McCoy

MARCH 16-20 SPRING BREAK

9. “1 out of every 3…and they started it off that way.” Crime (March 23)

“The Black Male in Public” and “The Police and the Black Male” Elijah Anderson CP

“Understanding Violence Among Young Black Males: An Afrocentric Perspective” King

“Differential Punishing of African Americans and Whites who Possess Drugs” Alexander and Gyamerah

“Cracking the Code: Race, Class, and Access to Night Clubs in Urban America” May and Chaplin

10. “High risk for everything except sunburn…” Health (March 30)
EXAMINATION

11. “Your card has been revoked, but the milk may pour with cocoa. So lean wit it, rock wit it.” Culture and Identity (April 6)

“Culture and the Transmission of Memory” Eyerman

“Black Students’ School Success: Coping with the “Burden of ‘Acting White,”’ Fordham and Ogbu.

12. “Keep it on the down low, down low…” Sexuality (April 13)

“African American Homosexual Males on Predominantly White College and University Campuses,” Whitney G. Harris

“The Sid Cartwright Incident” May

Talking at Trena’s Chapter 1, 2

13. “I ain’t ‘scriminating against you, but if you don’t get the…” Discrimination (April 20)

Talking at Trena’s Chapter 3-7

Black No More Schuyler pp1-40

14. “Quit talking and do something about it.” (April 27)

Black No More Schuyler pp 42-123

Finals- -Friday, May 8, 10am-12noon
November 3, 2009

MEMORANDUM

TO: Kimberly N. Brown
    Director, Africana Studies Program

FROM: Donny L. Hamilton
    Head, Department of Anthropology

SUBJECT: Approval of Proposed Course, Studies in the Social Sciences (AFST 324)

As the head of the Anthropology Department, I reviewed the proposal for the new course in the Africana Studies Program entitled Studies in the Social Sciences (AFST 324). On reviewing the syllabus and discussing it with the Anthropology faculty, the Department of Anthropology has no problem recommending that the course be approved. Currently, there are two faculty member in our department that hold joint appointments with Africana Studies. The joint-appointed Africana Studies faculty in this department, as well as the various joint-appointments with Africana Studies in the different social science departments, could teach this or a similar course under a social science rubric from the perspective of their particular disciplines. The course provides a medium through which different joint-appointed faculty could be accommodated.
MEMORANDUM

Date: November 2, 2009
To: Kimberly Brown, Director, Interdisciplinary Program in Africana Studies
From: Mark Fossett, Head, Sociology
Regarding: Support for Proposed Course “Studies in the Social Sciences”

I am writing to state my support for the proposal to create a new course Africana Studies course – Studies in the Social Sciences (AFST 324). The area of racial and ethnic relations is an important part of the sociology undergraduate curriculum. But the topic can and should be explored from many different disciplines and perspectives. A large number of faculty members in our department conduct research in the area and offer undergraduate courses in the area. The course would provide a new and attractive interdisciplinary teaching option for these faculty members. The course also would serve the goal of developing a more interdisciplinary curriculum in the College of Liberal Arts. This will give students in our department, the college, and the university an expanded range of educational opportunities. In view of this, I am pleased to endorse the proposed course. Let me know if there is anything else I can do to signal my support for the proposal.
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Profession:
+ Submit original form and attach a course syllabus:

1. This request is submitted by the Department of
The Africana Studies Program
AFST 325 Africana Humanities

2. Course prefix, number and complete title of course:

3. Catalog course description (not to exceed 50 words):
Exploration of a significant topic pertaining to Africa and/or its Diaspora in the
humanities and arts.

4. Prerequisite(s):
Junior or senior classification
Cross-listed with:

Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? □ Yes ☒ No
If yes, from ______ to ______

6. Is this a repeatable course? □ Yes ☒ No
Will this course be repeated within the same semester? □ Yes ☒ No
If yes, this course may be taken ______ times.

7. This course will be:
a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

Minor in Africana Studies and general undergraduate academics

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments.
Attach approval letters.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFST</td>
<td>325</td>
<td>Africana Humanities</td>
</tr>
</tbody>
</table>

Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
0 3 0 0 0 3 2 4 0 1 0 3 0 0 0 1 7 3 5 1 0 - 1 1 0 0 3 6 3 2

Approval recommended by:
Kimberly N. Brown, Ph.D.
Department Head - Type Name & Sign Date
Chair, College Review Committee Date

Department Head - Type Name & Sign (if cross-listed course) Date
Dean of College Date

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/09
Texas A&M University
Departmental Request for a New Course
Undergraduate ∗ Graduate ∗ Professional
∗ Submit original form and attach a course syllabus.

1. This request is submitted by the Department of

The Africana Studies Program
AFST 325 Africana Humanities

2. Course prefix, number and complete title of course:

AFST 325 Africana Humanities

3. Catalog course description (not to exceed 50 words): Exploration of a significant topic pertaining to Africa and/or its Diaspora in the humanities and arts.

4. Prerequisite(s): Junior or senior classification

Cross-listed with:

Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? ☐ Yes □ No If yes, from _______ to _______

6. Is this a repeatable course? □ Yes ☐ No If yes, this course may be taken 3 times.

Will this course be repeated within the same semester? □ Yes ☐ No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Minor in Africana Studies and general undergraduate academics

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>Prefixed</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFST</td>
<td>325</td>
<td>African Studies</td>
</tr>
<tr>
<td>HUMANITIES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>AF</th>
<th>AFRICANA</th>
<th>HUMANITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Approval recommended by:

Kimberly N. Brown, Ph.D.
Department Head - Type Name & Sign Date

Chair, College Review Committee

Department Head - Type Name & Sign Date
(If cross-listed course)

Dean of College
Date

 Submitted to Coordinating Board by:

Associate Director, Curricular Services

Dean of College Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/09
Professor: Dr. Kimberly N. Brown  
Office: ENGL 221F Blocker; AFST in Anthropology Building, Suite 312  
Office Hours: ENGL Tues. 2:30 - 3:30, Thurs. 11:00 - 12:00, and by appointment;  
AFST by appointment.  
Office Number: ENGL 979-458-1230; AFST 979-845-0264  
E-mail: brown@english.tamu.edu

**COURSE DESCRIPTION:**

This course will examine African American literature and its context from the eighteenth century to the 1930s. In addition to examining works that were produced during the Antebellum Period, particular emphasis will be given to texts by African American writers who seek to usurp the Plantation Tradition (works that idealized and defended slavery on the racist theory that African Americans were inherently inferior, dependent, and needed white masters to take care of them). We will also analyze texts by black authors who articulate the struggle of emancipated African Americans to achieve the elusive freedom and equality promised them by the 13th, 14th, and 15th amendments to the Constitution. Discussion of issues raised by different writers, texts, and literary movements, and how these issues may relate to particular historical and cultural events; such issues may include the notion of "America" and "being an American," race and racism, the rise of industry, selfhood and alienation, regionalism, modernity, feminism, and multiculturalism.

**LEARNING OUTCOMES:**

By the end of the course, you should have acquired an integrated, interdisciplinary understanding of the progression of “African-American literary tradition from the early Americas to 1930.

**REQUIRED TEXTS:**

Frederick Douglass, *The Narrative of the Life of Frederick Douglass* (1845)  
Harriet Wilson, *Our Nig* (1959)  
William Wells Brown, *Clotel: Or the President’s Daughter* (1853)  
Pauline Hopkins, *Contending Forces* (1900)  
Charles Chesnutt, *The Marrow of Tradition* (1901)  
Paul Laurence Dunbar, *Sport of the Gods* (1901)  
Jean Toomer, *Cane* (1923)  
Jessie Redmond Fauset, *There is Confusion* (1924)  
Claude McKay, *Home to Harlem* (1928)  
Zora Neale Hurston, *Their Eyes Were Watching God* (1937)  
Course Packet – *to be purchased at Notes and Quotes*
COURSE REQUIREMENTS:

- **Four (4) Response Papers.** I will assign topic for discussion. These must be double-spaced, but must be 12 point font (Times New Roman or equivalent) and have 1 inch margins.
- **Midterm.** (In Class).
- **Prospectus for Research Paper.** Your prospectus must include a working thesis statement, an annotated bibliography of 5 critical sources (not included in your course packet). In addition to summarizing each article, please explain how each article works with your thesis. Will you be arguing against the article, and why? Does it support your thesis, and how? Must be submitted for my approval and commentary. *(Thesis statement = 50pts, Annotated Bib. = 100pts.)*
- **Research Paper (Final Exam).** 5-7 pages. Paper must be double-spaced with 12 point font and have 1 inch margins. Please use MLA format for citation.

GRADING SCALE AND PERCENTAGE VALUE:

<table>
<thead>
<tr>
<th>Percentage Value</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response Papers  – 30%</td>
<td>100% - 90% = A</td>
</tr>
<tr>
<td>Midterm – 20%</td>
<td>89% - 80% = B</td>
</tr>
<tr>
<td>Prospectus – 10%</td>
<td>79% - 70% = C</td>
</tr>
<tr>
<td>Research Paper  – 40%</td>
<td>69% - 60% = D</td>
</tr>
<tr>
<td></td>
<td>59% &amp; below = F</td>
</tr>
</tbody>
</table>

**ATTENDANCE:** Policy as prescribed by University rules specified at [http://student-rules.tamu.edu/search/rule07](http://student-rules.tamu.edu/search/rule07)

**AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT:** The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit: [http://disability.tamu.edu](http://disability.tamu.edu).

**ACADEMIC INTEGRITY:** The Aggie Code of Honor states that – *Aggies do not lie, cheat, or steal, or tolerate those who do.* Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: [http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/). Plagiarism is a form of cheating, and each student needs to consult the University’s plagiarism policy, see [http://www.tamu.edu/aggiehonor/acadmisconduct.htm](http://www.tamu.edu/aggiehonor/acadmisconduct.htm). The website defines plagiarism as “the appropriation of another person’s ideas, processes, results, or words without giving appropriate
credit.” If you are unsure of the meaning of this description in any way, confer with the professor. Incidences of plagiarism will result in an automatic “F” on the assignment, a possible “F” in the course, and may lead to expulsion from the University. Students will require familiarization with all rules, see http://student-rules.tamu.edu.

**SYLLABUS:**

**Week One**  
Course introductions.

**Week Two-Four:**  
Discussion Topics: (Antebellum Period: 1821-1860) Slavery and Indentured Servitude
Frederick Douglass, *The Narrative of the Life of Frederick Douglass* (1845)  
Harriet Wilson, *Our Nig* (1959)  
Phillis Wheatley, “To Maecenas,” “To the University of Cambridge, in New-England,” “On Being Brought from Africa to America,” “To S.M., a Young African Painter, on Seeing His Works.”  
Required Readings: Lucy Terry, “Bars Flight.”  
George Moses Horton, poetry excerpts from *The Hope of Liberty* (1829)  
1st Response Paper Due (Week 3)

**Week Five:**  
Discussion Topic: African American Oratory  
David Walker, “Appeal, in Four Articles. . .to the Coloured Citizens of the World.”  
Henry Highland Garnet, “An Address to the Slaves of the United States of America.”  
Frederick Douglass, “Oration, Delivered in Corintha Hall, July 5, 1852.”  
Sojourner Truth, “Ain’t I a Woman?”  
2nd Response Paper Due

**Week Six**  
Discussion Topics: Miscegenation and the Nation

**Week Eight:**  
William Wells Brown, *Clotel: Or the President’s Daughter* (1853).  
Pauline Hopkins, *Contending Forces* (1900).  
Midterm (Week 7)  
3rd Response Paper Due (Week 8)

**Week Nine**  
Discussion Topic: Reconstruction and Beyond

**Week Ten:**  
Charles Chesnutt, *The Marrow of Tradition* (1901)  
4th Response Paper Due (Week 11)
Week Eleven to Week Fourteen: Discussion Topics: Who is the New Negro? What is the Harlem Renaissance?


*Research Prospectus Due (Week 13)*

*Research Paper Due During Finals Week.*
1. This request is submitted by the Department of The Africana Studies Program

2. Course prefix, number and complete title of course: AFST 326 Africana Popular Culture

3. Catalog course description (not to exceed 50 words): Dynamics of popular culture and classic theories of society, popular and public cultural forms in context of globalization and the Africana Diaspora.

4. Prerequisite(s): Junior or senior classification or approval of instructor

5. Is this a variable credit course? ☐ Yes ☒ No If yes, from _____ to _____

6. Is this a repeatable course? ☐ Yes ☒ No If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester? ☐ Yes ☒ No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

     Minor in Africana Studies and general undergraduate academics

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix Course # Title (excluding punctuation)
   AFST 326 AFRICANA POPULAR CULTURE

   Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
   0 3 0 0 0 3 0 5 0 1 7 5 1 0 0 3 6 3 2

   Approval recommended by:
   Kimberly N. Brown, Ph.D.
   Department Head - Type Name & Sign Date

   Chair, College Review Committee Date

   Dean of College Date

   Date

   Effective Date

   Submiitted to Coordinating Board by:
   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services - 3/09
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of ________
The Africana Studies Program

2. Course prefix, number and complete title of course: AFST 326 Africana Popular Culture

3. Catalog course description (not to exceed 50 words): Dynamics of popular culture and classic theories of society; popular and public cultural forms in context of globalization and the Africana Diaspora.

4. Prerequisite(s): Junior or senior classification or approval of instructor

Cross-listed with: __________________________________________________________________________

Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? □ Yes ☒ No If yes, from _______ to _______.

6. Is this a repeatable course? ☒ Yes □ No If yes, this course may be taken ___ times.

Will this course be repeated within the same semester? □ Yes ☒ No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Minor in Africana Studies and general undergraduate academics

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>AFST</th>
<th>3</th>
<th>26</th>
<th>AFRICANA</th>
<th>POPULAR</th>
<th>CULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>SCH</td>
<td>CIP and Fund Code</td>
<td>Admin. Unit</td>
<td>Acad. Year</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Approval recommended by:

Kimberly N. Brown, Ph.D. 9/12/09
Department Head - Type Name & Sign Date

Claudia Allen 10/19/09
Chair, College Review Committee Date

MB 12/12/09
Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Food 20 2009

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Africana Popular Culture
AFST 326
Fall 2007
TR 11:10am-12:25pm, Zachary 119c

Nicole Castor
Office: ANTH 225
Office hours: W 3-5pm
Office phone: 979-862-4526
ncastor@tamu.edu
Course site: elearning.tamu.edu

Often only recognized as the home of reggae (Bob Marley, Sean Paul) the countries of the Caribbean have numerous rich and diverse cultures. Looking both at and beyond these stereotypes this course will examine the role of cultural performance – festivals, rituals, music and dance – in linking everyday practices of people with larger social forces of politics, citizenship and the economy. How do these post colonial states mobilize culture in building nations, constructing identities and staking positions in the global economy? In the face of commodification, globalization and competing interests how do cultural practices express and reflect the lives of people? Do cultural performances offer a critique of social and economic relations?

In answering these questions we will consider theories of culture, especially in reference to the African Diaspora and the Caribbean. We will explore the dynamics of classic theories of Caribbean society and culture (e.g. creolization, syncretism and hybridity) by looking at popular and public cultural forms (including Trinidad Carnival, Haitian Rara and Jamaican Dancehall) within the context of globalization and diaspora. Course materials will be drawn from articles, monographs, ethnographies, DVD’s and audio CD’s. As a class we will work through material from major thinkers on the Caribbean and African Diaspora including Frantz Fanon, Hurston, Stuart Hall, CLR James and Carolyn Cooper.

Prerequisite(s): Junior or senior classification or approval of instructor.

Course Readings: The following books are available at the TAMU Bookstore and will be on reserve at Evans Library. Other readings on the syllabus are articles or chapters that can be found on WebCT/Vista or on e-reserve at Evans Library.

Required Texts:

Optional Texts: (we will be reading shorter selections from these books; however they are highly recommended and would be useful to have on hand):


Additional Resources (these texts will be referenced in class discussions and lectures; they may also be useful to you as context for course readings or as additional sources for the term paper):


An Overview of Course Assignments:

Group Presentations: There will be in class presentations that offer a critical analysis and reflection on the course material. (A sign-up sheet will be circulated at the beginning of the class.) Each group making the presentation will be expected to lead the class discussion for that day. The presentations should represent reflection on the work(s) in relation to themes of the course and with the assumption that everyone has done the readings. This will allow for the discussion to be an exploration of theoretical and performative themes beyond the level of summation. More details will be provided in class as we approach the second half of the semester.
Midterm Exam: There will be a take-home essay exam on October 11\textsuperscript{th}. This exam will cover the material from Part I Caribbean Groundings: Culture, Identity and Nation (weeks 1-5) and Part II Touching Ground: Festival and Music (week 6) and count for twenty-five percent of your grade. You will be expected to provide short essay answers that reflect on and synthesize course material up until that point.

Final Essay: The main writing assignment for the course will be a final essay (app. 15 pages) due at the end of the term. The paper should bring together the themes and theoretical issues of class through a focused exploration of a cultural form. [By example, one topic could examine the role of women in Trinidad’s Carnival that looks at the representation of gender and sexuality in relation to theories of reputation and respectability, creolization theories and/or nation building.]

Please proofread and spell-check your essay before handing it in. Grades may be lowered on assignments that are turned in with numerous spelling and grammar errors.

*Late assignments, excepting those for reasons prescribed by University rules specified at [http://student-rules.tamu.edu](http://student-rules.tamu.edu), will be penalized 10 points per day.*

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Attendance is expected at all classes. Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (see rule 24). The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Reasons absences are considered excused by the university are found at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). Unexcused absences will result in a lowering of your participation grade by 10 points. As per university rules, in the event of an absence from class, unexcused or excused it is the student’s responsibility to get all notes and assignments for the class periods missed from colleagues and/or the professor. All absences should be communicated via email to the professor if possible before said absence or as soon as possible after the missed class. As per university rules (see student rules) Serial lateness (more than twice in the semester) will result in the loss of 5 participation points per late class.

Participation is a large part of the course, both in terms of your grade and in accomplishing our goals. Please come to class prepared by having done your readings and completed your writing assignments. During the course you will be empowered to review and critique your peers work. Please remember to be respectful and constructive in all your communications.

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation &amp; Reading Reflections</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final Essay</td>
<td>50%</td>
</tr>
</tbody>
</table>
Please consider this grade matrix for reference for your assignments:

A = Clearly articulates a position on texts and issues
    Brings new perspectives and texts to bear upon those issues
    Develops a sustained and independent line of thought

B = Defines and investigates an interpretive problem
    Begins to form a perspective on texts and issues
    Clearly responds to the assignment

C = Demonstrates understanding of texts and issues
    Begins to identify a problem or tension in interpreting them

+ = communication of ideas facilitated by ease of writing style free from lower level mistakes
    (see below). Also indicated for successful use of citations and textual sources.

– = communication of ideas marred by lower level mistakes, such as grammar, spelling, bad
    word choice, vagueness of subject, lack of proofreading, etc.
    Also indicated for lack of, or weak use of, citations and textual sources

Disclaimer:

Several of the texts for this class (including books, movies, DVDs and music) contain explicit
language and sexual references. This material is central to and constitutive of popular culture in the
Caribbean. In the process of investigating identities, culture, politics and representation in the post
colonial Caribbean we will discuss sensitive issues of race, gender, class, sex and sexuality and
religion. The purpose of our texts, in class discussions, online exchanges, writing assignments and
other activities linked to the class is a critical engagement with a body of knowledge. Critical
engagement requires an open and inquisitive mind. As a class I encourage respectful and rigorous
argumentation. That is to say that all opinions and points of view are important contributions to the
class when effectively backed up with evidence and examples.

If you at any time feel uncomfortable with course materials or discussions please meet with Prof.
Castor after class, during office hours or by appointment. Materials central to the class (such as the
movies The Harder They Come and Dancehall Queen) may be viewed privately with prior
arrangement. However, they are core elements of the curriculum. If you are not able to view this
material (which may contain some nudity, explicit sexuality and/or explicit language) you will not
be able to successfully complete the course and should consider alternative options.

Email Policy:

Prof. Castor will respond to emails in a timely manner during work hours (8am – 5pm). This means
that you can expect a response within 3-5 business days. Important matters that require an immediate
response should be communicated directly to me by coming to my office hours, making an
appointment to meet with me or calling the Anthropology office and leaving a message (979-845-5242).
Cell Phones and Laptops:

Please make sure to put your cell phone on silent or vibrate. Laptops will be allowed in class for note taking purposes only. Exceptions include the guided use of the web and multimedia. However, checking email, instant messaging and other inappropriate laptop use will result in the suspension of laptop privileges while in class.

The Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit: http://disability.tamu.edu.

TAMU Plagiarism Policy

The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A & M University Student Rules, under the section “Scholastic Dishonesty.” The Student Rules are available on-line: http://student-rules.tamu.edu.

Academic Integrity Statement

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Date</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pt. I: Caribbean Groundings: Culture, Identity and Nation</td>
<td>Anthropology of the Caribbean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>T</td>
<td>TH 8/28</td>
<td>8/30</td>
<td>Intro &amp; Map/ Mintz</td>
</tr>
<tr>
<td>2</td>
<td>T</td>
<td>TH 9/4</td>
<td>9/6</td>
<td>Benitez-Rojo/ Trouillot, Scott</td>
</tr>
<tr>
<td>3</td>
<td>T</td>
<td>TH 9/11</td>
<td>9/13</td>
<td>Map Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>*Gupta&amp;Ferguson, Hall</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Caribbean Identities: Race, Culture and Nation</td>
</tr>
<tr>
<td>4</td>
<td>T</td>
<td>TH 9/18</td>
<td>9/20</td>
<td>Hoetnik, Trouillot/ Hall, *Johnson</td>
</tr>
<tr>
<td>5</td>
<td>T</td>
<td>TH 9/25</td>
<td>9/27</td>
<td>Fanon</td>
</tr>
<tr>
<td>Pt. II: Touching Ground: Festival and Music</td>
<td>Caribbean Festivals: Haitian Vodou/Rara</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>T</td>
<td>TH 10/2</td>
<td>10/4</td>
<td>Turner/#Conquergood / Burton</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Caribbean Festivals: Trinidad Carnival</td>
</tr>
<tr>
<td>7</td>
<td>T</td>
<td>TH 10/9</td>
<td>10/11</td>
<td>ASWAD Oct. 9th -12th</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Movie: Rara Video or Divine Horseman (depending on availability)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Midterm</td>
</tr>
<tr>
<td>8</td>
<td>T</td>
<td>TH 10/16</td>
<td>10/18</td>
<td>Hurston/James</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>McAlister</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Caribbean Soundscapes: Trinidad Chutney-Soca</td>
</tr>
<tr>
<td>9</td>
<td>T</td>
<td>TH 10/23</td>
<td>10/25</td>
<td>Inside Carnival 2k3 DVD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Schechener, Riggio, *Mason/ Riggio, *Puri, Lovelace</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Caribbean Soundscapes: Jamaican Dancehall</td>
</tr>
<tr>
<td>10</td>
<td>T</td>
<td>TH 10/30</td>
<td>11/1</td>
<td>Movie: Caribbean Eye - Soca: Soul to Sale??</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Dudley/ Rohlehr, Guibault</td>
</tr>
<tr>
<td>11</td>
<td>T</td>
<td>TH 11/6</td>
<td>11/8</td>
<td>Ballinger/ Guibault, Niranjana</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Caribbean Soundscapes: Jamaican Dancehall</td>
</tr>
<tr>
<td>12</td>
<td>T</td>
<td>TH 11/13</td>
<td>11/15</td>
<td>Movie: Dancehall Queen</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cooper, *Ulysse</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>13</td>
<td>T</td>
<td>TH 11/20</td>
<td>11/22</td>
<td>Movie: The Darker Side of Black</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cooper/*Slocum</td>
</tr>
<tr>
<td>14</td>
<td>T</td>
<td>TH 11/27</td>
<td>11/29</td>
<td>No Class/ AAA</td>
</tr>
<tr>
<td>15</td>
<td>T</td>
<td>12/4</td>
<td></td>
<td>Class Wrap-Up</td>
</tr>
</tbody>
</table>
Class meetings and Reading Assignments:

Note: Readings marked with * are optional. Reading assignments are subject to change as the course direction and momentum may necessitate adjustments.

Introduction: Prelims

Week 1: Aug. 28th  No Reading; Review of syllabus; Map and 1st reading hand-out

Pt. I: Caribbean Groundings: Culture, Identity and Nation

Anthropology of the Caribbean

Aug. 30th

Week 2: Sept. 4th
Benitez-Rojo, Antonio The Repeating Island, selections from Chapter 1: From the plantation to the Plantation, p. 1-81.

Sept. 6th

Week 3: Sept. 11th Map quiz

Caribbean Identities: Race, Culture and Nation

Sept. 13th

Week 4: Sept. 18th
Sept. 20th

Week 5: Sept. 25th

Sept. 27th

Pt. II: Touching Ground: Festival and Music

Week 6: Oct. 2nd

Oct. 4th

Week 7: Oct. 9th Movie: Divine Horseman, Maya Deren and/or Rara video

Caribbean Festivals: Haitian Vodou/Rara and Trinidad Carnival

Oct. 11th Midterm

Week 8: Oct. 16th
Hurston, Zora Neale. Tell My Horse. (selections tbd)
James, CLR. The Black Jacobins (selections tbd)

Oct. 18th

Week 9: Oct. 23rd
Movie: Inside Carnival 2k3 DVD


Refer to: Trinidad Carnival timeline. p 31-38.

Suggested (for background, very descriptive easy reading):


Oct. 25th


Caribbean Soundscapes: Jamaican Dancehall and Trinidad Soca/Chutney

Week 10: Oct. 30th
Movie: Caribbean Eye - Soca: Soul to Sale


Nov. 1st

Week 11: Nov. 6th


Nov. 8th
Week 12: Nov. 13th  Music CD: Selected tracks from Capleton, Sizzla, Beenie Man, etc. (see Discography in Sound Clash)


Nov. 15th
Thomas, Deborah. “Modern Blackness” in *American Ethnologist*.

Week 13: Nov 20th  Movie: *Dancehall Queen*

Cooper, Chapter 4, 125-44.


Nov. 23rd  
**Thanksgiving Break – No Class**

Pt. III: Caribbean Out of Bounds: Globalization

Week 14: Nov. 27th  
Movie: *The Darker Side of Black*  
Cooper, Chs. 9 & 10


Nov. 29th  
**AAA/No Class**

Week 15: Dec. 4th  
Class Wrap-Up

**Final Paper due by 5pm 12/7th**
1. This request is submitted by the Department of The Africana Studies Program

2. Course prefix, number and complete title of course: AFST 352 Africana Philosophy

3. Catalog course description (not to exceed 50 words): Presentation of the seminal ideas of several influential Africana thinkers; recovery of the neglected traditions in which these thinkers locate themselves.

4. Prerequisite(s): Junior or senior classification or approval of instructor

   Cross-listed with: PHIL 352

   Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? Yes ☐  No ☒ If yes, from _______ to _______

6. Is this a repeatable course? Yes ☐  No ☒ If yes, this course may be taken _______ times.

   Will this course be repeated within the same semester? Yes ☐  No ☒

7. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)

   ______________________________________________________________________________________

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

       Minor in Africana Studies

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Level
--- | --- | --- | --- | --- | --- | --- | --- | --- | --- | ---
AFST | 352 | Africana Philosophy | 0 | 3 | 0 | 03 3 8 0 1 0 0 0 1 1 7 3 5 1 0 - 1 1 | 0 0 3 6 | 3 2 |

Approval recommended by:

Kimberly N. Brown, Ph.D.
Department Head - Type Name & Sign Date

Daniel Conway, Ph.D.
Department Head - Type Name & Sign Date
(if cross-listed course)

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/09
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of ____________________________
   The Africana Studies Program

2. Course prefix, number and complete title of course: AFST 352 Africana Philosophy

3. Catalog course description (not to exceed 50 words): Presentation of the seminal ideas of several influential Africana thinkers; recovery of the neglected traditions in which these thinkers locate themselves.

4. Prerequisite(s): Junior or senior classification or approval of instructor
   Cross-listed with: PHIL 352
   Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? □ Yes □ No If yes, from ______ to ______
6. Is this a repeatable course? □ Yes □ No If yes, this course may be taken ______ times.
   Will this course be repeated within the same semester? □ Yes □ No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   Minor in Africana Studies

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix Course # Title (excluding punctuation)
   AFST 352 AFRICANA PHILosophy

   Lect. Lab SCH CP and Fund Code Admin. Unit Acad. Year FICE Code
   0 3 0 0 0 3 3 8 0 1 0 1 0 0 0 1 7 3 1 0 - 1 1 0 0 3 6 3 2
   Level 3

   Approval recommended by:
   Kimberly N. Brown, Ph.D.
   Department Head - Type Name & Sign Date
   Daniel Conway, Ph.D.
   Department Head - Type Name & Sign (if cross-listed course) Date
   Chair, College Review Committee Date
   Dean of College Date
   Dean of College Date
   Effective Date

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/09

NOV 20 2009
PHIL 352/AFST 352: AFRICAN PHILOSOPHY

INSTRUCTOR: DR. TOMMY J. CURRY
OFFICE: BOLTON 305B
OFFICE NUMBER: 862-2211

CLASS DESCRIPTION: This class will present readings that identify and name coherent intellectual traditions that began in the early 1800's and are still exemplified in the writings of African American thinkers today. This class will not be merely an articulation of ideas communicated to the world by Black thinkers; rather this class will identify and explore the tensions between the Americanist and Pan-African/Africanist traditions that have shaped Black Intellectual History.

PREREQUISITES: Junior or senior classification or approval of instructor.

PURPOSE: This class emerges from a long held belief that students interested in African American philosophy should read and interpret these thinkers in their own traditions. For the last 30 years, African American philosophy has revolved around recasting “old Black ideas” under contemporary white academic language. Most contemporary works in Black philosophy are simply the revision of really old Black ideas in a new form through the use of contemporary jargon which seek to place the concerns of historic Black thinkers in either the Continental or American philosophical tradition. In this class, however, students will understand the genealogy and particular cultural logic of African descended people in America from 1829-1924.

COURSE OBJECTIVES: The aim of this course is familiarize the student with the ideas of African American thinkers that have largely inspired and in many ways define contemporary post-colonial perspectives throughout the academy. By the end of this course, it is expected that the student will be able to: (1) Identify the intellectual traditions that Black thinkers established from the 1800’s to present, (2) Identify the contours and nuances of African American thought’s use of European philosophy and the limitations Black thinkers have exposed in traditional European philosophical traditions, (3) Understand the debates Black thinkers were having among themselves, and how these debates influenced the directions and aims of their scholarship.
SCHEDULE:

WEEK 1: METHODOLOGY

T: African-centered Methodology—Employing
A Genealogical Approach to the Study of
African American Philosophy

R: Nat Turner’s (1800-1831) Confessions (1831)
and David Walker’s (1785-1830) Appeal (1828)

WEEK 2: ETHIOPIANISM

T: Robert Alexander Young’s Ethiopian
Manifesto (1828)

R: Maria Stewart’s (1803-1879) The
Productions of Mrs. Maria W. Stewart

WEEK 3: THE REDEMPTION
NARRATIVE

T&R: Anna Julia Cooper’s: A Voice from the
South [Test One]

WEEK 4: MILITANT BLACK
JOURNALISM

T: T. Thomas Fortune: On Social Agitation and
selected Chapters from Black and White Land,
Labor and Politics in the South.

R: Learning from Fortune: Ida B. Wells and the
“Race Woman”

WEEK 5: WHO THE DADDY? OF
BLACK NATIONALISM—REV. LEWIS
WOODSON

T: 10 Letters by Augustine (Reverend Lewis
Woodson)

Nationalism: Another Contender.” Civil War
History 17.4 (1971): 310-319, and Gayle Tate:
Prophecy and Transformation: The Contours of
Lewis Woodson’ Nationalism.

WEEK 6: THE FATHER OF BLACK
NATIONALISM—MARTIN R.
DELANY ...WE THINK.

T &R: Martin R. Delany. The Condition,
Elevation, Emigration and Destiny of the
Colored People of the United States and the
Official Report of the Niger Valley Exploring
Party (1852)

WEEK 7: MARTIN R. DELANY
(continued)

T & R: Martin R. Delany. The Political Destiny
of the Colored Race (1854) and The Origins of
Races and Color (1879). [Test Two]

WEEK 8: THE STUDY OF AFRICAN
PEOPLES—EDWARD BLYDEN

T: Edward Blyden: The Call of Providence to
the Descendents of Africa in America and The
African Problem and the Method of its Solution

R: Africa Life and Customs by Blyden

WEEK 9: FREDRICK DOUGLASS

T: What the Fourth of July Means to a Negro

R: **Readings To Be Announced**

WEEK 10: HENRY MCNEAL TURNER

T: The Barbarous Decision of the Supreme
Court (1883); An Emigration Convention (1893)
and In Africa Again (1893)

R: Critique of the Atlanta Compromise (1895);
The Question of Race (1884-1889); and The
Afro-American Future (1902)

WEEK 11: SELL OUT OR HUSTLE?
BOOKER T. WASHINGTON

T&R: Up From Slavery and “The Atlanta
Compromise” by Washington [Test Three]
WEEK 12: FOUNDER OF THE AMERICAN NEGRO ACADEMY—ALEXANDER CRUMMELL

T: Civilization—The Primal Need of the Race and The Attitude of the American Mind Toward the Negro Intellect (Organizational Papers of the ANA) (1897)

R: The Need of New Ideas and New Aims (Ch.1 of Africa and America), and The Race Problem in America (Ch.2 of Africa and America)


T: The Philosophy of Success and the Success of Philosophy Chapter 7 and 8 of the African Abroad.

R: “Reason Why the Term Negro Saxon or Colored Better Characterizes the Colored People of Mixed Descent in America than the Term Negro” and “A Word about Booker T Washington and DuBois and the Niagara Movement”

WEEK 14: THE YOUNG DUBOIS

T: Conservation of Races (1897)

R: Souls of Black Folk (1903) and “Book review of Souls of Black Folk” (1904) [Test Four]

FINAL PAPERS DUE DAY OF FINALS.

GRADING: The student will be graded in four areas: (1) The average of their grades on the Four In-Class tests on the respective frames analyzing race and racism (40%), (2) the Final Paper summary (1st paragraph: Intro/Thesis) (10%), (3) The Final Paper (40%), and (4) Class Attendance and Participation (10%).

GRADING SCALE: A: (90-100); B: (80-89); C: (70-79); D: (60-69); F: (59 and Below)

TECHNOLOGY POLICY: Cell phones, computers and PDA’s must be turned off during lectures and test. Because of the availability of information online, texting or internet surfing during class will be construed as violating the Aggie Honor Code and entail possible charges of cheating.

ATTENDANCE: Class participation and attendance is mandatory. Only university excused absences will be tolerated. Please visit the website for more information: http://student-rules.tamu.edu/rule07

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room 111, or call 845-1637. For additional information please visit: http://disability.tamu.edu.

Academic Integrity Statements

AGGIE HONOR CODE

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For more information please visit http://www.tamu.edu/aggiehonor
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of ________________________
The Africana Studies Program

2. Course prefix, number and complete title of course: AFST 391 Africana Feminisms

3. Catalog course description (not to exceed 50 words): Exploration of a significant topic in feminist theory by and about women from Africa and/or its Diaspora, from various disciplinary perspectives and historical periods, and with application to societal debates and controversies.

4. Prerequisite(s): Junior or senior classification

Cross-listed with: ________________________________

Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? □ Yes ☒ No
   If yes, from _______ to _______.

6. Is this a repeatable course? □ Yes ☒ No
   Will this course be repeated within the same semester? □ Yes ☒ No
   If yes, this course may be taken _______ times.

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   ___________________________________________________________________________________
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Minor in Africana Studies and general undergraduate academics

   If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

8. Approval recommended by:
   Jan 15 2010
   Kimberly N. Brown, Ph.D.

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
   Curricular Services – 3/09
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of: The Africana Studies Program

2. Course prefix, number and complete title of course: AFST 391 Africana Feminisms

3. Catalog course description (not to exceed 50 words): Exploration of a significant topic in feminist theory by and about women from Africa and/or its Diaspora, from various disciplinary perspectives and historical periods, and with application to societal debates and controversies.

4. Prerequisite(s): Junior or senior classification

5. Is this a variable credit course? □ Yes □ No If yes, from ______ to ______

6. Is this a repeatable course? □ Yes □ No If yes, this course may be taken ______ times.
Will this course be repeated within the same semester? □ Yes □ No

7. This course will be:
a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Minor in Africana Studies and general undergraduate academics

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>AFST</th>
<th>391</th>
<th>AFRICAN A FEMINISMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lec.</td>
<td>Lab</td>
<td>SCH</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Approval recommended by:
Kimberly N. Brown, Ph.D. Date: 11/13/09

Chair, College Review Committee Date: 11/19/09

Dean of College Date: 11/19/09

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandy-williams@tamu.edu.
Curricular Services – 3/09

Received: Curricular Services NOV 20 2009
Africana Feminisms  
AFST 391  
MWF 3:00-3:50pm, BLOC 155

Professor: Dr. Kimberly N. Brown  
Office: 221F Blocker  
Office Hours: M & W 1:30-2:30 and 4:00-5:00pm, and by appointment.  
Office Number: 979-458-1230  
E-mail: knbrown@tamu.edu

REQUIRED TEXTS:  
Patricia Hill Collins, Black Feminist Thought (Revised 2nd Edition)  
Toni Morrison, Sula  
Sapphire, Push  
Lauryn Hill, The Miseducation of Lauryn Hill (CD)  
Sister Souljah, The Coldest Winter Ever

"Take it like a class on me and learn the lesson / Bottom line my world, my way any questions?"  
- Eve, "Who's That Girl?"

COURSE DESCRIPTION:  
Africana Feminism is designed to introduce students to the major concepts, debates, themes, and theoretical perspectives that have developed in the discipline over the last 30 years. Specific attention will be given to interpreting the connection or disjunction between post-segregationist black women in the United States and their second-wave counterparts. Through analyses of literature, film, and music, the class will examine issues central to the experiences of black women in the United States: beauty standards, black female sexuality, female friendships, male/female relationships, motherhood, representations of black women in popular culture, the politics of hair, and violence against women. Throughout the course, students will engage with these topics through the multiple intersections between class, gender, sexuality, and race.

Prerequisite(s): Junior or senior classification.

COURSE OBJECTIVES:
- To develop analytical skills that enhance critical thinking and writing.
- To critically analyze media representations of black women.
- To develop an understanding of how systems of oppression impact black women.
- To develop a basic understanding of themes associated with African American feminism.
- To develop a basic understanding of the interconnectedness between class, gender, and race.

Warning: Some material contains portrayals of violence, profane language, and sexual content. We will discuss these topics in a critical manner. However, if such depictions offend you, I would suggest that you might be in the wrong course.

COURSE REQUIREMENTS:
(1) Class Participation. You are expected to have read all assigned materials prior to each class
period and to be prepared to participate in the class discussion. This would include regular attendance. As per University rules except in the case of excused absences, specified at http://student-rules.tamu.edu/search/rule07, late papers result in a lowering of your grade by 10pts. for each class day the assignment is late.

(2) **Midterm.** (In Class).

(3) **Four (4) Response Papers.** Assignment topics will be given out prior to due date. These papers must be double-spaced, but must be 12 point font (Times New Roman or equivalent) and have 1 inch margins, and be no more than 5 pages long.

(4) **Two (2) Reading Quizzes.** Short surprise quizzes to demonstrate that you are reading.

(5) **Prospectus for Research Paper.** Your prospectus must include a working thesis statement, an annotated bibliography of 5 critical sources (not included in your course packet). No internet sources will be accepted. In addition to summarizing each article, please explain how each article works with your thesis. Will you be arguing against the article, and why? Does it support your thesis, and how? Must be submitted for my approval and commentary. (Thesis statement = 50pts, Annotated Bib. = 50pts)

(6) **Final Exam Paper.** 6-8 pages. Paper must be double-spaced with 12 point font and have 1 inch margins. Please use MLA format for citation. Failure to comply with instructions will result in losing 10 points automatically.

**GRADING SCHEDULE AND POINT VALUE:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Class Participation</td>
<td>Throughout the Course (Includes Attendance)</td>
</tr>
<tr>
<td>400</td>
<td>Four Response Papers</td>
<td>9/19, 10/19, 10/29, 11/16</td>
</tr>
<tr>
<td>50</td>
<td>Two Quizzes</td>
<td>Surprise</td>
</tr>
<tr>
<td>150</td>
<td>Midterm (In Class)</td>
<td>10/8</td>
</tr>
<tr>
<td>100</td>
<td>Research Prospectus</td>
<td>11/26</td>
</tr>
<tr>
<td>200</td>
<td>Final Exam (Research Paper)</td>
<td>12/10</td>
</tr>
</tbody>
</table>

1000 Total Points

**GRADE SCALE:**

- 1000 - 900 = A
- 899 - 800 = B
- 799 - 700 = C
- 699 - 600 = D
- 599 and below = F

**ATTENDANCE:** Attendance is factored into your class participation score. Following University rules specified at http://student-rules.tamu.edu/search/rule07, missing more than 2 classes (unexcused) will result in a lowering of your class participation grade by 20pts for each additional day. Missing ½ a class one day and ½ a class another will collectively be counted as one absence. Should your unexcused absences exceed your possible class participation points, additional points will be deducted from your overall score.

**AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

**ACADEMIC INTEGRITY:** The Aggie Code of Honor states that, “Aggies do not lie, cheat, or steal, or tolerate those who do.” Upon accepting admission to Texas A & M University, a student
immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://www.tamu.edu/aggiehonor/. Plagiarism is a form of cheating, and each student needs to consult the University’s plagiarism policy, see http://www.tamu.edu/aggiehonor/academiconduct.htm, which offers a clear, concise explanation of what constitutes plagiarism (it also has links on other violations of academic integrity). If you are unsure of the meaning of this description in any way, confer with the professor. Students will require familiarization with all rules, see http://student-rules.tamu.edu. Possession of this syllabus means that you understand that you are required to comply with Texas A&M University’s policies.

**SYLLABUS:**

**Mon., Aug. 27**

**INTRODUCTIONS**

**Wed., Aug. 29**

**In Class Viewing:** Zola Maseko, *The Life and Times of Sara Baartman “The Hottentot Venus.”* (53 min.)

**Fri., Aug. 30**

Yvette Abrahams, “Images of Sara Baartman: Sexuality, Race, and Gender in Early-Nineteenth-Century Britain.”

**Mon., Sept. 3**


**Wed., Sept. 5**

Collins continued.

**Fri., Sept. 7**

**In Class Viewing:** Kathe Sandler, *Question of Color: Color Consciousness in Black America.* (58 min.)

**Mon., Sept. 10**

Discussion of *Question of Color.*

**Wed., Sept. 12**

**Reading:** Deborah Grayson, “Is It Fake? Black Women’s Hair as Spectacle and Spec(tacular).”

**Fri., Sept 14**

Audre Lorde, “Uses of the Erotic: The Erotic as Power.”

**Mon., Sept. 17** Discussion of Bridgett M. Davis’s *Naked Acts*.

**Wed., Sept. 19**

Discussion of *Naked Acts* continued.

**Response Paper #1 Due.**

**Thurs., Sept. 20**

**Extra Credit:** 7:00 pm, The Stark Galleries. Africana Studies Lecture Series. Professor Greg Thomas (Assistant Professor of English at Syracuse University) will be giving a lecture entitled, “Erotic Maroonage: Sex, Empire and Black Radical Tradition.”

**Fri., Sept 21**


**Mon., Sept. 24**

Toni Morrison, *Sula.*

**Wed., Sept. 26**

Toni Morrison, *Sula.*

**Fri., Sept. 28**

Toni Morrison, *Sula.*

**Mon., Oct. 1**

Thought,” in Black Feminist Thought, p. 1-43

Wed., Oct. 3  
**Readings:** 1) Alice Walker’s Definition of “Womanism.” (CP)  

Fri., Oct. 5  
**Readings:** 1) Michael Awkward, “A Black Man’s Place in Black Feminist Criticism.” (CP)  
2) Mark Anthony Neal, “My Black Male Feminist Heroes.”  
Kevin Powell  
3) Kevin Powell, “Confessions of a Recovering Misogynist.”

Mon., Oct. 8  
**Mid-term.**

Wed., Oct. 10  
Alice Walker, Meridian.

Fri., Oct. 12  
Meridian, continued.

Mon., Oct. 15  
Meridian, continued.

Wed., Oct. 17  
Meridian, continued.

Fri., Oct. 19  
Meridian, continued.  
**Response Paper # 2 Due.**

Mon., Oct. 22  

Wed., Oct. 24  
Lauryn Hill, The Miseducation of Lauryn Hill

Fri., Oct. 26  
The Miseducation of Lauryn Hill continued.

Mon., Oct. 29  
The Miseducation of Lauryn Hill continued.  
**Response Paper # 3 Due.**

Wed., Oct. 31  
**Readings:** 1) Sirena J. Riley, “The Black Beauty Myth”  

Fri., Nov. 2  
Sapphire, Push.

Mon., Nov. 5  
**Research Day**

Wed., Nov. 7  
**Research Day**

Fri., Nov. 9  
Push continued.  
**By this date, you are expected to have seen No!: The Rape Documentary, directed by Aishah Shahidah Simmons.**

Mon., Nov. 12  
Push continued.

Wed., Nov. 14  
Push continued.

Fri., Nov. 16  
Push continued.  
**Response Paper # 4 Due.**

Mon., Nov. 19  
**Readings:** 1) Bakari Kitwana, “Where Did Our Love Go?: The New War of the Sexes.”  
2) T. Denean Sharpley-Whiting, ‘‘I’m a Hustla, Baby’: Groupie Love and the
Hip Hop Star.”

**Wed., Nov. 21**
Research Day.

**Fri., Nov. 23**
Happy Thanksgivings! No class.

**Mon., Nov. 26**
Research Prospectus Due. Late assignments not accepted.

**Wed., Nov. 28**
The Coldest Winter Ever continued.

**Fri., Nov. 30**
The Coldest Winter Ever continued.

**Mon., Dec. 3**
The Coldest Winter Ever.
Last Day of Class.

**MONDAY, DECEMBER 10th — FINAL PAPER DUE NO LATER THAN 5PM!!!**
**FAILURE TO TURN IN PAPER ON TIME RESULTS IN A FAILING GRADE**
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus

1. This request is submitted by the Department of
   Philosophy and Humanities
   PHIL 352, Africana Philosophy

2. Course prefix, number and complete title of course:

3. Catalog course description (not to exceed 50 words):
   Presentation of the seminal ideas of several influential Africana thinkers; recovery of the neglected traditions in which these thinkers locate themselves.

4. Prerequisite(s):
   Junior or senior classification or approval of instructor
   Cross-listed with:
   AFST 352
   Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? □ Yes □ No
   If yes, from _____ to _____

6. Is this a repeatable course? □ Yes □ No
   Will this course be repeated within the same semester? □ Yes □ No
   If yes, this course may be taken _____ times.

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   Junior or senior classification or approval of instructor.
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   B.A. in Philosophy, Philosophy minor

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix | Course # | Title (excluding punctuation)
--- | --- | ---
PHIL 352 | AFRICANA PHILOSOPHY

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acid. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>03</td>
<td>3801 01 00 01</td>
<td>22 401 0 1 1</td>
<td>003 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:
Daniel Conway
Department Head - Type Name & Sign
Date

Kimberly Michele Brown
Department Head - Type Name & Sign
(if cross-listed course)
Date

Submitted to Coordinating Board by:
Associate Director, Curricular Services
Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/09
PHIL 352/AFST 352:
AFRICANA PHILOSOPHY

INSTRUCTOR: DR. TOMMY J. CURRY
OFFICE: BOLTON 305B
OFFICE NUMBER: 862-2211

CLASS DESCRIPTION: This class will present readings that identify and name coherent intellectual traditions that began in the early 1800's and are still exemplified in the writings of African American thinkers today. This class will not be merely an articulation of ideas communicated to the world by Black thinkers; rather this class will identify and explore the tensions between the Americanist and Pan-African/Africanist traditions that have shaped Black Intellectual History.

PREREQUISITES: Junior or senior classification or approval of instructor.

PURPOSE: This class emerges from a long held belief that students interested in African American philosophy should read and interpret these thinkers in their own traditions. For the last 30 years, African American philosophy has revolved around recasting "old Black ideas" under contemporary white academic language. Most contemporary works in Black philosophy are simply the revision of really old Black ideas in a new form through the use of contemporary jargon which seek to place the concerns of historic Black thinkers in either the Continental or American philosophical tradition. In this class, however, students will understand the genealogy and particular cultural logic of African descended people in America from 1829-1924.

COURSE OBJECTIVES: The aim of this course is familiarize the student with the ideas of African American thinkers that have largely inspired and in many ways define contemporary post-colonial perspectives throughout the academy. By the end of this course, it is expected that the student will be able to: (1) Identify the intellectual traditions that Black thinkers established from the 1800's to present, (2) Identify the contours and nuances of African American thought's use of European philosophy and the limitations Black thinkers have exposed in traditional European philosophical traditions, (3) Understand the debates Black thinkers were having among themselves, and how these debates influenced the directions and aims of their scholarship.
WEEK 1: METHODOLOGY

T: African-centered Methodology—Employing A Genealogical Approach to the Study of African American Philosophy

R: Nat Turner’s (1800-1831) Confessions (1831) and David Walker’s (1785-1830) Appeal (1828)

WEEK 2: ETHIOPIANISM

T: Robert Alexander Young’s Ethiopian Manifesto (1828)

R: Maria Stewart’s (1803-1879) The Productions of Mrs. Maria W. Stewart

WEEK 3: THE REDEMPTION NARRATIVE

T&R: Anna Julia Cooper’s: A Voice from the South [Test One]

WEEK 4: MILITANT BLACK JOURNALISM

T: T. Thomas Fortune: On Social Agitation and selected Chapters from Black and White Land, Labor and Politics in the South.

R: Learning from Fortune: Ida B. Wells and the “Race Woman”

WEEK 5: WHO THE DADDY! OF BLACK NATIONALISM?—REV. LEWIS WOODSON

T: 10 Letters by Augustine (Reverend Lewis Woodson)


WEEK 6: THE FATHER OF BLACK NATIONALISM—MARTIN R. DELANY...WE THINK.


WEEK 7: MARTIN R. DELANY (continued)

T & R: Martin R. Delany. The Political Destiny of the Colored Race (1854) and The Origins of Races and Color (1879). [Test Two]

WEEK 8: THE STUDY OF AFRICAN PEOPLES—EDWARD BLYDEN

T: Edward Blyden: The Call of Providence to the Descendants of Africa in America and The African Problem and the Method of its Solution

R: Africa Life and Customs by Blyden

WEEK 9: FREDRICK DOUGLASS

T: What the Fourth of July Means to a Negro

R: **Readings To Be Announced**

WEEK 10: HENRY MCNEAL TURNER

T: The Barbarous Decision of the Supreme Court (1883); An Emigration Convention (1893) and In Africa Again (1893)

R: Critique of the Atlanta Compromise (1895); The Question of Race (1884-1889); and The Afro-American Future (1902)

WEEK 11: SELL OUT OR HUSTLA?

BOOKER T. WASHINGTON

T&R: Up From Slavery and “The Atlanta Compromise” by Washington [Test Three]
WEEK 12: FOUNDER OF THE AMERICAN NEGRO ACADEMY—ALEXANDER CRUMMELL

T: Civilization—The Primal Need of the Race and The Attitude of the American Mind Toward the Negro Intellect (Organizational Papers of the ANA) (1897)

R: The Need of New Ideas and New Aims (Ch. 1 of Africa and America), and The Race Problem in America (Ch. 2 of Africa and America)


T: The Philosophy of Success and the Success of Philosophy Chapter 7 and 8 of the African Abroad.

R: “Reason Why the Term Negro Saxon or Colored Better Characterizes the Colored People of Mixed Descent in America than the Term Negro” and “A Word about Booker T Washington and DuBois and the Niagara Movement”

WEEK 14: THE YOUNG DUBOIS

T: Conservation of Races (1897)

R: Souls of Black Folk (1903) and “Book review of Souls of Black Folk” (1904) [Test Four]

FINAL PAPERS DUE DAY OF FINALS.

GRADING: The student will be graded in four areas: (1) The average of their grades on the Four In-Class tests on the respective frames analyzing race and racism (40%), (2) the Final Paper summary (1st paragraph: Intro/Thesis) (10%), (3) The Final Paper (40%), and (4) Class Attendance and Participation (10%).

GRADING SCALE: A: (90-100); B: (80-89); C: (70-79); D: (60-69); F: (59 and Below)

TECHNOLOGY POLICY: Cell phones, computers and PDA’s must be turned off during lectures and tests. Because of the availability of information online, texting or internet surfing during class will be construed as violating the Aggie Honor Code and entail possible charges of cheating.

ATTENDANCE: Class participation and attendance is mandatory. Only university excused absences will be tolerated. Please visit the website for more information: http://student-rules.tamu.edu/rule07

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information please visit: http://disability.tamu.edu

Academic Integrity Statements

AGGIE HONOR CODE

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For more information please visit http://www.tamu.edu/academic/portal/academic-integrity