March 10, 2010

TO: Faculty Senate Office

FROM: Andrew Klein, Core Curriculum Council Chair

RE: Approved Core Curriculum Courses from February 2010 Meeting

The following courses were approved as additions to the University’s Core Curriculum by the Core Curriculum Council during the February 22nd Meeting.

ARCH 212 - Social & Behavioral Factors In Design
Approved as a Social and Behavioral Sciences

AFST 204 - Intro to African-American Literature
Approved as Humanities
Approved as International and Cultural Diversity

AFST 205 - Intro to Africana Literature
Approved as Humanities
Approved as International and Cultural Diversity

AFST 300 - Blacks in the US 1607-1877
Approved as Humanities

AFST 301 - Blacks in the US Since 1877
Approved as Humanities
Approved as International and Cultural Diversity

AFST 317 - Racial and Ethnic Relations
Approved as Social and Behavioral Sciences
Approved as International and Cultural Diversity

AFST 323 - Sociology of African Americans
Approved as Social and Behavioral Sciences
Approved as International and Cultural Diversity

AFST 329 - African-American Literature Pre-1930
Approved as Humanities
AFST 339 - African-American Literature Post-1930
Approved as Humanities
Approved as International and Cultural Diversity
AFST 344 - History of Africa to 1800
Approved as Humanities

AFST 345 - Modern Africa
Approved as Humanities
Approved as International and Cultural Diversity

AFST 346 - History of South Africa
Approved as Humanities
Approved as International and Cultural Diversity

AFST 357 - Out of Africa: The Black Diaspora and the Modern World
Approved as Humanities

AFST 393 - Studies in Africana Literature and Culture
Approved as Humanities
Approved as International and Cultural Diversity

AFST 401 - Slavery in World History
Approved as Humanities
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by ____________________________

   and concerns (enter prefix, number, and complete title of course): ARCH 212 - Social and Behavioral Factors in Design

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in ____________________________
   b. To be withdrawn as an approved course in ____________________________
   c. To be moved from an approved course in ____________________________ to an approved course in ____________________________

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [‘Exemplarily Educational Objectives’]”): http://www.thech.state.tx.us/AAR/UndergraduateEd/fos_assumpdet.cfm

   ‘This course introduces the social and behavioral factors in environmental design through critical thinking, discussions, and case studies around two questions: (1) how the built or natural environment influences people’s behaviors, (2) how people perceive, use, and adapt to their environment. The lectures are organized into three sections, including (1) why social and behavioral factors are important, (2) what factors designers should consider, and (3) how to address these factors in the design process. (see attachment for full justification)”

Signature: ____________________________ 11/03/2009
Course Instructor/Coordinator
(Date)

Received: ____________________________
Chair, CCC
(Date)

Approvals:
College Dean: ____________________________ 3 NOV 09
(Date)
Department Head: ____________________________ 3 NOV 09
(Date)
Answer for question “4. Reasons for request”

“This course introduces the social and behavioral factors in environmental design through critical thinking, discussions, and case studies around two questions: (1) how the built or natural environment influences people’s behaviors, (2) how people perceive, use, and adapt to their environment. The lectures are organized into three sections, including (1) why social and behavioral factors are important, (2) what factors designers should consider, and (3) how to address these factors in the design process. Various types of environments are discussed, ranging from residential and institutional settings, work, learning and leisure environments, to communities and cities.”
ARCH 212: Social and Behavioral Factors in Design (Fall 2009)
(Tuesday & Thursday, 12:45PM-2:00PM, O&M 206)

INSTRUCTOR:
Xuemei Zhu, Ph.D., Assistant Professor
Office: 0028 Williams Administration Building
Email: xuemeizhu@tamu.edu; Phone: 845-3780
Office Hours: Tuesday 2:15PM–3:15PM, Thursday 4:00PM-5:00PM

TEACHING ASSISTANT:
Vahid Vahdat Zad, Ph.D. Student
Office: 008 (Ph.D. Student Office) Williams Administration Building
Email: vahid@tamu.edu, Office Hours: Wednesday 9:30AM-11:00AM

“We shape our buildings, and afterwards our buildings shape us.”
– Winston Churchill (1943)

A. COURSE DESCRIPTION

TOPIC: This course will explore the social and behavioral factors in environmental design through critical thinking, discussions, and case studies around two questions: (1) how the built or natural environment influences people’s behaviors, (2) how people perceive, use, and adapt to their environment.

STRUCTURE: The lectures will be organized into three sections, including (1) why we need to consider social and behavioral factors in design, (2) what social and behavioral factors we should consider, and (3) how to address these social and behavioral factors in the design process. Various types of environments will be discussed, ranging from residential and institutional settings, work, learning and leisure environments, to communities and cities.

OBJECTIVES: In this class, you are expected to (1) become fascinated about social and behavioral factors in environmental design, and (2) learn to examine and address these factors in the design process.

B. PREREQUISITES: None.

C. REQUIRED READING
Please see the course schedule for required readings.

D. SUGGESTED READING
(to be selected by yourself according to your interest and the topic of your class projects.)

BOOKS:


**JOURNALS:**

Environment and Behavior.

*Journal of Environmental Psychology*

*Journal of Architectural and Planning Research.*

**WEBSITES:**


**E. COURSE SCHEDULE**

**NOTE:** All readings and assignments are due by 9:00am on the day of class. Dates and topics of guest lectures are subject to change.

**SECTION 1: WHY DO WE CONSIDER SOCIAL AND BEHAVIORAL FACTORS IN DESIGN?**

**WEEK 1: INTRODUCTION TO THE COURSE**

Sep. 1  Introduction: What/whom do We Design For?  
(Design Journal #1) Treasure hunt on TAMU campus: Best and worst design examples in considering social and behavioral factors

Sep. 3  Design Journal #1 Due  
Warm-up: Case Studies of Social and Behavioral Factors in Design
SECTION 2: WHAT SOCIAL AND BEHAVIORAL FACTORS SHALL WE CONSIDER?

WEEK 2: HUMAN AND NATURE
Why do We Like Nature?
(Design Journal #2) Nature and environmental design – Behavioral observations and design implications
Sep. 10 Architecture and Nature
Video: The Social Life of Small Urban Spaces (Part 1)

WEEK 3: ENVIRONMENTAL PERCEPTION, COGNITION, AND WAYFINDING
How do We Perceive and Recognize the Environment?
(Design Journal #3) Wayfinding system – Building evaluation
Sep. 17 Wayfinding: What Went Wrong?

WEEK 4: PERSONAL SPACE AND TERRITORIALITY
Sep. 22  (Reading) Chapter X: Distances in Man, in Hidden Dimension, pp. 113-130.
Personal Space, Territoriality, and Environmental Design
(Design Journal #4) Personal space – Behavioral observations and design implications
Sep. 24 Personal Space in Evans Library (Field exercise #1)

WEEK 5: PERSONAL SPACE AND CULTURAL/GENDER DIFFERENCES
(Video) The Social Life of Small Urban Spaces (Part 2)
(Design Journal #5) Design for personal space and territory – Space evaluation
Oct. 1 Personal Space and Cultural Differences (Guest Lecture by Professor Rodney Hill)

WEEK 6: CROWDING, NOISE, AND PRIVACY
Oct. 6  (Reading) To be decided.
Crowding and Its Implications for Design
(Project #1 Assignment) Understand Social and behavioral factors to improve design – Renovation of Evans Library
Oct. 8 Noise and Its Implications for Design
WEEK 7: PROS AND CONS OF URBAN LIVES
          Cities, Towns, and Architecture
Oct. 15  Architectural Solutions for Urban Problems?
          § Mid-Term Exam

SECTION 3: HOW TO STUDY AND ADDRESS SOCIAL AND BEHAVIORAL FACTORS IN DESIGN?

WEEK 8: DESIGN FOR HEALING
Oct. 20  (Reading) View through a window may influence recovery from Surgery
          Impact of Nature and Noise on Stress (Guest Lecture by Dr. Roger Ulrich)
Oct. 22  Architecture and Health
          § Mid-Point Review of Project #1

WEEK 9: DESIGN TRUE HOMES
Oct. 27  (Reading) Chapter 3 – Basic Considerations of the Design Program. In Housing as if
          People Mattered: Site Design Guidelines for Medium-Density Family Housing. PP.
          33-44.
          Design for Families with Children
Oct. 29  Find Your True Home (Guest Lecture by Christopher Travis)

WEEK 10: EXTENDED DESIGN PROCESS
Nov. 3   § Project #1 Due
          Review of Project #1
Nov. 5   (Reading) Chapter 2 – Issue-Based Programming: A Tool for Managing the Design
          Programming, pp. 23-34 and pp.89-104.
          Addressing Social and Behavioral Factors in the Design Process
          (Project #2 Assignment) House design for specific populations/cultures

WEEK 11: DESIGN FOR SPATIAL EXPERIENCES
          Design for Spatial Experiences
Nov. 12  Spatial Experiences in Different Cultures

WEEK 12: DESIGN FOR THE ELDERLY – WHAT IS DIFFERENT?
Nov. 17  (Reading) Chapters 1-5. In Site Planning and Design for the Elderly: Issues,
          General Issues in Design for the Elderly
Nov. 19  Design Long-Term Care Facilities (Guest Lecture)

WEEK 13: CAN WE DESIGN BEHAVIOR?
Nov. 24  § Mid-Point Review of project #2
Can We Design Behavior? (Guest Lecture by Vahid Vahdat Zad)

Nov. 26  Thanksgiving Holiday. ☃️

WEEK 14: DESIGN AND CREATE

Dec. 1  Learn from History
        (Reading) To be decided

Dec. 3  Creative and Human-Centered Design

WEEK 15: FINAL WEEK

Dec. 8  Review of Project #2

E. ASSIGNMENTS

Assignments for this class include an individual design journal with 5 separate mini-assignments and 2 term projects, which involve reading, observation, analyses, and design exercises related to social and behavioral factors in design.

When working on class assignments, you are encouraged to choose a specific problem/setting that is related to your studio project(s). However, there should not be any overlap between these ARCH 212 projects and the tasks that you are assigned in your studio. The design journal and 2 projects will involve the following tasks:

Design Journal:

Project #1: Understand Social and behavioral factors to improve design – Renovation of Evans Library (4 weeks)

Project #2: House design for specific populations/cultures (4.5 weeks)

F. PERFORMANCE EVALUATION

Your performance will be evaluated based on the following components:

Design Journal (5 mini-assignments) 20%
Mid-Term Exam 10%
Project #1 30%
Project #2 30%
Class Attendance and Participation 10%

TOTAL: 100 points

The final semester grade will reflect all of your work through the course of the semester and will use the following standards:

A: 90-100 points; B: 80-89 points; C: 70-79 points; D: 60-69 points; F: 0-59 points
Late work with a delay of 1-5 days will receive a 20% deduction in the grade; late work with a delay of 6-10 days will receive a 50% deduction in the grade; late work with more than 10 days of delay will not be accepted. No makeup exams are allowed unless you qualify for an excused absence and provide an official note for the absence before the exam.

Earning an “A” is not automatic; nor is it based upon turning in required work on time or working hard. These are expected of every student. To earn an “A”, you must show an extraordinary devotion to your work and a willingness to push yourself to a new level of comprehension.

You are expected to be present each class day and to fully participate in all discussions and class activities. Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. The list of official excused absences can be found at: http://student-rules.tamu.edu/rule7.htm. To qualify for an excused absence, you must present an official note explaining the absence, either from a doctor, university official, or other appropriate authority. More than three unexcused absences will lead to a failure in this class.

G. STUDENTS WITH SPECIAL NEEDS

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.

H. ACADEMIC INTEGRITY STATEMENT

An Aggie does not lie, cheat, or steal or tolerate those who do. For further information on the Aggie Honor Code, please refer to the Honor Council rules and procedures on the following website: http://www.tamu.edu/aggiehonor.
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by The Africana Studies Program and concerns AFST 339, African-American Literature Post-1930.

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in International and Cultural Diversity.
   b. To be withdrawn as an approved course in__________________________
   c. To be moved from an approved course in__________________________
      to an approved course in__________________________

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [‘Exemplarity Educational Objectives’]”): http://www.theceb.state.tx.us/AAR/UndergraduateEd/ios_assumpdef.cfm

   This course would be cross-listed with ENGL 339, which is already included as an approved course that satisfies the core curriculum distribution in International and Cultural Diversity. This course fulfills all of the criteria listed by Texas A & M University in their Vision 2020 report and recommendations for courses in International and Cultural Diversity.

   __________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________

Signature: __________________________
Course Instructor/Coordinator
(Date) 12-7-09

Received: __________________________
Chair, CCC
(Date)

Approvals: __________________________
College Dean
(Date) 12-16-09

Department Head: __________________________
(Date) 12-7-09
African-American Literature Post-1930
AFSV/ENGL 339

Prerequisites: 3 credits of literature at 200-level or above; junior or senior classification or approval of instructor.

Date, Time, and Location TBA

Professor: Dr. Kimberly Nicole Brown
Office: ENGL Blocker 221F; AFST in Anthropology Building, Suite 312
Office Hours: ENGL Tues. and Thurs. 1:00-2:00, 3:45-5:00, and by appointment;
AFST by appointment.
Office Number: ENGL 979-458-1230; AFST 979-845-0264
E-mail: knbrown@tamu.edu

REQUIRED TEXTS:

- Chester Himes, If He Hollers
- Toni Morrison, Beloved
- Trey Ellis, Platitudes
- Sapphire, Push
- Mat Johnson, Incognegro

Course Packet (CP) -- to be purchased at Notes-n-Quotes.

COURSE DESCRIPTION:

This section of English 339 is designed to be a survey course on African American literature from the mid-Thirties (the end of the Harlem Renaissance) until the present. Focusing on the periods of Realism, the Black Aesthetic (Arts) Movement, and Postmodernism, particular emphasis will be given to the changing role of the African American writer. The literature selected interrogates the gaps between American ideals and American socioeconomic practices when dealing with African American subjects. Through the genres of the satirical novel, the neo-slave narrative, and the comic/graphic novel, students will interrogate topics such as authentic blackness, class, black sexuality, feminism black masculinity.

LEARNING OUTCOMES:

- A basic understanding of the major themes that arise in African American literature.
- A basic understanding of the traditions that arise in African American literature.
- A basic understanding of the historical period in which each text appears.

Warning: Some material contains portrayals of violence, profane language, and extreme 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. Following University rules specified at
http://student-rules.tamu.edu/search/rule7.htm, late papers result in a lowering of your grade by 10 pts, for each class day the assignment is late except for excused absences.

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

(3) Two (2) Close Reading Papers. Assignment topics will be given out prior to due date. These papers must be double-spaced, must be 12 point font (Times New Roman or equivalent) and have 1 inch margins, and be no more than 2 pages long. If you go over the page limit or do not comply with font and margin allotments, you will lose 5 points automatically.

(4) Midterm. (In Class).

(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 = 50 pts, Annotated Bib. = 100 pts.)

(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.

(7) **Extra Credit.** There will be opportunities for students to acquire extra credit by screening documentaries and attending guest lectures that I will schedule throughout the semester. Students will be given 10 extra credit points for each lecture.

**GRADING SCHEDULE AND POINT VALUE:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>100</td>
<td>Class Participation</td>
<td>Throughout the Course</td>
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<td></td>
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<td>(Includes Attendance).</td>
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<tr>
<td>300</td>
<td>THREE Response Papers</td>
<td>9/16, 10/21, 11/11</td>
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<tr>
<td>100</td>
<td>TWO Close Reading Papers</td>
<td>9/23, 9/30</td>
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<tr>
<td>150</td>
<td>Midterm (In Class)</td>
<td>10/7</td>
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<tr>
<td>150</td>
<td>Research Prospectus</td>
<td>11/18</td>
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<td>200</td>
<td>Final Exam (Research Paper)</td>
<td>12/8</td>
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<tr>
<td>1000</td>
<td>Total Points</td>
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</tbody>
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**GRADE SCALE:**

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

**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 excuse 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/acadmisconduct.htm. 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.
ATTENDANCE: Attendance is factored into your class participation score. Following University rules specified at [http://student-rules.tamu.edu/search/rule7.htm](http://student-rules.tamu.edu/search/rule7.htm), missing more than 2 classes (un-excused) will result in a lowering of your class participation grade by 20pts for each additional day. Missing 1/3 a class one day and 1/3 a class another will collectively be counted as one absence. Should your absences exceed your possible class participation points, additional points will be deducted from your overall score. Excuses will be accepted only up to 30 days after absence.

SYLLABUS: *(Please Remember to Read the Biographies of Each Author – Included in Course Packet)*

**Tues., Aug. 26**
Class introductions.

**Thurs., Aug. 28**
**Lecture:** Why African American Literature?

**DOUBLE-CONSCIOUSNESS, MASKING, AND OTHER TROPES OF BLACK IDENTITY**

**Tues., Sept. 2**
**In class film:** *The Rise and Fall of Jim Crow: Program One: Promises Betrayed* (1865 – 1896) (56 min.)

**Thurs., Sept. 4**
Paul Lawrence Dunbar, “We Wear the Mask” (1896 – CP).
*Read Jim Crow handouts located in course packet.*

**Tues., Sept. 9**
Chester Himes, *If He Hollers, Let Him Go* (Chapters I – VIII)

**Thurs., Sept. 11**
*If He Hollers, Let Him Go* (Chapters IX – Chapters XV)

**Tues., Sept. 16**
*If He Hollers, Let Him Go* (Chapters XVI – End)

**Thurs., Sept. 18**
*If He Hollers, Let Him Go* continued.

**Paper #1 Due.**

**TUES., SEPT. 23**

**Poems (all in course packet):**
LeRoi Jones/Amiri Baraka, “Black Art.”
LeRoi Jones/Amiri Baraka, “Nation Time.”
Nikki Giovanni, “Ego Tripping.”
Jayne Cortez, “Rape.”
Jayne Cortez, “If the Drum is a Woman.”

**Thurs., Sept. 25**
Discussion of poems continued.
**Close Reading #1 Due.**

**TUES., SEPT. 30**
Ashraf H. A Rushdy, “The Neo-Slave Narrative.”

**Thurs., Oct. 2**
**Lecture:** How to Read a Toni Morrison Novel

**Readings:**
Definition of Postmodernism (Course Packet)
Toni Morrison, *Beloved* (1-27)

**Tues., Oct. 7**
Mid-term – In class
**Thurs., Oct. 16**  Research Day.
Tues., Oct. 21   *Beloved* continued (218-End).
**Paper #2 Due.**
                   Trey Ellis, *Platitudes* (1-46).
Tues., Oct. 28    *Platitudes* (47-126).
Thurs., Oct. 30   *Platitudes* (127-End).
Tues., Nov. 4     *Sapphire, Push*  
Thurs., Nov. 6    *Push* continued.
Tues., Nov. 11    *Push* continued.
                   **Paper #3 Due.**
**Thurs., Nov. 13**  Mat Johnson, *Incognegro*
**Tues., Nov. 18**  Special Guest: Mat Johnson will be in class to discuss his work.
                   Research Prospectus for Final Paper Due. LATE ASSIGNMENTS WILL NOT BE ACCEPTED.
**Thurs., Nov. 20**  *Incognegro* continued.
**Tues., Nov. 25**  No class
**Thurs., Nov. 27**  No Class. Happy Thanksgiving!
**Tues., Dec. 2**  Class Wrap Up
                   Last Day of Classes

**Monday, December 8, Final Papers Due in My Office By 5pm.**
**NO LATE PAPERS WILL BE ACCEPTED,** except for excused absences.
1. This request is submitted by The Africana Studies Program and concerns AFST 339, African-American Literature Post-1930.

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in Humanities.
   b. To be withdrawn as an approved course in ________________________________
   c. To be moved from an approved course in ________________________________
      to an approved course in ________________________________

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB "Assumptions and Defining Characteristics ['Exemplarily Educational Objectives']": http://www.tiecb.state.tx.us/AAR/UndergraduateEd/fos_assumpdef.cfm

   This course would be cross-listed with ENGL 339, which is already included as an approved course that satisfies the core curriculum distribution in Humanities. This course fulfills all of the seven criteria listed as "Exemplarily Educational Objectives" for courses in Humanities.

   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

Signature: ____________________________
Course Instructor/Coordinator

Date: 12-7-09

Received:
Chair, CCC

Date: ____________________________

Approvals:
College Dean: ____________________________

Date: 12-11-09

Department Head: ____________________________

Date: 12-7-09
African-American Literature Post-1930
AFST/ENGL 339
Prerequisites: 3 credits of literature at 200-level or above; junior or senior classification or approval of instructor.
Date, Time, and Location TBA

Professor: Dr. Kimberly Nichole Brown
Office: ENGL Blocker 221F; AFST in Anthropology Building, Suite 312
Office Hours: ENGL Tues. and Thurs. 1:00-2:00, 3:45-5:00, and by appointment; AFST by appointment.
Office Number: ENGL 979-458-1230; AFST 979-845-0264
E-mail: knbrown@tamu.edu

REQUIRED TEXTS:

- Chester Himes, If He Hollers
- Toni Morrison, Beloved
- Trey Ellis, Platitudes
- Sapphire, Push
- Mat Johnson, Incognegro

Course Packet (CP) – to be purchased at Notes-n-Quotes.

COURSE DESCRIPTION:

This section of English 339 is designed to be a survey course on African American literature from the mid-Thirties (the end of the Harlem Renaissance) until the present. Focusing on the periods of Realism, the Black Aesthetic (Arts) Movement, and Postmodernism, particular emphasis will be given to the changing role of the African American writer. The literature selected interrogates the gaps between American ideals and American socioeconomic practices when dealing with African American subjects. Through the genres of the satirical novel, the neo-slave narrative, and the comic/graphic novel, students will interrogate topics such as authentic blackness, class, black sexuality, feminism, black masculinity.

LEARNING OUTCOMES:

- A basic understanding of the major themes that arise in African American literature.
- A basic understanding of the traditions that arise in African American literature.
- A basic understanding of the historical period in which each text appears.

Warning: Some material contains portrayals of violence, profane language, and extreme 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. Following University rules specified at http://student-rules.tamu.edu/search/rule7.htm, late papers result in a lowering of your grade by 10pts. for each class day the assignment is late except for excused absences.

(2) **Three (3) 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 4 pages long.

(3) **Two (2) Close Reading 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 2 pages long. If you go over the page limit or do not comply with font and margin allotments, you will lose 5 points automatically.

(4) **Midterm.** (In Class).

(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. = 100pts.)*

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.

7. **Extra Credit.** There will be opportunities for students to acquire extra credit by screening documentaries and attending guest lectures that *I will schedule* throughout the semester. Students will be given 10 extra credit points for each lecture.

**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>300</td>
<td>THREE Response Papers</td>
<td>9/16, 10/21, 11/11</td>
</tr>
<tr>
<td>100</td>
<td>TWO Close Reading Papers</td>
<td>9/23, 9/36</td>
</tr>
<tr>
<td>150</td>
<td>Midterm (In Class)</td>
<td>10/7</td>
</tr>
<tr>
<td>150</td>
<td>Research Prospectus</td>
<td>11/18</td>
</tr>
<tr>
<td>200</td>
<td>Final Exam (Research Paper)</td>
<td>12/8</td>
</tr>
<tr>
<td></td>
<td>Total Points</td>
<td></td>
</tr>
</tbody>
</table>

**Grade Scale:**

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

**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 excuse 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/acadmisconduct.htm. 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.
ATTENDANCE: Attendance is factored into your class participation score. Following University rules specified at http://student-rules.tamu.edu/search/rule7.htm, missing more than 2 classes (un-excused) 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 absences exceed your possible class participation points, additional points will be deducted from your overall score. Excuses will be accepted only up to 30 days after absence.

SYLLABUS: (Please Remember to Read the Biographies of Each Author – Included in Course Packet)

Tues., Aug. 26
Class Introductions.

Thurs., Aug. 28
Lecture: Why African American Literature?

DOUBLE-CONSCIOUSNESS, MASKING, AND OTHER TROPES OF BLACK IDENTITY

Tues., Sept. 2
In class film: The Rise and Fall of Jim Crow: Program One: Promises Betrayed (1865 - 1896) (56 min.)

Thurs., Sept. 4
Paul Lawrence Dunbar, “We Wear the Mask” (1896 – CP).
Read Jim Crow handouts located in course packet.

Tues., Sept. 9
Chester Himes, If He Hollers, Let Him Go (Chapters I – VIII)

Thurs., Sept. 11
If He Hollers, Let Him Go (Chapters IX – Chapters XV)

Tues., Sept. 16
If He Hollers, Let Him Go (Chapters XVI – End)

Thurs., Sept. 18
If He Hollers, Let Him Go continued.

Paper #1 Due.

THE BLACK AESTHETIC MOVEMENT: 1960-1975

Tues., Sept. 23
Poems (all in course packet):
LeRoi Jones/Amiri Baraka, “Black Art.”
LeRoi Jones/Amiri Baraka, “Nation Time.”
Nikki Giovanni, “Ego Tripping.”
Jayne Cortez, “Rape.”
Jayne Cortez, “If the Drum is a Woman.”

Thurs., Sept. 25
Discussion of poems continued.
Close Reading #1 Due.

Tues., Sept. 30
Ashraf H. A Rushdy, “The Neo-Slave Narrative.”

Thurs., Oct. 2
Lecture: How to Read a Toni Morrison Novel
Readings: Definition of Postmodernism (Course Packet)
Toni Morrison, Beloved (1. 27)

Tues., Oct. 7
Mid-term – In class
Thurs., Oct. 9  

Tues., Oct. 14  
*Beloved* (125-217).

**Thurs., Oct. 16**  
Research Day.

Tues., Oct. 21  
*Beloved* continued (218-End).  
**Paper #2 Due.**

Thurs., Oct. 23  
**Reading:** Trey Ellis, “The New Black Aesthetic” (1989 – included in *Platitudes*)  
Trey Ellis, *Platitudes* (1-46).

Tues., Oct. 28  
*Platitudes* (47-126).

Thurs., Oct. 30  
*Platitudes* (127-End).

Tues., Nov. 4  
*Sapphire, Push*

Thurs., Nov. 6  
Push continued.

Tues., Nov. 11  
Push continued.  
**Paper #3 Due.**

Thurs., Nov. 13  
Mat Johnson, *Incognegro*

**Tues., Nov. 18**  
**Special Guest:** Mat Johnson will be in class to discuss his work.  
**Research Prospectus for Final Paper Due. LATE ASSIGNMENTS WILL NOT BE ACCEPTED.**

Thurs., Nov. 20  
*Incognegro* continued.

**Tues., Nov. 25**  
No class

**Thurs., Nov. 27**  
No Class. Happy Thanksgiving!

**Tues., Dec. 2**  
Class Wrap Up  
**Last Day of Classes**

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**Monday, December 8, Final Papers Due in My Office By 5pm.**  
**NO LATE PAPERS WILL BE ACCEPTED, except for excused absences.**
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by The Africana Studies Program and concerns AFST 329, African-American Literature Pre-1930.

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in Humanities.
   b. To be withdrawn as an approved course in ________________________________
   c. To be moved from an approved course in ________________________________
      to an approved course in__________________________________________

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [‘Exemplarily Educational Objectives’]”): http://www.thecb.state.tx.us/AAR/UndergraduateEd/fos_assumpdef.cfm

The educational objective of this course is to have the student demonstrate awareness of the scope and variety of African-American literary works before 1930, to understand these works as expressions of individual and human values within this historical context, to respond critically to these literary works, engage in the creative process and comprehend the physical and intellectual demands required of the author/authors, to demonstrate the ability to form aesthetic judgments and to develop an appreciation for the aesthetic principles of Humanities, and to demonstrate knowledge of the influence of literature on intercultural experiences. This course would fulfill the criteria for Humanities core curriculum credit. It will be cross-listed with English 329; its companion course, English 339, African-American Literature Post-1930, is already included as an approved course that satisfies the core curriculum distribution in Humanities.

________________________________________
Signature: ________________________________
Course Instructor/Coordinator

(Date)

______________________________
Received: _____________________________
Chair, CCC

(Date)

______________________________
Approvals: _____________________________
College Dean: __________________________

(Date)

______________________________
Department Head: ______________________

(Date)

21 of 142 J
African-American Literature Pre-1930
AFST/ENGL 329
Prerequisite: 3 credits of literature at 200-level or above; junior standing or at instructor's approval.
Date, Time, and Location TBA

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). 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. = 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>


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.

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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 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 Maccenas," "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, "Bar's 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 Corinthia Hall, July 5, 1852."
  - Sojourner Truth, "Ain't I a Woman?"

2nd Response Paper Due

**Week Six**
- Course introductions.

**Week Eight:**
- **Discussion Topics:** Miscegenation and the Nation
  - 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
  - Charles Chesnutt, *The Marrow of Tradition* (1901)
  - Paul Laurence Dunbar, *Sport of the Gods* (1901)

4th Response Paper Due (Week 11)
Week Eleven – Discussion Topics: Who is the New Negro? What is the Harlem Renaissance?

Week Fourteen: In Class Viewing of Film: *From These Roots.*
Alain Locke, excerpts from *The New Negro.*
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)

Research Prospectus Due (Week 13)

Research Paper Due During Finals Week.
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by The Africana Studies Program and concerns AFST 323, Sociology of African Americans.

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in Social Sciences.
   b. To be withdrawn as an approved course in ____________________________.
   c. To be moved from an approved course in ____________________________
      to an approved course in ____________________________.

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [‘Exemplarily Educational Objectives’]”): http://www.thecb.state.tx.us/AAR/UndergraduateEd/fos_assumpdef.cfm

   This course is cross-listed with SOCI 323, which is already included as an approved course that satisfies the core curriculum distribution in Social Sciences. This course fulfills all of the criteria listed as “Exemplarily Educational Objectives” for course in Social Science.

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

Signature: ____________________________
Course Instructor/Coordinator

(Date) 12-08-09

Received: ____________________________
Chair, CCC

(Date)

Approvals:
College Dean: ____________________________

(Date) 12-16-09

Department Head: ____________________________

(Date) 12-08-09

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AFST 323/SOC1 323, Sociology of African Americans  
Spring 2010

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.

Required Text  
All text 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.

Additional Assignments  
There may be additional assignments required of students (e.g., viewing visual media and writing response papers, or taking randomly scheduled quizzes as necessary that cover assigned readings). These assignments will be counted as part of the classroom participation grades.

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/rule7.htm) 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/aggiehonor> 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 unless medical or other emergency prevents you from doing so and 1) the instructor is contacted prior to the exam; and 2) documentation is 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.

Note: I will make every attempt to adhere to the course schedule provided below. However, due to the nature of class discussions I reserve the right to modify the syllabus at any time during the semester.

HISTORICAL ISSUES

1. “You see y’al on some different type S...?” (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 dynoticticus.” 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 Treena’s Chapter 1, 2

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

Talking at Treena’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

15. “Who is dosenay? …now they all on me.”
(May 4)

Black No More Schuyler pp124-180

16. “Ahhh.” Finals
Friday, May 8, 10am-12noon
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by The Africana Studies Program and concerns AFST 323, Sociology of African Americans.

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in International and Cultural Diversity.
   b. To be withdrawn as an approved course in ______________________________________
   c. To be moved from an approved course in ______________________________________

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [‘Exemplarily Educational Objectives’]”: http://www.thechb.state.tx.us/AAR/UndergraduateEd/fos_assumpdef.cfm

This course is cross-listed with SOCI 323, which is already included as an approved course that satisfies the core curriculum distribution in International and Cultural Diversity. This course fulfills all of the criteria listed by Texas A & M University in their Vision 2020 report and recommendations for courses in International and Cultural Diversity.

______________________________________________
Signature: ____________________________
Course Instructor/Coordinator

______________________________________________
Received: ____________________________
Chair, CCC

______________________________________________
Approvals: ____________________________
College Dean: ____________________________

______________________________________________
______________________________________________
Date: ____________________________
Date: ____________________________

12-08-09
12-08-09
32 of 142 J
AFST 323/SOCI 323, Sociology of African Americans  
Spring 2010

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.

Required Text  
All text 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.

Additional Assignments  
There may be additional assignments required of students (e.g., viewing visual media and writing response papers, or taking randomly scheduled quizzes as necessary that cover assigned readings). These assignments will be counted as part of the classroom participation grades.

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/rule7.htm) 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/aggichonor> 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 unless medical or other emergency prevents you from doing so and 1) the instructor is contacted prior to the exam; and 2) documentation is 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.

Note. I will make every attempt to adhere to the course schedule provided below. However, due to the nature of class discussions I reserve the right to modify the syllabus at any time during the semester.

HISTORICAL ISSUES

1. “You see y’all on some different type $...?” (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 dynoticticus.” 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)

EXAMINATION2

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

15. “Who is dosenay? …now they all on me.”
(May 4)

Black No More Schuyler pp124-180

16. “Ahhhh.” Finals
Friday, May 8, 10am-12noon
Texas A&M University Core Curriculum
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by The Africana Studies Program and concerns AFST 317, Racial and Ethnic Relations.

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in Social Sciences.
   b. To be withdrawn as an approved course in ________________________________
   c. To be moved from an approved course in ________________________________
      to an approved course in ________________________________

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB "Assumptions and Defining Characteristics ['Exemplarily Educational Objectives']": http://www.thecb.state.tx.us/AAR/UndergraduateEd/fo5_assumpdef.cfm

This course is cross-listed with SOC 317, which is already included as an approved course that satisfies the core curriculum distribution in Social Sciences. This course fulfills all of the criteria listed as "Exemplarily Educational Objectives" for course in Social Science.

________________________________________  12-08-09
Signature: ________________________________  (Date)
Course Instructor/Coordinator

________________________________________  12-08-09
Received: ________________________________  (Date)
Chair, CCC

Approvals:
College Dean: ____________________________  12-10-09  (Date)
Department Head: _________________________  12-08-09  (Date)
Texas A&M University  
AFST 317/SOCI 317  
Racial and Ethnic Relations  
Spring 2010  
T/R 3:55-5:10

Instructor: Wendy Leo Moore  
Office: 307 Academic Bldg  
Office Hours: Thursday 1:00-3:30  
e-mail: wlmoore@tamu.edu

YOU ARE RESPONSIBLE FOR KNOWING AND UNDERSTANDING EVERYTHING CONTAINED WITHIN THIS SYLLABUS!

Course Description:

The objective of this course is to get you to think critically about race, racial categories, and racial inequality in the United States. The course will examine the concept and meaning of race and ethnicity and the dynamics of racial oppression and privilege. We will discuss dominant sociological theories on U.S. race relations and critically explore the sociological meanings of terms that get used in popular discourse like prejudice, discrimination, and racism. We will also look at historical and legal constructions of race and racial hierarchy in the U.S., and analyze the historical experiences of different racial groups through the lens of the theoretical frameworks we have discussed at the beginning of the course. Finally, we will explore the institutional dynamics of race and racial inequality in various United States institutions, examining the ways in which different racial groups have experienced racial oppression through structural and institutional racism. Throughout the course we will look critically at race privilege, and we will examine the ways that racial privilege has been negotiated and contested throughout U.S. history.

Required Readings


Course Requirements
The final grade for this course will be based on the following:

1) 2 Mid-term exams: 50 points each (100 points total)  
These exams will each consist of short essay questions about the reading materials, lectures and discussion. They will both be take home exams, but you will have only two days to complete the exams, so you will need to keep up with the reading and instruction in order to successfully complete the exams except in the case of university excused absences. You MAY NOT use materials from outside of class to answer questions on the midterm (for example, internet searches, encyclopedias, or outside readings) You will receive the first midterm on February 24th and it will be due on
February 26th. You will receive the second midterm on April 21st and it will be due on April 23rd.

2) 3 class activities: 10 points each (30 points total)
I expect that all students will come to class prepared to think critically about the material you have read, and to engage in discussion. In order to evaluate student participation there will be three class activities, each worth 10 points, throughout the course of the semester. These activities will be handed out and discussed in class without prior notice. They may be either in class activities, or take home activities; instructions for each activity will be given when they are assigned, and the due date will be discussed at that time. If you miss class when these activities are assigned as a result of a University recognized event or emergency (policy prescribed by University rules specified at http://student-rules.tamu.edu/search/rule07), you must get the assignment in the class following the absence. The activities will be marked down two points if they are one class period late; after that they will be marked down two points per day late, except in the case of university excused absences.

3) Final Paper, 3-5 pages: 50 points
Your final paper will be your final exam. You will be required to pick from one of the four projects discussed below; each project will entail specific work and readings in addition to class work and readings. This paper should integrate the history, theories, and concepts you have learned in class, along with the work you will do outside of class, to present a comprehensive paper on one of the four selected topics of interest to you. You do not need to use sources from outside of class.

The paper will have three phases of grading.
1) First you will turn in a paragraph which will state which topic you have chosen, and a brief rationalization for your choice. The Topic Selection paragraph will be due February 12th, and will be worth 5 points.
2) Next you will construct an outline of your final paper. This should be a detailed outline in which will include the organization of the paper, including the major arguments you will make and sub-topics you will discuss in conjunction with these major arguments. You should provide enough information about the arguments, concepts and topics you will discuss so that I can evaluate your ideas and the sources you will cite. You must also include a detailed citing of the sources you will draw upon, including lectures, in class readings, and the readings associated with your specific topic. This outline will be the only opportunity I have to provide you with feedback on your ideas for your final paper. It will thus have a bearing on your final paper score, so you should put in a great deal of effort in writing the outline. The Final Paper Outline will be due April 2nd, and will be worth 10 points.
3) Finally, you will write a comprehensive final paper that utilizes the materials from the entire class to analyze one of the four topics listed in a comprehensive manner. The Final Paper will be your final exam, and it will be due on December 4. I will accept final papers in my office, 308 Academic Building, on May 4 between 12:30-2:30, and the Final Paper will be worth 35 points.

Below you will find a brief description of each of the four projects, along with the details of the outside work that will be required for each of the projects. Once you have completed your Topic Selection Paper, you will receive more specific guidelines for the format of the final paper to guide you in your outline construction.

Never leave papers under my office door, they will not be received!

Option 1 – Consequences of Racialized Slavery
This assignment will ask you to look at the legacy of race and slavery in the United States, and the continuing significance of slavery throughout the generations since slavery has ended. You will explore the history of slavery through the lens of a fictional narrative in which a woman living in
the 1970s is transported back into the ante-bellum South. The book, entitled *Kindred*, by Octavia Butler provides a fictional, but historically well researched, account of slavery. You will also be required to read chapter 6 and 7 in the Feagin book, *Racist America* (these chapters are not assigned in class). Your final paper will explore the way in which racialized slavery operated, and the continuing significance of slavery and racism in the 1970s and today.

**Option 2 – Race in Popular Culture**

This assignment will ask you to critically examine two contemporary popular movies, *Freedom Writers* and *Training Day*. In order to complete this paper, you will need to read the book *Screen Saviors: Hollywood Fictions of Whiteness*, by Heman Vera and Andrew Gordon. You will also need to read the article: Moore, Wendy Leo and Jennifer L. Pierce. 2007. Still Killing Mockingbirds: Narratives of Race and Innocence in Hollywood’s Depiction of the White Messiah Lawyer,” *Qualitative Sociology Review* Vol. 3 No. 2: 171-187. Once you have completed these readings, you will need to carefully watch each of the two movies, taking careful notes as you watch them, in order to be able to present a summary of the movies, and concrete examples of your major points from each movie. Your final paper will critically analyze the racial dynamics of popular culture through the medium of popular movies.

**Option 3 – Race, Civil Rights, and the Potential for Legal Change**

This assignment will ask you to reflect on the role of the law in creating racial inequality, and to assess the possibility of utilizing the law to create racial change and/or end racial inequality. To complete this assignment you will be required to read Derrick Bell’s book *And We Are Not Saved*, pp. 1-122 and 215 to 258, as well as chapter 8 in the Feagin book, *Racist America* (this chapter is not assigned in class). Your final paper will discuss the legal structure of race and racism in the United States, as well as the benefits and pitfalls of legal changes resulting from the civil rights movement, and must address what role the law could/should play in dismantling racial inequality.

**Option 4 – Race and the Criminal Justice System**

This assignment will ask you to critically evaluate race, racism, and the U.S. criminal justice system. You will be required to read Angela Davis’ book *Are Prisons Obsolete*, as well as the article: Wacquant, Loïc. 2001. “Deadly Symbiosis: When Ghetto and Prison Meet and Mesh,” *Punishment & Society* 3: 95-134. Your final paper will require you to examine the connections between structural racial inequality in the U.S. and the criminal justice system, as well as examining the structural dynamics of racial disparities in the criminal justice system, and reflecting on possible solutions to these racial disparities.

4) In-class discussion (worth up to 5 points of extra credit)

We will have discussion in every class period. Individuals who contribute to discussions in a thoughtful and informed manner on a regular basis during the course can earn up to 5 points of extra credit. You can earn these points through in-class discussion, and you can also earn these points outside of class through insightful discussions during my office hours or over e-mail. I do this to ensure that we have good substantive discussion in class, because I view discussion as a central component of learning. If I find that discussion is lacking, or only one or two people are consistently contributing to discussion, I reserve the right to make this a required part of the grade.

**Final Grading Curve**

The total points possible = 180

162-180 = A
144-161 = B
126-143 = C
108-125 = D
107 or Below = F
Course Policies
It is VERY IMPORTANT that you review and understand all of the following course policies.

1) No incompletes will be given without prior approval from the instructor. You must contact me if you anticipate a problem, or if something occurs which will affect your progress in this class. Incompletes will be granted only in situations of extreme emergency.

2) No make-up work will be accepted in lieu of assigned writings or exams. Class activities and midterms are due in class. You will not be permitted to make up class activities unless you have an excused emergency or event. Final papers will not be accepted after December 4th except for University excused reasons.

3) No papers will be accepted by email. In order to ensure that your work is properly evaluated, you must turn in a hard copy of your work. I will never accept papers via email. I may ask you to email me a paper in a case of emergency to show that the assignment is completed, but you must always follow up by delivering me a hard copy of the paper. Also, never put papers under my office door, they will not be received. If you need to hand in a paper early, leave it in my mailbox in 311 Academic Bldg.

4) Always keep your graded papers until your final grade has posted. In order to protect yourself from errors in grade recording and calculating, always make sure that you get your graded exams, activities and papers back from me, and keep these graded papers until your final grade has posted. Although I make every effort to prevent mistakes, they do happen, and you can ensure that your grade will never be affected by any such errors by keeping your graded papers.

5) Feedback is encouraged, let me know if there are topics you want to cover, or if you have questions or concerns about the topics we cover. I am always willing to discuss the materials we cover in more depth or recommend further readings if you would like to pursue learning in a particular area of class. Please always feel free to email me with questions, concerns, or interests in further learning.

6) Discussion is an essential part of a race relations course, as mentioned above. I expect all students to contribute to classroom discussions at some point. Issues of race can be difficult to discuss, but the more perspectives expressed in class, the more we can learn about race in the United States. To facilitate informed discussion I expect that the readings will be complete before the class for which they are assigned.

7) Respect for all members of this class, including students and the instructor, is required. Racial hierarchy and racial privilege can be difficult and painful to discuss. It is essential to the class that all students respect the opinions and experiences of other students. Everyone in class should acknowledge that discrimination and racial hierarchy exist. I encourage everyone to share information about our experiences with race and racism, and we must never reduce or negate the painful experiences of others in the class. We will assume that everyone in the class is attempting to think critically about race, and we will not belittle the comments of others. Finally, we cannot hold individuals responsible for information that they do not have, but we will hold each other responsible for repeating misinformation after we have been informed otherwise.

If you feel that anyone in this class is not being respectful please contact me immediately. If you feel that I have not respected your feelings please feel free to discuss this with me. I know that it can be awkward to be critical with a professor who is in charge of your grade, however, my
commitment to the class is that I will be reflective about respectful criticism in the event that any student feels their perspective is being disrespected or devalued.

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 a 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.

Aggie Honor Code

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

Our conduct in this class should embody the spirit as well as the letter of the Aggie Honor Code. 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 excuse any member of the TAMU community from the requirements or the processes of the Honor System. If you have any questions about the code or Honor Council and its Procedures, please consult the “Know the Code” website found at http://www.tamu.edu/aggiehonor/.

Weekly Class Schedule

Week 1

1.20 Introduction
   No readings

1.22 Debunking Biological Notions of Race
   No readings

Week 2

1.27 Race as a Social Construct
   Feagin p. 1-36

1.29 Race as a Social Construct: Video—Race the Power of an Illusion
   No readings

Week 3

2.3 Social Theories About Race
   Gallagher: Feagin p. 18, Zinn p. 47, Espiritu p. 86

2.5 Social Theories About Race, Racial Formation
   Gallagher: Omi and Winant p. 9

Week 4

2.10 Racial Concepts and Language: Privilege, Prejudice, and Discrimination
2.12 Video: Ethnic Notions
Gallagher: Bonilla-Silva p.151
Topic: Selection for Final Paper Due

Week 5
2.17 Race and Property: Slavery
Feagin: 37-67
2.19 Race and Property: American Indian Lands
No readings

Week 6
2.24 Video: In Whose Honor
Gallagher: Wilkins p.66
Hand out Midterm Exam 1

2.26 Race and Property: The American Southwest
No readings
Midterm Exam 1 Due

Week 7
3.3 Race and Space
Gallagher: Massey p. 347, DeSenz p. 370
3.5 Race and Education: Video Separate But Equal
Gallagher: Kozol p.172

Week 8
3.10 Race and Education: Video Separate But Equal
Feagin: 69-103
3.12 Race and Education Post Brown
No readings

Spring Break: March 16-20

Week 9
3.24 No Class—Review
No readings
3.26 Race and Institutional Space
Gallagher: Feagin p. 161, Bullard 211

Week 10
3.31 Race and the Law: Legal Constructions of Whiteness
No readings
4.2 Race and the Law: The Myth of Individualism
Gallagher: Gallagher p. 575
Final Exam Paper Outline Due

Week 11
4.7 Race and the Criminal Justice System
Gallagher: Cole p.234, Davis p. 244, Reiman p.254
4.9 Race and the Prison Industrial complex: Angela Davis Lecture
No readings
Week 12

4.14  Race and The Death Penalty
      Handout

4.16  Race and Popular Culture: Guest Lecture Charity Clay
      Gallagher: Lewis and Jhally p. 403

Week 13

4.21  Color-Blind Racism and Everyday Racism
      No readings
      Hand Out Midterm Exam 2

4.23  Civil Rights and Social Movements: Eyes on the Prize Video
      No readings
      Midterm Exam 2 Due

Week 14

4.28  Affirmative Action
      Feagin 138-174

4.30  Civil Rights and Social Movements: Weather Underground
      No readings

Final Paper Due Monday May 4. Turn in to me in my office between 12:30-2:30.
1. This request is submitted by The Africana Studies Program and concerns AFST 317, Racial and Ethnic Relations.

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in International and Cultural Diversity.
   
   b. To be withdrawn as an approved course in ______________________________________________________________________

   c. To be moved from an approved course in ______________________________________________________________________ to an approved course in ______________________________________________________________________

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics ['Exemplarily Educational Objectives']”): http://www.thecb.state.tx.us/AAR/UndergraduateEd/Fos_assumpdef.cfm

   This course is cross-listed with SOCI 317, which is already included as an approved course that satisfies the core curriculum distribution in International and Cultural Diversity. This course fulfills all of the criteria listed by Texas A & M University in their Vision 2020 report and recommendations for courses in International and Cultural Diversity.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Signature: ____________________________  12-08-09

Course Instructor/Coordinator

Received: Chair, CCC  12-08-09

Date

Approvals:

College Dean: ____________________________  12-14-09

Department Head: ____________________________  12-08-09

(Date)

(Date)
Texas A&M University
AFST 317/ SOCI 317
Racial and Ethnic Relations
Spring 2010
T/R 3:55-5:10

Instructor: Wendy Leo Moore
Office: 307 Academic Bldg
Office Hours: Thursday 1:00-3:30
e-mail: wlmooe@tamu.edu

YOU ARE RESPONSIBLE FOR KNOWING AND UNDERSTANDING EVERYTHING CONTAINED WITHIN THIS SYLLABUS!

Course Description:

The objective of this course is to get you to think critically about race, racial categories, and racial inequality in the United States. The course will examine the concept and meaning of race and ethnicity and the dynamics of racial oppression and privilege. We will discuss dominant sociological theories on U.S. race relations and critically explore the sociological meanings of terms that get used in popular discourse like prejudice, discrimination, and racism. We will also look at historical and legal constructions of race and racial hierarchy in the U.S., and analyze the historical experiences of different racial groups through the lens of the theoretical frameworks we have discussed at the beginning of the course. Finally, we will explore the institutional dynamics of race and racial inequality in various United States institutions, examining the ways in which different racial groups have experienced racial oppression through structural and institutional racism. Throughout the course we will look critically at race privilege, and we will examine the ways that racial privilege has been negotiated and contested throughout U.S. history.

Required Readings


Course Requirements
The final grade for this course will be based on the following:

1) 2 Mid-term exams: 50 points each (100 points total)
    These exams will each consist of short essay questions about the reading materials, lectures and discussion. They will both be take home exams, but you will have only two days to complete the exams, so you will need to keep up with the reading and instruction in order to successfully complete the exams except in the case of university excused absences. You MAY NOT use materials from outside of class to answer questions on the midterm (for example, internet searches, encyclopedias, or outside readings) You will receive the first midterm on February 24th and it will be due on
February 26th. You will receive the second midterm on April 21st and it will be due on April 23rd.

2) 3 class activities: 10 points each (30 points total)
   I expect that all students will come to class prepared to think critically about the material you have read, and to engage in discussion. In order to evaluate student participation there will be three class activities, each worth 10 points, throughout the course of the semester. These activities will be handed out and discussed in class without prior notice. They may be either in class activities, or take home activities; instructions for each activity will be given when they are assigned, and the due date will be discussed at that time. If you miss class when these activities are assigned as a result of a University recognized event or emergency (policy prescribed by University rules specified at http://student-rules.tamu.edu/search/rule07), you must get the assignment in the class following the absence. The activities will be marked down two points if they are one class period late; after that they will be marked down two points per day late; except in the case of university excused absences.

3) Final Paper, 3-5 pages: 50 points
   Your final paper will be your final exam. You will be required to pick from one of the four projects discussed below; each project will entail specific work and readings in addition to class work and readings. This paper should integrate the history, theories, and concepts you have learned in class, along with the work you will do outside of class, to present a comprehensive paper on one of the four selected topics of interest to you. You do not need to use sources from outside of class.
   The paper will have three phases of grading.
   1) First you will turn in a paragraph which will state which topic you have chosen, and a brief rationalization for your choice. The Topic Selection paragraph will be due February 12th, and will be worth 5 points.
   2) Next you will construct an outline of your final paper. This should be a detailed outline in which will include the organization of the paper, including the major arguments you will make and sub-topics you will discuss in conjunction with these major arguments. You should provide enough information about the arguments, concepts and topics you will discuss so that I can evaluate your ideas and the sources you will cite. You must also include a detailed citing of the sources you will draw upon, including lectures, in class readings, and the readings associated with your specific topic. This outline will be the only opportunity I have to provide you with feedback on your ideas for your final paper. It will thus have a bearing on your final paper score, so you should put in a great deal of effort in writing the outline. The Final Paper Outline will be due April 2nd, and will be worth 10 points.
   3) Finally, you will write a comprehensive final paper that utilizes the materials from the entire class to analyze one of the four topics listed in a comprehensive manner. The Final Paper will be your final exam, and it will be due on December 4. I will accept final papers in my office, 308 Academic Building, on May 4 between 12:30-2:30, and the Final Paper will be worth 35 points.
   Below you will find a brief description of each of the four projects, along with the details of the outside work that will be required for each of the projects. Once you have completed your Topic Selection Paper, you will receive more specific guidelines for the format of the final paper to guide you in your outline construction.
   Never leave papers under my office door, they will not be received!

Option 1 – Consequences of Racialized Slavery
   This assignment will ask you to look at the legacy of race and slavery in the United States, and the continuing significance of slavery throughout the generations since slavery has ended. You will explore the history of slavery through the lens of a fictional narrative in which a woman living in
the 1970s is transported back into the ante-bellum South. The book, entitled *Kindred*, by Octavia Butler provides a fictional, but historically well researched, account of slavery. You will also be required to read chapter 6 and 7 in the Feagin book, *Racist America* (these chapters are not assigned in class). Your final paper will explore the way in which racialized slavery operated, and the continuing significance of slavery and racism in the 1970s and today.

**Option 2 – Race in Popular Culture**
This assignment will ask you to critically examine two contemporary popular movies, *Freedom Writers* and *Training Day*. In order to complete this paper, you will need to read the book *Screen Saviors: Hollywood Fictions of Whiteness*, by Hernan Vera and Andrew Gordon. You will also need to read the article: Moore, Wendy Leo and Jennifer L. Pierce. 2007. Still Killing Mockingbirds: Narratives of Race and Innocence in Hollywood’s Depiction of the White Messiah Lawyer,” *Qualitative Sociology Review* Vol. 3 No. 2: 171-187. Once you have completed these readings, you will need to carefully watch each of the two movies, taking careful notes as you watch them, in order to be able to present a summary of the movies, and concrete examples of your major points from each movie. Your final paper will critically analyze the racial dynamics of popular culture through the medium of popular movies.

**Option 3 – Race, Civil Rights, and the Potential for Legal Change**
This assignment will ask you to reflect on the role of the law in creating racial inequality, and to assess the possibility of utilizing the law to create racial change and/or end racial inequality. To complete this assignment you will be required to read Derrick Bell’s book *And We Are Not Saved*, pp. 1-122 and 215 to 258, as well as chapter 8 in the Feagin book, *Racist America* (this chapter is not assigned in class). Your final paper will discuss the legal structure of race and racism in the United States, as well as the benefits and pitfalls of legal changes resulting from the civil rights movement, and must address what role the law could/should play in dismantling racial inequality.

**Option 4 – Race and the Criminal Justice System**
This assignment will ask you to critically evaluate race, racism, and the U.S. criminal justice system. You will be required to read Angela Davis’ book *Are Prisons Obsolete*, as well as the article: Wacquant, Loic. 2001. “Deadly Symbiosis: When Ghetto and Prison Meet and Mesh,” *Punishment & Society* 3: 95-134. Your final paper will require you to examine the connections between structural racial inequality in the U.S. and the criminal justice system, as well as examining the structural dynamics of racial disparities in the criminal justice system, and reflecting on possible solutions to these racial disparities.

4) **In-class discussion (worth up to 5 points of extra credit)**
We will have discussion in every class period. Individuals who contribute to discussions in a thoughtful and informed manner on a regular basis during the course can earn up to 5 points of extra credit. You can earn these points through in-class discussion, and you can also earn these points outside of class through insightful discussions during my office hours or over e-mail. I do this to ensure that we have good substantive discussion in class, because I view discussion as a central component of learning. If I find that discussion is lacking, or only one or two people are consistently contributing to discussion, I reserve the right to make this a required part of the grade.

**Final Grading Curve**
The total points possible = 180
162-180 = A
144-161 = B
126-143 = C
108-125 = D
107 or Below = F
Course Policies

It is VERY IMPORTANT that you review and understand all of the following course policies.

1) **No incompletes** will be given without prior approval from the instructor. You must contact me if you anticipate a problem, or if something occurs which will affect your progress in this class. Incompletes will be granted only in situations of extreme emergency.

2) **No make-up work** will be accepted in lieu of assigned writings or exams. Class activities and midterms are due in class. You will not be permitted to make up class activities unless you have an excused emergency or event. Final papers will not be accepted after December 4th except for University excused reasons.

3) **No papers will be accepted by email.** In order to ensure that your work is properly evaluated, you must turn in a hard copy of your work. I will never accept papers via email. I may ask you to email me a paper in a case of emergency to show that the assignment is completed, but you must always follow up by delivering me a hard copy of the paper. Also, never put papers under my office door, they will not be received. If you need to hand in a paper early, leave it in my mailbox in 311 Academic Bldg.

4) **Always keep your graded papers until your final grade has posted.** In order to protect yourself from errors in grade recording and calculating, always make sure that you get your graded exams, activities and papers back from me, and keep these graded papers until your final grade has posted. Although I make every effort to prevent mistakes, they do happen, and you can ensure that your grade will never be affected by any such errors by keeping your graded papers.

5) **Feedback** is encouraged, let me know if there are topics you want to cover, or if you have questions or concerns about the topics we cover. I am always willing to discuss the materials we cover in more depth or recommend further readings if you would like to pursue learning in a particular area of class. Please always feel free to email me with questions, concerns, or interests in further learning.

6) **Discussion** is an essential part of a race relations course, as mentioned above. I expect all students to contribute in classroom discussions at some point. Issues of race can be difficult to discuss, but the more perspectives expressed in class, the more we can learn about race in the United States. To facilitate informed discussion I expect that the readings will be complete before the class for which they are assigned.

7) **Respect** for all members of this class, including students and the instructor, is required. Racial hierarchy and racial privilege can be difficult and painful to discuss. It is essential to the class that all students respect the opinions and experiences of other students. Everyone in class should acknowledge that discrimination and racial hierarchy exist. I encourage everyone to share information about our experiences with race and racism, and we must never reduce or negate the painful experiences of others in the class. We will assume that everyone in the class is attempting to think critically about race, and we will not belittle the comments of others. Finally, we cannot hold individuals responsible for information that they do not have, but we will hold each other responsible for repeating misinformation after we have been informed otherwise.

If you feel that anyone in this class is not being respectful please contact me immediately. If you feel that I have not respected your feelings please feel free to discuss this with me. I know that it can be awkward to be critical with a professor who is in charge of your grade, however, my
commitment to the class is that I will be reflective about respectful criticism in the event that any student feels their perspective is being disrespected or devalued.

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 a 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.

**Aggie Honor Code**

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

Our conduct in this class should embody the spirit as well as the letter of the Aggie Honor Code. 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. If you have any questions about the code or Honor Council and its Procedures, please consult the "Know the Code" website found at http://www.tamu.edu/aggiehonor/.

**Weekly Class Schedule**

**Week 1**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1.20</td>
<td><strong>Introduction</strong></td>
<td>No readings</td>
</tr>
<tr>
<td>1.22</td>
<td><strong>Debunking Biological Notions of Race</strong></td>
<td>No readings</td>
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</tbody>
</table>

**Week 2**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1.27</td>
<td><strong>Race as a Social Construct</strong></td>
<td>Feagin 1.36</td>
</tr>
<tr>
<td>1.29</td>
<td><strong>Race as a Social Construct: Video—Race the Power of an Illusion</strong></td>
<td>No readings</td>
</tr>
</tbody>
</table>

**Week 3**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>2.3</td>
<td><strong>Social Theories About Race</strong></td>
<td>Gallagher: Feagin p. 18, Zina p. 47, Espiritu p.86</td>
</tr>
<tr>
<td>2.5</td>
<td><strong>Social Theories About Race, Racial Formation</strong></td>
<td>Gallagher: Omi and Winant p. 9</td>
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**Week 4**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
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</table>
2.12 Video: Ethnic Notions
Gallagher: Bonilla-Silva p.151
Topic Selection for Final Paper Due

Week 5
2.17 Race and Property: Slavery
Feagin: 37-67
2.19 Race and Property: American Indian Lands
No readings

Week 6
2.24 Video: In Whose Honor
Gallagher: Wilkins p.66
Hand out Midterm Exam 1
2.26 Race and Property: The American Southwest
No readings
Midterm Exam 1 Due

Week 7
3.3 Race and Space
Gallagher: Massey p. 347, DeSena p. 370
3.5 Race and Education: Video Separate But Equal
Gallagher: Kozol p.172

Week 8
3.10 Race and Education: Video Separate But Equal
Feagin: 69-103
3.12 Race and Education Post Brown
No readings

Spring Break: March 16-20

Week 9
3.24 No Class—Review
No readings
3.26 Race and Institutional Space
Gallagher: Feagin p. 161, Bullard 211

Week 10
3.31 Race and the Law: Legal Constructions of Whiteness
No readings
4.2 Race and the Law: The Myth of Individualism
Gallagher: Gallagher p. 575
Final Exam Paper Outline Due

Week 11
4.7 Race and the Criminal Justice System
Gallagher: Cole p.234, Davis p. 244, Reiman p.254
4.9 Race and the Prison Industrial complex: Angela Davis Lecture
No readings
<table>
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<tr>
<th>Week 12</th>
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<tbody>
<tr>
<td>4.14</td>
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<td><strong>Race and The Death Penalty</strong></td>
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<td>Handout</td>
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<tr>
<td>4.16</td>
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<td><strong>Race and Popular Culture: Guest Lecture Charity Clay</strong></td>
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<td>Gallagher: Lévi and Jhally p. 403</td>
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<tr>
<th>Week 13</th>
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<tr>
<td>4.21</td>
<td></td>
<td><strong>Color-Blind Racism and Everyday Racism</strong></td>
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<td>No readings</td>
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<td>4.23</td>
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<td><strong>Civil Rights and Social Movements: Eyes on the Prize Video</strong></td>
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<td>No readings</td>
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<td><strong>Midterm Exam 2 Due</strong></td>
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<th>Week 14</th>
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<tr>
<td>4.28</td>
<td></td>
<td><strong>Affirmative Action</strong></td>
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<td></td>
<td>Feagin 138-174</td>
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<tr>
<td>4.30</td>
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<td><strong>Civil Rights and Social Movements: Weather Underground</strong></td>
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<td>No readings</td>
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</table>

Final Paper Due Monday May 4. Turn in to me in my office between 12:30 -2:30.
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by The Africana Studies Program and concerns AFST 301, Blacks in the United States Since 1877.

2. Type of request (fill in the appropriate Core Curriculum distributive area):

   a. To be added as an approved course in International and Cultural Diversity.

   b. To be withdrawn as an approved course in ________________________________

   c. To be moved from an approved course in ________________________________
      to an approved course in _____________________________________________

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB "Assumptions and Defining Characteristics [‘Exemplarily Educational Objectives’]": http://www.thechb.state.tx.us/AAP/UndergraduateEd/fos_assumpdef.cfm

   This course would be cross-listed with HIST 301, which is already included as an approved course that satisfies the core curriculum distribution in International and Cultural Diversity. This course fulfills all of the criteria listed by Texas A & M University in their Vision 2020 report and recommendations for courses in International and Cultural Diversity.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

Signature: ____________________________________________________
Course Instructor/Coordinator __________________________ (Date)

Received: ____________________________________________________
Chair, CCC __________________________ (Date)

Approvals:
College Dean: ________________________________________________
   ______________ (Date)
Department Head: ____________________________________________
   ______________ (Date)

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Texas A&M University
Blacks in the United States Since 1877
AFST 301 / HIST 301
Spring 2007
TR 12:45-2:00

Instructor: Dr. Albert Broussard
Office: 103C History Bldg.
Office Hours: TR 12:45 – 2:00
Office Phone: 979-845-7130
E-Mail: a-brussard@tamu.edu

Course Description and Objectives:

This course will examine, through significant topics, personalities, and issues, the collective experience of African Americans in the United States. The course’s scope is the century following the end of Reconstruction to the present; its focus, the African Americans, both former slaves and freedmen, who attempted to maintain their dignity and to improve their lives after more than two centuries of bondage and racial discrimination.

Course Requirements:

Your grade will be based on three essay examinations and, if I elect to give them, several quizzes. Attendance is required and students who miss more than three classes (unexcused absences; see University rules specified at http://student-rules.tamu.edu/search/rule7.htm) will be penalized the equivalent of ten points from their final grade. Chronic absentees, students with six or more unexcused absences, will fail the course, irrespective of how they perform on their three major examinations. It is also my hope that you will complete the reading in a timely fashion and participate in class discussions. All exams will be taken during the regular class period, and students will be required to submit a University excused absence when they miss a scheduled exam. All exams will be taken in Blue Books. You are encouraged to visit during my office hours to discuss any course related matter.

The grading for this class is the standard ABCDF scale:

A = 89.5 to 100
B = 79.5 to 89.4
C = 69.5 to 79.4
D = 59.5 to 69.4
F = 59.4 and below
Required Reading:

The following books are **required** reading and should be purchased:

- Richard Wright, *Black Boy*
- Peter Gotlieb, *Making Their Own Way*
- Maya Angelou, *I Know Why the Caged Bird Sings*
- Douglas Brinkley, *Rosa Parks*

Academic Dishonesty/Plagiarism:

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 serious academic offense and carries with it severe penalties. For further information on this matter, I encourage you to consult the University Web site reference regarding plagiarism and academic dishonesty at [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.

American 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](http://disability.tamu.edu).

Course Schedule:


<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Feb. 6-8</td>
<td>The Color Line in Twentieth Century America</td>
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<td></td>
<td>Wright, <em>Black Boy</em></td>
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<tr>
<td>Feb. 13</td>
<td>Discussion of <em>Black Boy</em></td>
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<tr>
<td>Feb. 15</td>
<td><strong>Examination</strong></td>
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<tr>
<td>Feb. 20-Mar. 1</td>
<td>War, Migration, and the Rise and Fall of Marcus Garvey</td>
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<td>Gottlieb, <em>Making Their Own Way</em></td>
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<tr>
<td>Mar. 6</td>
<td>Discussion of <em>Making Their Own Way</em></td>
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<tr>
<td>Mar. 8</td>
<td>African Americans in the Great Depression and New Deal</td>
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<td></td>
<td>Angelou, <em>I Know Why the Caged Bird Sings</em></td>
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<tr>
<td>Mar. 12-16</td>
<td><strong>Spring Break</strong></td>
</tr>
<tr>
<td>Mar. 20</td>
<td>World War II and the Struggle for Civil Rights</td>
</tr>
<tr>
<td>Mar. 22</td>
<td>Discussion of <em>I Know Why the Caged Bird Sings</em></td>
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<tr>
<td>Mar. 27</td>
<td><strong>Examination</strong></td>
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<tr>
<td>Apr. 3-12</td>
<td>Civil Rights and the Role of Rosa Parks and Martin Luther King, Jr.</td>
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<td>Brinkley, <em>Rosa Parks</em></td>
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<tr>
<td>Apr. 12</td>
<td>Discussion of <em>Rosa Parks</em></td>
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<tr>
<td>Apr. 17-26</td>
<td>Black Nationalism, Black Power, and Rise of Malcolm X</td>
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<tr>
<td></td>
<td><em>Autobiography of Malcolm X</em></td>
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<tr>
<td>May 9</td>
<td><strong>Final Examination 8:00 a.m.-10:00 a.m.</strong></td>
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</table>
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by The Africana Studies Program and concerns AFST 301, Blacks in the United States Since 1877.

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in Humanities.
   b. To be withdrawn as an approved course in
   c. To be moved from an approved course in
      to an approved course in

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB "Assumptions and Defining Characteristics ["Exemplarily Educational Objectives"]": http://www.theceb.state.tx.us/AAR/UndergraduateEd/fos_assumpdef.cfm

This course would be cross-listed with HIST 301, which is already included as an approved course that satisfies the core curriculum distribution in Humanities. This course fulfills all of the seven criteria listed as "Exemplarily Educational Objectives" for courses in Humanities.

Signature: [Signature]
Course Instructor/Coordinator

(Date)

Received: [Signature]
Chair, CCC

(Date)

Approvals:
College Dean: [Signature]
(Date)
Department Head: [Signature]
(Date)
Texas A&M University
Blacks in the United States Since 1877
AFST 301 / HIST 301
Spring 2007
TR 12:45-2:00

Instructor: Dr. Albert Broussard
Office: 103C History Bldg.
Office Hours: TR 12:45 – 2:00
Office Phone: 979-845-7130
E-Mail: a-brussard@tamu.edu

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- Peter Gottlieb, *Making Their Own Way*
- Maya Angelou, *I Know Why the Caged Bird Sings*
- Douglas Brinkley, *Rosa Parks*

Academic Dishonesty/Plagiarism:

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Course Schedule:

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>Jan. 16-18</td>
<td>The Aftermath of Reconstruction and the Search for a Place in American Society Harlan, <em>Booker T. Washington</em></td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>Feb. 6-8</td>
<td>The Color Line in Twentieth Century America</td>
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<td>Wright, <em>Black Boy</em></td>
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<tr>
<td>Feb. 13</td>
<td>Discussion of <em>Black Boy</em></td>
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<tr>
<td>Feb. 15</td>
<td><strong>Examination</strong></td>
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<tr>
<td>Feb. 20-Mar. 1</td>
<td>War, Migration, and the Rise and Fall of Marcus Garvey</td>
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<td>Gottlieb, <em>Making Their Own Way</em></td>
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<tr>
<td>Mar. 6</td>
<td>Discussion of <em>Making Their Own Way</em></td>
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<tr>
<td>Mar. 8</td>
<td>African Americans in the Great Depression and New Deal</td>
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<td>Angelou, <em>I Know Why the Caged Bird Sings</em></td>
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<tr>
<td>Mar. 12-16</td>
<td><strong>Spring Break</strong></td>
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<tr>
<td>Mar. 20</td>
<td>World War II and the Struggle for Civil Rights</td>
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<tr>
<td>Mar. 22</td>
<td>Discussion of <em>I Know Why the Caged Bird Sings</em></td>
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<tr>
<td>Mar. 27</td>
<td><strong>Examination</strong></td>
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<tr>
<td>Apr. 3-12</td>
<td>Civil Rights and the Role of Rosa Parks and Martin Luther King, Jr.</td>
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<td>Brinkley, <em>Rosa Parks</em></td>
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<td>Apr. 12</td>
<td>Discussion of <em>Rosa Parks</em></td>
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<tr>
<td>Apr. 17-26</td>
<td>Black Nationalism, Black Power, and Rise of Malcolm X</td>
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<td><em>Autobiography of Malcolm X</em></td>
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<tr>
<td>May 9</td>
<td><strong>Final Examination 8:00 a.m.-10:00 a.m.</strong></td>
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TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by The Africana Studies Program and concerns AFST 300, Blacks in the United States 1607-1877.

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in Humanities.
   b. To be withdrawn as an approved course in ________________________________
   c. To be moved from an approved course in ________________________________
      to an approved course in ________________________________

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [‘Exemplarily Educational Objectives’]”): http://www.thecb.state.tx.us/AAR/UndergraduateEd/fos_assumpdef.cfm

This course would be cross-listed with HIST 390, which is already included as an approved course that satisfies the core curriculum distribution in Humanities. This course fulfills all of the seven criteria listed as “Exemplarily Educational Objectives” for courses in Humanities.

Signature: ___________________________  12-08-09  (Date)
Course Instructor/Coordinator

Received: ___________________________  12-08-09  (Date)
Chair, CCC

Approvals:
College Dean: ___________________________  12-16-09  (Date)
Department Head: ___________________________  12-08-09  (Date)
Texas A&M University
AFST 300 / HIST 300
Blacks in the United States, 1607 - 1877
Summer 2007
MTWThF 2-3:35
Q&M 110

Instructor: Dr. Court Carney
Office: 12 Glasscock History Building
Office Phone: 845-7759
Office Hours: MW 1-2, & by appt.
E-Mail: carney1@tamu.edu

Course Description and Objectives:

This course is designed to provide students with an understanding of the history of African American in the United States to 1877. This course will be divided into three sections, each centered on a series of arguments concerning a specific chronological period. The first section (roughly 1600-1770s) will examine the various elements of African culture and society, the creation of an international slave trade, the importation of slavery to North America, and the definitions of race. The second section (roughly 1770s-1850s) will explore the impact slavery and race had on the US Constitution, the idea of being African American, the existence of free black communities, the expansion of slavery, and the idea of slave culture and religion. The final section (1850s-1877) will focus on the larger political implications of slavery, the burgeoning abolitionist movement, the coming of the Civil War, and the quest for equality during Reconstruction.

Required Readings:

We will use the following book which is required and available at local bookstores. Feel free to purchase the text wherever you desire (Amazon.com, Half.com, etc.), but make sure that you purchase the edition listed below.

American Slavery, 1619-1877
Peter Kolchin

Course Requirements:

Your grade will consist of three exams (each worth 30% of your final grade) and two quizzes (each worth 5% of your final grade). No exams will be given early, and no grades will be posted. These exams will focus on the information presented in the readings and discussed in class. The format of the exams will be discussed in more detail in class.
Makeup Exams:

Students requesting to take a makeup exam must present an official letter regarding a University approved excuse (such as illness, court appearance, or religious holy day; according to policy prescribed by University rules specified at http://student-rules.tamu.edu/search/rule7.htm). Be advised, a makeup exam may not be the same as the regular exam and it is generally more difficult. Makeup exams may also include essays covering the required reading and lecture material. It is your responsibility to arrange a day and time for the makeup exam.

Other Matters:

Regular (and preferably attentive) attendance is mandatory for your success in this class (see http://student-rules.tamu.edu/search/rule7.htm). Be aware that this is a large class and any seemingly minor distraction can easily become a real distraction when multiplied by the number of students in this classroom. Excessive talking, cellular phone use (and yes, I can usually spot you text messaging as well), and general noisemaking/rabblerousing cause clear disruptions to the class and will not be tolerated. Finally, if you would like to record any lecture or use a computer to aid you in taking notes, please come and talk to me first.

Remember:

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<th>Exam</th>
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<tr>
<td>Exam 2</td>
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100%

The grading for this class is the standard ABCDF scale:

- A = 89.5 to 100
- B = 79.5 to 89.4
- C = 69.5 to 79.4
- D = 59.5 to 69.4
- F = 59.4 and below

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Faculty Availability:

In addition to my designated office hours, I am on campus quite a bit. If you have issues, concerns, further questions, want to know more about a particular subject of a historical interpretation, or have anything else you want to discuss, please feel free to talk to me.

To increase the possibility of making the grade to which you aspire, I suggest that you make time to seek out my assistance on a regular basis throughout the term. Waiting until the end of the semester is way too late to have much impact on the outcome of your final grade.

Also, contact by e-mail is usually better than by phone. If you send me an e-mail, please write something on the “re:” line and tell me what class you are taking with me (e.g., “Question Regarding History 300”).

Additional Policy Matters:

1. All the assignments are required.
2. You are responsible for all registration deadlines on your own.

Course Schedule:

Section One: 1619-1776 (May 29 – June 7)

Topic 1: Introduction / The Construction of Race
Topic 2: Jamestown and the Introduction of Africans to Virginia
Topic 3: The Middle Passage and Acculturation
Topic 4: Slavery in the Colonies
Topic 5: Defining Slavery, Defining Race

Topic 6: Racial Caste System and Labor

Topic 7: The Rhetoric of Revolution

**Exam 1 (Friday, June 8)**

Section Two: 1776 – 1850s (June 11 – June 22)

Topic 8: African Americans and the Founding of the Nation

Topic 9: The Expansion of Slavery

Topic 10: Slave Resistance and Paternalism

Topic 11: Slave Culture and Religion

Topic 12: Blacks in the North

Topic 13: Race and the Politics of Expansion

**Exam Two (Friday, June 22)**

Section Three: 1850 – 1877 (June 25 – June 29)

Topic 14: The Abolitionist Movement

Topic 15: Free Labor, Free Soil, Freemen

Topic 16: Coming of the Civil War

Topic 17: African Americans and the Civil War

Topic 18: Reconstruction and the Question of Citizenship

**Final Exam (Monday, July 2, 3:30 – 5:30, in our regular classroom)**

It is well that we keep in mind the fact that not all of American history is recorded. And in some ways we are fortunate that it isn’t, for if it were, we might become so chagrined by the discrepancies which exist between our democratic ideals and our social reality that we’d soon lose heart. Perhaps that is why we possess two basic versions of American history; one which is written and as neatly stylized as ancient myth, and the other as unwritten and chaotic and full of contradictions, changes of pace, and surprises as life itself.

Ralph Ellison
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by The Africana Studies Program and concerns AFST 205, Introduction to Africana Literature.

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in International and Cultural Diversity.
   b. To be withdrawn as an approved course in _________________________________
   c. To be moved from an approved course in ________________________________
      to an approved course in _________________________________

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [‘Exemplarily Educational Objectives’]”: http://www.thecb.state.tx.us/AAR/UndergraduateEd/fos_assumpdef.cfm

This course would be cross-listed with ENGL 205, which is already included as an approved course that satisfies the core curriculum distribution in International and Cultural Diversity. This course fulfills all of criteria listed by Texas A & M University in their Vision 2020 report and Recommendations for courses in International and Cultural Diversity.

________________________________________
Signature: ________________________________
Course Instructor/Coordinator

________________________________________
Received: _________________________________
Chair, CCC

________________________________________
Approvals: ________________________________
College Dean: ______________________________
Department Head: __________________________

12-7-09
(Date)

12-7-08
(Date)

67 of 142 J
Introduction to Africana Literature

AFST/ENGL 205
Prerequisite: ENGL 104
TBA Tuesday and Thursday

Professor: Kimberly N. Brown
Office: English 221F Blocker; AFST in Anthropology Building, Suite 312
Office Hours: ENGL Monday 3:00-5:00pm, and by appointment; AFST by appointment
Office Number: ENGL 979-458-1230; AFST 979-845-0264
E-mail: knbrown@tamu.edu

COURSE DESCRIPTION:

This course is an investigation of the cultures and literatures of Africa and the African diaspora (consisting primarily of black literature written in the United States, South America, Canada, Great Britain, and the Caribbean). "Africana Literature" is also designed to encourage a comparative study of the multifarious literary traditions and cultural practices emergent in Africa and the subsequent evolution of black cultural production throughout the diaspora. Students will be persuaded to employ a simultaneous method of critique: Continuity (connections between texts, histories, cultures) and Diversity (dissonance between histories, nations, authors, cultures). "Africana Literature" will also address, define, and deconstruct the underlining terms that will frame our discussions of texts, such as "diaspora," "African," and "Pan-African." Students will be invited not only to interrogate these terms, but to also discuss who is included or excluded by such labeling. Theories such as Black Aesthetics, Africology, Afrocentrism /Afrocentricity, Africana Womanism, Pan-Africanism, and Transformationism will also be incorporated in our discussions of the texts throughout the course.

LEARNING OUTCOMES:

- Understand and explain the issues, terms and concepts involved in discussing contemporary African literature.
- Analyze and discuss representative pieces of writing by African writers.
- Be familiar with body of critical knowledge developed on African literature.
- Write clear, well-developed and well-organized essays.

REQUIRED TEXTS:

Césaire, Aime (Martinique)., Collected Poetry.
Conde, Maryse (Guadelope). Crossing the Mangroove.
Couto, Mia (Brazil). Everyman Is a Race.
Danticat, Edwidge (Haïti). The Farming of Bones.
De Jesus, Carolina Maria (Brazil)., Biita's Diary.
Morejon, Nancy (Cuba)., Where the Island Sleeps Like a Wing.
Oliveira, Manuel Zapata (Colombia)., Chambacú: Black Slum.
Ortiz, Adalberto (Ecuador)., Junuego: A Classic Afro-Hispanic Novel.
Schwarz-Bart, Simone (Guadelope)., The Bridge of Beyond.
Smith, Zadie (UK)., White Teeth.
Wa Thiongo, Ngugi (Kenya)., Matigari.

COURSE REQUIREMENTS:

1. **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.
2. **Midterm.** (In Class).
3. **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. = 100pts.)*

4. **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.

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**SYLLABUS:**

- **Week One:** General Introductions
- **Week Three:** Defining Class Concepts (What is the African Diapora?)
  - Historical and Cultural Contexts
  - Slavery and Plantation Economies
  - Language (Ebonics/Creole and Creolization)
  - 1st Response Paper Due Week Three

- **Week Four:** Negritude Movement
  - Cesaire, *Collected Poetry* and selected works of Leopold Senghor

- **Week Five:** Wa Thiongo, *Matigari.*
  - 2nd Response Paper Due

- **Week Six:** Couto, *Everyman Is a Race.*

- **Week Seven:** Danticat, *The Farming of Bones.*
  - Midterm

- **Week Eight:** Ortiz, *Juyungo: A Classic Afro-Hispanic Novel.*
3rd Response Paper Due

Week Ten: Morejon, Nancy (Cuba). Where the Island Sleeps Like a Wing.

Week Eleven: Conde, Crossing the Mangrove.
4th Response Paper Due

Week Twelve: Schwarz-Bart. The Bridge of Beyond.

Week Thirteen: De Jesus, Carolina Maria (Brazil). Bitita's Diary.
Research Prospectus Due.

Week Fourteen: Smith, Zadie (UK). White Teeth.

Research Paper Due During Finals Week.
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by The Africana Studies Program and concerns AFST 205, Introduction to Africana Literature.

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This course would be cross-listed with ENGL 205, which is already included as an approved course that satisfies the core curriculum distribution in Humanities. This course fulfills all of the seven criteria listed as “Exemplarily Educational Objectives” for courses in Humanities.

___________________________________________

Signature: 
Course Instructor/Coordinator

12-7-09
(Date)

Received:
Chair, CCC

(Date)

Approvals:

College Dean: 

(Date) 12-7-09

Department Head: 

(Date) 12-7-09
Introduction to Africana Literature
AFST/ENGL 205
Prerequisite: ENGL 104
TBA Tuesday and Thursday

Professor: Kimberly N. Brown
Office: English 221F Blocker; AFST in Anthropology Building, Suite 312
Office Hours: ENGL Monday 3:00-5:00pm, and by appointment; AFST by appointment
Office Number: ENGL 979-458-1230; AFST 979-845-0264
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<td>59% &amp; below = F</td>
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</table>

**ATTENDANCE:** Policy as prescribed by University rules specified at [http://student-rules.tamu.edu/search/rule7.htm](http://student-rules.tamu.edu/search/rule7.htm).

**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 345-1637. For additional information visit: [http://disability.tamu.edu](http://disability.tamu.edu).

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**SYLLABUS:**

- **Week One – General Introductions**
- **Week Three:** Defining Class Concepts (What is the African Diaspora?)
  - Historical and Cultural Contexts
  - Slavery and plantation economies
  - Language (Ebonics/Creole and Creolization)
  - **1st Response Paper Due Week Three**

- **Week Four:** Negritude Movement
  - Cesaire, *Collected Poetry* and selected works of Leopold Senghor

- **Week Five:** Wa Thiongo, *Matigari.*
  - **2nd Response Paper Due**

- **Week Six:** Couto, *Everyman Is A Race.*

- **Week Seven:** Danticat, *The Farming of Bones.***Midterm***

- **Week Eight:** Ortiz, *Juyungo: A Classic Afro-Hispanic Novel.*
Week Nine: Olivella, Manuel Zapata (Colombia). *Chambacú: Black Slum.*
**3rd Response Paper Due**

Week Ten: Morejon, Nancy (Cuba). *Where the Island Sleeps Like a Wing.*

Week Eleven: Conde, Crossing the Mangrove.
**4th Response Paper Due**

Week Twelve: Schwarz-Bart. *The Bridge of Beyond.*

Week Thirteen: De Jesus, Carolina Maria (Brazil). *Biita's Diary.*
**Research Prospectus Due.**

Week Fourteen: Smith, Zadie (UK). *White Teeth.*

**Research Paper Due During Finals Week.**
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by The Africana Studies Program and concerns AFST 204, Introduction to African-American Literature.

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in International and Cultural Diversity.
   b. To be withdrawn as an approved course in ________________________________
   c. To be moved from an approved course in ________________________________
      to an approved course in _____________________________________________

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [‘Exemplarily Educational Objectives’]”: http://www.thecb.state.tx.us/AAR/UndergraduateEd/fos_assumpdef.cfm

This course would be cross-listed with ENGL 204, which is already included as an approved course that satisfies the core curriculum distribution in International and Cultural Diversity. This course fulfills all of the criteria listed by Texas A & M University in their Vision 2020 report and recommendations for courses in International and Cultural Diversity.

__________________________________________
Signature: [Signature]
Course Instructor/Coordinator

__________________________________________
(Date)

__________________________________________
Received: Chair, CCC

__________________________________________
(Date)

__________________________________________
(Date)

Approvers:
College Dean: [Signature] 12-16-09

Department Head: [Signature] 12-7-09

75 of 142 J
Introduction to African-American Literature

AFST/ENGL 204
Prerequisite: ENGL 104

TBA Tuesday and Thursday

Professor: Dr. Kimberly Nichelle Brown
Office: Blocker 221F; AFST in Anthropology Building Suite 312
Office Hours: Blocker Tues. and Thurs. 2:15-3:30, and by appointment; AFST by appointment
Office Number: Blocker 979-458-1230; AFST 979-845-0264
E-mail: knbrown@tamu.edu


COURSE DESCRIPTION:
This section of English 204 is designed to be an introductory course on African American literature and therefore offers a historical/chronological approach to a survey of writings from the late 19th Century to the present. Particular emphasis will be given to: 1) literature that can be considered "revolutionary" in content and/or form; 2) literature that is vested in resisting stereotypical notions of "blackness," and; 3) literature that interrogates the gaps between American ideals and American socioeconomic practices when dealing with African American subjects.

LEARNING OUTCOMES:
- A basic understanding of the major themes that arise in African American literature (such as the quest for literacy, masking, double-consciousness, folklore, the Civil Rights Era, and feminist issues).
- A basic understanding of the traditions that arise in African American literature.
- A basic understanding of the historical period in which each text appears.

COURSE REQUIREMENTS:

Warning: Some material contains portrayals of violence, profane language, and extreme 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.

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.

2. Three (3) 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 4 pages long.

3. Two (2) Close Reading 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 2 pages long. If you go over the page limit or do not comply with font and margin allotments, you will lose 5 points automatically.


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). While the MLA Bibliography and JSTOR are permitted, no other Internet sources will be accepted. Citations from the volumes titled, Contemporary Literary Criticism, will also not 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. = 100pts.)
(6) **Final Exam Paper.** 4-6 pages. Paper must be double-spaced with 12 point font (Times New Roman), left justification, and have 1 inch margins. Please use MLA format for citation. Bibliography and endnotes, when applicable, must be included. **Failure to comply with instructions will result in losing 10 points automatically.**

(7) **Extra Credit.** There will be opportunities for students to acquire extra credit by screening documentaries and attending guest lectures that **I will schedule** throughout the semester. Students will be given 10 extra credit points for each documentary or lecture. Students must turn in a 2 page paper explaining how the documentary widened their understanding of the text assigned for class.

**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](http://disability.tamu.edu).

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**ATTENDANCE:** Attendance is factored into your class participation score. Following University rules specified at [http://student-rules.tamu.edu/search/rule_7.htm](http://student-rules.tamu.edu/search/rule_7.htm), missing more than 2 classes (un-excused) 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 absences exceed your possible class participation points, additional points will be deducted from your overall score. Excuses will be accepted only up to 30 days after absence.

**GRADING SCHEDULE AND POINT VALUE:**

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<td><strong>THREE</strong> Response Papers</td>
<td>2/8, 2/27, 4/12</td>
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<tr>
<td>100</td>
<td>TWO Close Reading Papers</td>
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<td>200</td>
<td>Final Exam (Research Paper)</td>
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**GRADE SCALE:**

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<td>699 - 600</td>
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<tr>
<td>599 and below</td>
<td>F</td>
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SYLLABUS:

Thurs., Jan 18

Class Introductions.

THE MIDDLE PASSAGE AND SLAVERY

In Class Viewing – Ship of Slaves: The Middle Passage (50 min.)

Thurs., Jan. 25

Robert Hayden, “Middle Passage,” p. 1520.
“How to Analyze a Poem” Handout.

Thurs., Jan. 30

Frederick Douglass, Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself, p. 387.
Slave Narrative Handout.
Formula of the Slave Narrative Handout.

Thurs., Feb. 1

Narrative of the Life of Frederick Douglass continued.
Extra Credit: Javon Johnson, Spoken Word Performance 7:30pm, Rudder Forum (Free).

THE LITERATURE OF RECONSTRUCTION:
DOUBLE-CONSCIOUSNESS, MASKING, AND OTHER TROPES OF BLACK IDENTITY

Tues., Feb. 6

Paul Laurence Dunbar, “We Wear the Mask,” p. 918.
Extra Credit: W.E.B. Du Bois: A Biography in Four Voices (116 min. – at EDMS)
Reconstruction Period Handout.

Thurs., Feb. 8

1st Response Paper Due.

HARLEM RENAISSANCE, 1919-1940

In Class Viewing – From These Roots: A Review of the Harlem Renaissance (30 min.)

Thurs., Feb. 15


Tues., Feb. 20


Thurs., Feb. 22

Nella Larsen, Quicksand, p. 1086

Tues., Feb. 27

Nella Larsen, Quicksand, continued.
1st Close Reading Paper Due.

Thurs., March 1

Mid-term
REALISM, NATURALISM, MODERNISM: 1940-1960

Tues., March 6  Richard Wright, “Blueprint for Negro Writing,” p.1399


Mon., March 12 – Fri., March 16  (NO CLASS – HAVE A NICE SPRING BREAK!!!)


Lynching Statistics Handout.

2nd Response Paper Due.

THE BLACK AESTHETIC MOVEMENT: 1960-1975


Amiri Baraka, Dutchman, p. 1946.

Tues., April 3  Amiri Baraka, Dutchman, p. 1946.

2nd Close Reading Paper Due.

LITERATURE AFTER 1975


Tues., April 10  Sherley Anne Williams, “Tell Martha Not to Moan,” p. 2415.

Thurs., April 12  Alice Walker, “Advancing Luna and Ida B. Wells,” p. 2443

3rd Response Paper Due.


Research Prospectus Due – NO LATE PAPERS ACCEPTED!!!


Thurs., April 26  Last Day of Class!!!

FRIDAY, MAY 4th - FINAL PAPER DUE NO LATER THAN 5PM!!!

FAILURE TO TURN IN PAPER ON TIME RESULTS IN A FAILING GRADE
EXCEPT IN THE CASE OF UNIVERSITY EXCUSED ABSENCES
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by The Africana Studies Program and concerns AFST 204, Introduction to African-American Literature.

2. Type of request (fill in the appropriate Core Curriculum distributive area):

   a. To be added as an approved course in Humanities.
   b. To be withdrawn as an approved course in ________________________________
   c. To be moved from an approved course in ________________________________
      to an approved course in _____________________________________________

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4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [‘Exemplarily Educational Objectives’]”): http://www.thecb.state.tx.us/AAR/UndergraduateEd/fos_assumpdef.cfm

   This course would be cross-listed with ENGL 204, which is already included as an approved course that satisfies the core curriculum distribution in Humanities. This course fulfills all of the seven criteria listed as “Exemplarily Educational Objectives” for courses in Humanities.

________________________________________________________________________

Signature: ___________________________  12-7-09
Course Instructor/Coordinator

Received: ___________________________  (Date)
Chair, CCC

Approvals:

College Dean: ___________________________  12-16-09

Department Head: ___________________________  12-7-09

80 of 142 J
Introduction to African-American Literature

AFST/ENGL 204
Prerequisite: ENGL 104

TBA Tuesday and Thursday

Professor: Dr. Kimberly Nichole Brown
Office: Blocker 221F; AFST in Anthropology Building Suite 312
Office Hours: Blocker Tues. and Thurs. 2:15-3:30, and by appointment; AFST by appointment
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(4) Midterm. (In Class).

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(7) **Extra Credit.** There will be opportunities for students to acquire extra credit by screening documentaries and attending guest lectures that I will schedule throughout the semester. Students will be given 10 extra credit points for each documentary or lecture. Students must turn in a 2 page paper explaining how the documentary widened their understanding of the text assigned for class.

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SYLLABUS:

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In Class Viewing – Ship of Slaves: The Middle Passage (50 min.)

“How to Analyze a Poem” Handout.

Tues., Jan. 30  Frederick Douglass, Narrative of the Life of Frederick Douglass, an American
Slave, Written by Himself, p. 387.
Slave Narrative Handout.
Formula of the Slave Narrative Handout.

Thurs., Feb. 1  Narrative of the Life of Frederick Douglass continued.
Extra Credit: Javon Johnson, Spoken Word Performance 7:30pm. Rudder
Forum (Free).

Tues., Feb. 6  THE LITERATURE OF RECONSTRUCTION:
DOUBLE-CONSCIOUSNESS, MASKING, AND OTHER
TROPES OF BLACK IDENTITY
Paul Laurence Dunbar, “We Wear the Mask,” p. 918.
Extra Credit: W.E.B. Du Bois: A Biography in Four Voices (116 min. – at EDMS)
Reconstruction Period Handout.

1st Response Paper Due.

Tues., Feb. 13  HARLEM RENAISSANCE, 1919-1940
In Class Viewing – From These Roots: A Review of the Harlem
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Thurs., Feb. 22  Nella Larsen, Quicksand, p. 1086

Tues., Feb. 27  Nella Larsen, Quicksand, continued.
1st Close Reading Paper Due.

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REALISM, NATURALISM, MODERNISM: 1940-1960

- Tues., March 6  Richard Wright, “Blueprint for Negro Writing,” p.1399

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Amiri Baraka, Dutchman, p. 1946.

- Tues., April 3  Amiri Baraka, Dutchman, p. 1946.
2nd Close Reading Paper Due.

LITERATURE AFTER 1975

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3rd Response Paper Due.

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Thurs., April 26  Last Day of Class!!!

FRIDAY, MAY 4TH - FINAL PAPER DUE NO LATER THAN 5PM!!!
FAILURE TO TURN IN PAPER ON TIME RESULTS IN A FAILING GRADE 
EXCEPT IN THE CASE OF UNIVERSITY EXCUSED ABSENCES
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by The Africana Studies Program and concerns AFST 344, History of Africa to 1800.

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in Humanities.
   b. To be withdrawn as an approved course in ________________________________
   c. To be moved from an approved course in ________________________________
      to an approved course in ________________________________

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [‘Exemplarily Educational Objectives’]”): http://www.thechb.state.tx.us/AAR/UndergraduateEd/fose_assumpdef.cfm

   This course would be cross-listed with HIST 344, which is already included as an approved course that satisfies the core curriculum distribution in Humanities. This course fulfills all of the seven criteria listed as “Exemplarily Educational Objectives” for courses in Humanities.

   ________________________________

   ________________________________

   ________________________________

Signature: ________________________________
Course Instructor/Coordinator

(Date) 12-08-09

Received: ________________________________
Chair, CCC

(Date)

Approvals: ________________________________
College Dean

(Date) 12-16-09

(Date) 12-08-09

Department Head

(Date)
Africa History to 1800
AFST 344/HIST 344
Fall 2008

Dr. Larry W. Yarak
Office: 106A History Building (located opposite the main entrance to Evans Library)
Office Hours: MW 1:30-3:00 PM; or by appointment
Office Phone: 845-1736 (direct line); History Department: 845-7151
E-Mail: yarak@amu.edu
Course Web Site: http://165.91.165.141/hist344.html (access restricted to campus network)

Course Description. This course will examine selected topics in the history of the African peoples from the earliest times up to about 1800. The principal topics include: the origins of humankind in Africa (we are, on the best scientific evidence available, all Africans by descent); the development and spread of food production and metallurgy; the rise of long-distance trade and the formation of states and empires; the spread and impact of Christianity and Islam; and the rise of the Atlantic trade in commodities and enslaved Africans and the resultant modern African diaspora. The primary purpose of this course is to provide the student with a foundation for understanding modern Africa through the study of its peoples’ early economic, social and political history, and appreciation of their forms of cultural expression: art, architecture, literature (oral and written), and ritual. This course takes both a continental and interdisciplinary approach to the past; that is, it is not concerned with the history of a single nation-state or region, but rather with that of an entire continent, and it makes use of methods and analyses taken from a variety of disciplines in the social sciences and humanities. Be prepared to learn about new approaches to the study of history and new ways of thinking about Africa!

Course Prerequisite:
Junior or Senior classification.

Learning Outcomes.
• To gain new, well-grounded, historical perspectives on the peoples of Africa.
• To identify ethnocentric and racist American images of Africa and Africans and assess critically their impact on popular American conceptions of African history.
• To enhance the student’s analytical thinking and writing skills.
• To learn about what it is that historians do and what constitutes historical scholarship.

Texts. The following paperbacks are required and should be available for purchase at the bookstore in the Memorial Student Center:
• D. Northrup, Africa’s Discovery of Europe, 1450-1850, 2002.

In addition, a number of scholarly articles has been assembled for this course. They will be available for download from the course web site. These articles are required reading and their
content will be covered in the appropriate quizzes and exams.

**Evaluation.** Student performance will be assessed on the basis of the following:
- A map quiz, constituting 5% of the final grade, scheduled for September 12.
- A reading/lecture exam, 25% of final grade, scheduled for September 29.
- A second reading/lecture exam, 25% of final grade, scheduled for November 3.
- A 6-page (minimum 1500 words) analytical review essay on a book of the student’s choice, but with the instructor’s approval; 20% of final grade, due on November 17.
- A final exam, 25% of final grade, scheduled for December 10, 10:30 AM – 12:30 PM.

Specific information regarding the map quiz and book review will be provided later in class. The examinations will include terms for identification, short answer questions, and an essay question. Please bring a blue book to all three examinations (but not to the map quiz). Success in the course depends on careful study of the assigned reading material. Attendance is mandatory. Students will be penalized after more than three absences, except in the case of university-excused absences. For each unexcused absence in excess of three, your final grade will be dropped by five percentage points. Assignments that are submitted late will be penalized by a grade reduction of 10 percentage points up to 100 percentage points, except in the case of university-excused absences or by prior arrangement with the instructor. Please see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm) for current policy on university-excused absences. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1). The grading scale is as follows: 90-100 – A; 80-89 – B; 70-79 – C; 60-69 – D; 59 and lower – F.

**Reading and Lecture Schedule.** With the exception of Week 1, you should read the materials listed below before the Monday of the week for which they are assigned. All reading is required. Additional reading material may be assigned in the course of the semester and will be posted on the course web site.

**Week 1.** Studying Africa in 21st century America. Reading: Ehret, *Civilizations of Africa*, pp. 1-17; Extracts from C. Keim’s *Mistaking Africa* (download from the course website).

**Week 2.** Human origins in Africa. Reading: Ehret, pp. 17-25; AAA Statement on “Race” and T. Goebel, “The Missing Years for Modern Humans” (both on the course website).

**Week 3.** Africa’s earliest civilizations. Reading: Ehret, ch. 2; “Talking about ‘Tribe’” (course website).

**Map Quiz: September 12 (Friday of Week 3).**

**Week 4.** New forms of subsistence. Reading: Ehret, ch. 3 (pay particular attention to Tables 1 and 2 on pp. 102-6).

**Week 5.** Cultural diversification; Ancient Egypt and Nubia. Reading: Ehret, ch. 4; Brewer and Teeter, “The Government and the Governed,” and “The Maxims of Ptahhotep,” (course web site).

**Week 6.** Iron and the Commercial Revolution in Africa. Reading: Ehret, ch. 5.
First Examination: September 29 (Monday of Week 6).

Week 7. Great Zimbabwe, the Swahili city-states. Reading: Ehret, ch. 6.

Weeks 8 and 9. Christianity, Islam and Africa. Reading: Ehret, ch. 7; Robinson, *Muslim Societies*, ch. 1-5, 7-8, and “Chronology of Islam” (course web site).

Week 10. The Empire of Mali. Reading: Niare, *Sundiata*.


Second Examination: November 3 (Monday of Week 11).


Book Review Essay Due: November 17 (Monday of Week 13).


Week 15. Concluding remarks: Africa in the “modern” world.

Final Exam: December 10, 10:30 AM – 12:30 PM.

Please Note:

1) The handouts and presentations in this course are copyrighted. By “handouts and presentations” I mean all instructional materials generated for this class, including, but not limited to, syllabi, quizzes, exams, in-class materials (such as computer presentations), and review sheets. Because these materials are copyrighted, you do not have the right to copy them for any purpose other than your individual use in this class, unless I expressly grant permission, and under no circumstances are you to give copies to persons who are not students in this class.

2) Disabilities: 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 an accommodation, please contact Disability Services, in Cain Hall, Room B-118, or call 845-1637. For additional information visit: [http://disability.tamu.edu](http://disability.tamu.edu).

3) Academic integrity: “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. You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).
1. This request is submitted by The Africana Studies Program and concerns AFST 393, Studies in Africana Literature and Culture.

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   - To be added as an approved course in International and Cultural Diversity.
   - To be withdrawn as an approved course in ________________________________
   - To be moved from an approved course in ________________________________
     to an approved course in ________________________________

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THCEB "Assumptions and Defining Characteristics [Exemplarily Educational Objectives]"): [http://www.thecb.state.tx.us/AAR/UndergraduateEd/fos_assumpdef.cfm]

   This course would be cross-listed with ENGL 393, which is already included as an approved course that satisfies the core curriculum distribution in International and Cultural Diversity. This course fulfills all of the criteria listed by Texas A & M University in the Vision 2020 report and recommendations for courses in International and Cultural Diversity.

   [Signature]
   Course Instructor/Coordinator

   [Date] 12-7-09

   Received:
   Chair, CCC

   [Date]

   Approvals:
   College Dean:

   [Signature] 12-17-09
   (Date) 12-7-09

   Department Head:
TEXAS A&M UNIVERSITY
AFST/ENGL 393
Studies in Africana Literature and Culture
Prerequisites: 3 credits of literature at 200-level or above; junior or senior classification or approval of instructor

Instructor: Dr. P. K. Muana
Telephone: 979-458-3367 and 281-508-1845 (preferable)
Office: Rm. 204E Blocker Building
Office Email: muana@tamu.edu Home Email: PKMuana@gmail.com (Preferable)
Office Hours: Tues. and Thurs. 11:00 p.m. – 1:30 p.m., and some Wednesdays by appointment.
LECTURE TIME – TBA ROOM: BLOC - TBA

Library – I will be referring you to books and other resources located in the Evans Library. Please take some time to familiarize yourself with the location numbers I will give you in class.

Primary Texts – Please purchase and read all of the following texts.

| Mariana Ba    | So Long a Letter       | Heinemann 1989 |
| Chimananda Ngozi Adichie | Purple Hibiscus | Anchor 2004 |
| Phaswene Mpe | Welcome to Hillbrow  | Univ Natal Pr 2001 |
| Athol Fugard | "Master Harold"... and the Boys | Penguin 1984 |
| Nawal El Saadawi | God Dies by the Nile | Zed 2000 |

I will provide additional reading materials in various electronic and audio-visual media. I will also make and distribute photocopies of additional secondary reading materials. Students also need an external storage device (preferably a USB storage drive) for keeping copies of assessed work typed for this course.

University Writing Center --<http://writingcenter.tamu.edu/> Do not hesitate to use the resources available to you at the University Writing Center.

Course Description
The course focuses performance and literary traditions of Africa, drawing significant parallels among creative cultural, textual, and performance traditions/productions and the continent’s diverse cultural practices and social issues. African literature is a significant component of world literature (with several Nobel prize and other world literary award winners); and African populations and cultural practices constitute a crucial element of the national heritages of the USA, Britain, the Caribbean, Europe, and almost all the countries in South America. So this course sees African literature not merely as an extension of western literary practices or as a construct of the western literary
imagination, but as home grown literature that has not only affirmed the lives of Africans and their cultural practices, but has also discussed and challenged global issues with which Africans are faced. The books selected for this course are more contemporary works. They deal with such issues as the multiple but related tyrannies of religion, tradition, gender, and patriarchy; misuses of political power, violence, unlawful incarcerations and the prison experience; grim social realities associated with deprivation; questions of identity and voice; and social taboos and stigma associated with such issues as poverty, childlessness, and HIV/AIDS. The course will also discuss the history of African literature and highlight various conversations on key questions of language, genre, and cultural relevance.

Learning Outcomes

At the end of this semester, students would have achieved the following:

- Understand and explain the issues, terms and concepts involved in discussing contemporary African literature
- Analyze and discuss representative pieces of writing by African writers
- Be familiar with the body of critical knowledge developed on African literature and culture and especially the issues foreground in the texts we will study
- Write clear, well-developed and well-organized essays that demonstrate rigorous critical thinking, mastery of writing skills, competence in integrating research into writing, and documentation of all primary and secondary sources
- Lead peers in academic discussions on the core issues/texts in the course.

Attendance


Assessment

The following assessment schedule gives every student the opportunity to work with another student to create and lead class discussions on key elements of the readings in this course, work with another student on a collaborative oral report, write two individual papers and undertake research on a key area of interest.

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<td>Class Discussions</td>
<td>Four persons will lead a class discussion on elements of the texts or on arguments about the primary texts in secondary sources - 15%</td>
<td>Comprehensive 2 page handout for the entire class – use bullet points to highlight your discussion points. 0% for failure to present a discussion handout to every member of the class and send an</td>
<td>15%</td>
</tr>
</tbody>
</table>
3 short response Essays | Three brief take-home examinations – 15% each | At least 3 pages excluding the works cited list – short response essays to prompts given out in class | 45%

Final Research Paper

- Propose a topic – 5%
- do research (at least 5 book and/ or peer-reviewed sources) and write an annotated/working bibliography – 10%
- Write the final paper – 25%
- Research questions, key issues (provisional outline), and thesis
- At least 6 pages excluding the works cited list

40%

TOTAL | | | 100%

Other Pointers – MLA format: Times New Roman 12, double space; all essays must be securely bound in a plastic folder (I will show the class THE ACCEPTABLE sample on the first class day).

Quality of Work and grading – I expect well-organized, well-written, and documented essays and presentations written in grammatically correct English. This expectation means that students must put exceptional effort and initiative into writing, revising and editing their papers and handouts, as well as in preparing for the class discussions they will lead. I will discuss the rubric in class and each time an assignment is due.

Class Policies - The class will be conducted along guidelines established in the Texas A&M University Student Rules - http://student-rules.tamu.edu/ These policies cover a range of issues – attendance, classroom behavior, grade appeals, harassment, incompletes, and plagiarism.

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Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit:

**Important Dates – From the TAMU Academic Calendar**
<http://admissions.tamu.edu/Registrar/General/Calendar.aspx>

- **August 25**  Monday. First day of fall semester classes.
- **August 29**  Friday. 5 p.m. Last day for adding/dropping courses for the fall semester.
- **November 18**  Tuesday. Bonfire 1999 Remembrance Day.
- **Nov. 27-28**  Thursday-Friday. Thanksgiving holiday.
- **December 1**  Monday.
  - Redefined Day, students attend their Friday classes.
  - Prep day, classes meet. No regular course exams (except for laboratory and one-hour classes) shall be given on these days.
- **December 2**  Tuesday.
  - Last day of fall semester classes.
  - Redefined day, students attend their Thursday classes.
  - Prep day, classes meet. No regular course exams (except for laboratory and one-hour classes) shall be given on these days.
- **December 3-4**  Wednesday-Thursday. Reading days, no classes.

**Final Exams**

<table>
<thead>
<tr>
<th>Final Exam Day</th>
<th>Final Exam Time</th>
<th>Class Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, December 10</td>
<td>1:00-3:00 p.m.</td>
<td>TR 2:20-3:35 p.m.</td>
</tr>
</tbody>
</table>

**COURSE OUTLINE**

**WEEK 1**

**TUES AUG 26**

Class discussion: The syllabus in detail, class policies, instructional materials, using the prescribed text, teaching methods, assessment, and general orientation. Plans for the semester.

Read before next class: The MLA Handbook, Sixth Edition: Writing the Short paper.

**THURS 28**

- Manuscript format
- Research (using TAMU library & other sources for literary research)
- Interpreting Literature & Writing essays: searching for, evaluating, and integrating research into writing.
- Making literary arguments, in-text citations and the works cited list

Read before next class: Class handouts
WEEK 2
TUES., SEPT. 2
Class discussion: Background to the history and development of African literature: debates & controversies.
THURS 4
The key issues in contemporary African literature.

WEEK 3
TUES 9
Male chauvinism/female victimizers/ tradition and religion as victimizers – female agency and voice – Mariama Ba – *So Long a Letter.*
THURS 11
*So Long a Letter*
Class discussions ____________________________________________

WEEK 4
TUES 23
*So Long a Letter*
THURS 25
In the face of contemporary/multiple tyrannies or finding voice? – Chimamanda Ngozi Adichie – *Purple Hibiscus*

WEEK 5
TUES 30
*Purple Hibiscus*
Class discussions led __________________________________________
THURS OCTOBER 1
*Purple Hibiscus*

WEEK 6
TUES 7
Confronting deprivation, social injustices, stigma & taboo – Phaswane Mpe – *Welcome to Our Hillbrow*
THURS 9
*Welcome to Our Hillbrow*
Class discussions led by _______________________________________
SHORT RESPONSE ESSAY 1 DUE

WEEK 7
TUES 14
Welcome to Our Hillbrow
THURS 16
Welcome to Our Hillbrow

WEEK 8
TUES 21
Complexities of race and identity – Athol Fugard – “Master Harold”... and The Boys.
THURS 23
"Master Harold", ...and The Boys.
Class discussions led by

WEEK 9
TUES 28
"Master Harold", ...and The Boys.
THURS 30
Religious and cultural tyrannies and women's places and women's voices – Nawal El Saadawi – God Dies by the Nile

WEEK 10
TUES NOVEMBER 4
God Dies by the Nile
Class discussions led by

SHORT RESPONSE ESSAY 2 DUE

THURS 6
God Dies by the Nile

WEEK 11
TUES 11
Confronting despots and demigods – the prison experience – Introduction to the issue of the African artist as social critic
THURS 13
Selection from Gathering Seaweed
Class discussions led by

WEEK 12
TUES 18
Selection from Gathering Seaweed
Selection from Gathering Seaweed
Class discussions led by

THURS 20
Selection from Gathering Seaweed
Class discussions led by

SHORT RESPONSE ESSAY 3 DUE

WEEK 13
TUES 25
WRITING THE FINAL RESEARCH PAPER – CLASS TUTORIALS

RESEARCH PROSPECTUS (TOPIC & ANNOTATED BIBLIOGRAPHY) DUE

NOVEMBER 27 & 28 THANKSGIVING HOLIDAY
WEEK 14
TUES DECEMBER 2
Redefined day
THURS 4
Reading day

WEDNESDAY, DECEMBER 10 – FINAL RESEARCH PAPER DUE – SUBMIT TO ME IN PERSON IN MY OFFICE – 204E BLOCKER
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by The Africana Studies Program and concerns AFST 393, Studies in Africana Literature and Culture.

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in Humanities.
   b. To be withdrawn as an approved course in
   c. To be moved from an approved course in
      to an approved course in

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB "Assumptions and Defining Characteristics ['Exemplarily Educational Objectives']": http://www.thecb.state.tx.us/AAR/UndergraduateEd/fos_assumpdef.cfm

This course would be cross-listed with ENGL 393, which is already included as an approved course that satisfies the core curriculum distribution in Humanities. This course fulfills all of the seven criteria listed as "Exemplarily Educational Objectives" for courses in Humanities.

________________________________________________________

Signature: [Signature]
Course Instructor/Coordinator

12-07-09
(Date)

Received: Chair, CCC

(Date)

Approvals:

College Dean: [Signature]
12-16-09
(Date)

Department Head: [Signature]
12-07-09
(Date)
TEXAS A&M UNIVERSITY AFST/ENGL 393
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Prerequisites: 3 credits of literature at 200-level or above; junior or senior classification or approval of instructor

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| Essays           | examinations – 15% each                                             |                                                                                                                                               |    |
| Final Research   | • Propose a topic – 5%                                               | • Research questions, key issues (provisional outline), and thesis                                                                               | 40%|
| Paper            | • do research (at least 5 book and/or peer-reviewed sources) and write an annotated/working bibliography – 10% | • At least 6 pages excluding the works cited list                                                                                             |    |
|                  | • Write the final paper – 25%                                       |                                                                                                                                               |    |
| TOTAL            | 100%                                                                 |                                                                                                                                               |    |

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- **August 29** Friday. 5 p.m. Last day for adding/dropping courses for the fall semester.
- **November 18** Tuesday. Bonfire 1999 Remembrance Day.
- **Nov. 27-28** Thursday-Friday. Thanksgiving holiday.
- **December 1** Monday.
  - Redefined Day, students attend their Friday classes.
  - Prep day, classes meet. No regular course exams (except for laboratory and one-hour classes) shall be given on these days.
- **December 2** Tuesday.
  - Last day of fall semester classes.
  - Redefined day, students attend their Thursday classes.
  - Prep day, classes meet. No regular course exams (except for laboratory and one-hour classes) shall be given on these days.
- **December 3-4** Wednesday-Thursday. Reading days, no classes.

### Final Exams

<table>
<thead>
<tr>
<th>Final Exam Day</th>
<th>Final Exam Time</th>
<th>Class Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, December</td>
<td>1:00-3:00 p.m.</td>
<td>TR 2:20-3:35 p.m.</td>
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</tbody>
</table>

### COURSE OUTLINE

**WEEK 1**

**TUES AUG 26**

Class discussion: The syllabus in detail, class policies, instructional materials, using the prescribed text, teaching methods, assessment, and general orientation. Plans for the semester.

Read before next class: *The MLA Handbook, Sixth Edition*: Writing the Short paper.

**THURS 28**

- Manuscript format
- Research (using TAMU library & other sources for literary research)
- Interpreting Literature & Writing essays: searching for, evaluating, and integrating research into writing.
- Making literary arguments, in-text citations and the works cited list

*Read before next class: Class handouts*
WEEK 2
TUES, SEPT. 2
Class discussion: Background to the history and development of African literature: debates & controversies.
THURS 4
The key issues in contemporary African literature.

WEEK 3
TUES 9
Male chauvinism/female victimizers/ tradition and religion as victimizers – female agency and voice – Mariama Ba – So Long a Letter.
THURS 11
So Long a Letter
Class discussions ________________________________

WEEK 4
TUES 23
So Long a Letter
THURS 25
In the face of contemporary/multiple tyrannies or finding voice? – Chimamanda Ngozi Adichie – Purple Hibiscus

WEEK 5
TUES 30
Purple Hibiscus
Class discussions led ________________________________
THURS OCTOBER
Purple Hibiscus

WEEK 6
TUES 7
Confronting deprivation, social injustices, stigma & taboo – Phaswane Mpe – Welcome to Our Hillbrow
THURS 9
Welcome to Our Hillbrow
Class discussions led by ________________________________

SHORT RESPONSE ESSAY I DUE

WEEK 7
TUES 14
Welcome to Our Hillbrow
THURS 16
Welcome to Our Hillbrow

WEEK 8
TUES 21
Complexities of race and identity – Athol Fugard – “Master Harold”...and The Boys.
THURS 23
"Master Harold"... and The Boys.
Class discussions led _____________________________

WEEK 9
TUES 28
"Master Harold"... and The Boys.
THURS 30
Religious and cultural tyrannies and women’s places and women’s voices – Nawal El Saadawi – God Dies by the Nile

WEEK 10
TUES NOVEMBER 4
God Dies by the Nile
Class discussions led by ____________________________
SHORT RESPONSE ESSAY 2 DUE

THURS 6
God Dies by the Nile

WEEK 11
TUES 11
Confronting despots and demigods – the prison experience – Introduction to the issue of the African artist as social critic
THURS 13
Selection from Gathering Seaweed
Class discussions led by ____________________________

WEEK 12
TUES 18
Selection from Gathering Seaweed
Selection from Gathering Seaweed
Class discussions led by ____________________________

THURS 20
Selection from Gathering Seaweed
Class discussions led by ____________________________
SHORT RESPONSE ESSAY 3 DUE

WEEK 13
TUES 25
WRITING THE FINAL RESEARCH PAPER – CLASS TUTORIALS
RESEARCH PROSPECTUS (TOPIC & ANNOTATED BIBLIOGRAPHY) DUE
NOVEMBER 27 & 28 THANKSGIVING HOLIDAY
WEEK 14
TUES DECEMBER 2
Redefine day
THURS 4
Reading day

WEDNESDAY, DECEMBER 10 – FINAL RESEARCH PAPER DUE – SUBMIT TO ME IN PERSON IN MY OFFICE – 204E BLOCKER
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by The Africana Studies Program and concerns APST 357, Out of Africa: The Black Diaspora and the Modern World.

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in Humanities.
   b. To be withdrawn as an approved course in__________________________
   c. To be moved from an approved course in__________________________ to an approved course in__________________________

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [‘Exemplarily Educational Objectives’]”: http://www.theceb.state.tx.us/AAR/UndergraduateEd/fos_assumpdef.cfm

This course would be cross-listed with HIST 357, which is already included as an approved course that satisfies the core curriculum distribution in Humanities. This course fulfills all of the seven criteria listed as “Exemplarily Educational Objectives” for courses in Humanities.

__________________________________________
Signed by:

Course Instructor/Coordinator

12-08-09
(Date)

Received:

Chair, CCC

(Date)

Approvals:

College Dean:

12-16-09
(Date)

Department Head:

12-08-09
(Date)
Out of Africa: The Black Diaspora and the Modern World
AFST 357 / HIST 357
Fall Semester 2006
MWF 12:40 – 1:30
O&M 206

Instructor: Dr. Glenn A. Chambers
Office: HIST 303B
Office Hours: MW, 10:30 – 12:00, or by Appt.
Phone: 979-845-7759
E-Mail: g-chambers@neo.tamu.edu

Course Description:

This course is designed to give the student a broad scholarly introduction into the history and culture of the peoples of the African Diaspora. For the purposes of this course, the African Diaspora is defined as those persons of black African descent living outside Africa regardless of how long they have been physically removed from the continent. The course will focus on the experiences of enslaved Africans in the Americas from the fifteenth to the nineteenth centuries and the social, political, and economic significance of the institution in the cultural development of the Diaspora. Therefore, slavery, colonialism, and post-colonialism will be the main focus of class readings and discussions. The course will also examine the emerging African Diasporas in Europe as well as the history of internal migrations within the African continent and their role in shaping African identity. Issues of race, gender, migration, and identity are central as well.

Learning Outcomes:

During the semester, students will:
1) expand their knowledge of the human condition and human cultures in the context of the subject matter of the course.
2) enhance their abilities to reason logically and respond critically to a wide range of historical evidence, both primary and secondary.
3) acquire an understanding of the intellectual demands required of historians through their own critical analysis - thinking, reading, listening, speaking, and writing.
4) gain an appreciation of history as both a field of knowledge and a creative process.
5) broaden their awareness of the scope and variety of contemporary and historical issues and interpretations.
6) learn to understand these issues and interpretations in their historical and social contexts.
7) develop the ability to apply knowledge of diverse backgrounds and cultures to their personal lives and studies.

Required Texts:


**Required Articles:**

All articles are available on the Project Muse electronic database available through the Sterling C. Evans library website unless noted with an asterisk (*). All articles with an asterisk are available on e-reserve through the Sterling C. Evans library website.


**Course Requirements:**

Midterm Exam – (100 pts)
Final Exam – (100 pts)
4, 2-3 page response papers (25 points each for a total of 100 pts)
Book Review (25 pts)
Class Participation (25 pts)

**Grading Breakdown:**

350-314 = A  
313-279 = B  
278-244 = C  
243-209 = D  
208 and below = F

**Take-Home Midterm Exam (100 pts):**

Students must answer two out of five (2 of 5) essay questions worth 50 points each for a total of 100 points.

Essay Questions: In this section, the essays must have an easily identifiable introduction, body and conclusion and conform to the grammatical rules of Standard American English. Though this is not a grammar course, too many grammatical errors can affect the intelligibility of your answer and have a negative impact on your grade. Excellent answers will contain evidence from assigned readings, class notes and discussions, as well as one’s personal historical interpretation. The inclusion of your interpretation is essential in your development as historians because the study of history as a discipline focuses primarily on individual analyses of written and oral historical evidence. However, your interpretation should be corroborated with historical evidence and cited. Essays should be 3 pages, typed, double spaced on 8 ½” x 11” pages. **Midterm exams are due at the beginning of the class period on the assigned date except in the case of university excused absences. E-mailed assignments WILL NOT be accepted.**

**Final Exam (100 pts):**

The final exam will be an **in-class exam** scheduled during the university mandated final exam period. It will consist of an identification section worth twenty-five points (25pts), a fill in the blank section worth twenty-five points (25 pts), and an essay section worth fifty points (50 pts), for a total of 100 points for the exam. The exam will not be cumulative and will consist of information covered from the midterm exam to the end of the course.

*Identifications (25 pts):* The student will be asked to identify in no more than 4 to 5 sentences, five (5) of ten (10) identification terms related to the readings. These are not simply definitions,
but rather an opportunity for the students to display their knowledge of the material. When performing this section, students should discern who, what, when, where, and the significance of the term. Each term is worth five points (5pts) each for a total of twenty-five points (25 pts).

**Fill in the Blank (25 pts):** In this section, the student will be given definitions and must fill in the blank with the appropriate term. Terms will relate to a specific historical event or name of a historical figure relevant to the readings and class discussions. Each answer is worth five points (5 pts) for a total of twenty-five points (25 pts).

**Essay (50 pts):** This section will be identical to the midterm exam section in terms of format and expectations. However, the student will be asked to answer one (1) of three (3) possible essays worth fifty points (50 pts). The essay must have an easily identifiable introduction, body, and conclusion and conform to the grammatical rules of Standard American English. The essay should be roughly four (4) handwritten pages.

**Response Papers (100 pts):**

Students will be required to write four (4), two to three (2 to 3) page response papers (typed, double spaced, 12 pt. Times New Roman font) to themes covered in the readings that proved to be of particular interest to them. Each paper is worth twenty-five (25) points for a total of one hundred (100) points. An excellent response paper is one that is well written, with a clearly defined thesis. Citations from the reading material are essential in arguing your thesis and should include at least three (3) references from the assigned readings. Failure to properly cite will negatively impact your grade. The papers should not be simply opinion pieces. Papers should be constructed with a clearly identified thesis statement in the introduction. The body of the paper should provide evidence to support your individual argument. The conclusion should summarize your arguments and include your own historical interpretation. It is important that you take a stance/position in your paper and argue it based on critical analysis of the material. Do not simply regurgitate the readings and discussions. All response papers are due at the beginning of the class period on the assigned due dates, except in the case of university excused absences. E-mailed assignments **WILL NOT** be accepted.

**Book Review (25 pts):**

Each student is responsible for reading at least one scholarly monograph related to any theme of the African Diaspora and writing a two (2) page book review. The book review must be typed, double spaced, with 12 pt. Times New Roman font. The review should include a short introduction with the author’s main thesis clearly identified in the first paragraph. Subsequent paragraphs should discuss the key points addressed in the book. In the conclusion, the review should highlight the strengths and weaknesses of the book and how it contributes to the study of the African Diaspora. **All book reviews are due at beginning of the class period on the assigned date, except in the case of university excused absences. E-mailed assignments **WILL NOT** be accepted.**

**Class Participation (25 pts):**

It is expected that each student will come to class prepared and ready to engage in a lively historical discussion. I fully encourage your participation in class discussions and welcome insightful questions and comments during lectures. Your ideas and input are important to this
course and I encourage questions. As a matter of course, Mondays and Wednesdays are reserved for lectures based in part on the reading assignments for those two days built around the weekly topic. In order to inspire your participation, beginning in week three and continuing through week thirteen, each Friday will be reserved for class discussion over the reading assignment for that day. In addition, some class discussions will center on your interpretations of primary historical documents that will be provided in class. There are some students who do not feel comfortable speaking in class. However, it is still an expectation that all students will participate in all facets of the class – this includes class discussion. It is not acceptable for a student to remain quiet throughout the semester unless there are mitigating circumstances that impede them from speaking. If there is consistent lack of attendance or participation in class, I reserve the right to introduce quizzes to test your knowledge of the reading assignments.

**Attendance:**

Attendance is mandatory. Students will be penalized after more than three absences, except in the case of University excused absences. For each unexcused absence after that, your final grade will be dropped by 25 points. Assignments that are submitted late will receive a grade of zero except in the case of University excused absences or by prior arrangement with the instructor.

Please see [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for current policy on University excused absences. For illness or injury related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as University excused absence; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule7.1.6.1).

**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 B-118, 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.

**Weekly Breakdown of Lecture Topics, Readings and Class Discussions:**

**Week One: (Aug. 28 – Sept. 1) – Lecture Topic: Theoretical Perspectives of the African Diaspora.**

**Readings:**

- M: Course Introduction.

**Week Two: (Sept. 4 – 8) – Lecture Topic: African Civilizations and the Origins of the Diaspora.**

**Readings:**


**Week Three: (Sept. 11 – 15) – Lecture Topic: Africa and Islamic World.**

**Readings:**


**First Response Paper Due Friday, September 15, 2006.**

**Week Four: (Sept. 18 – 22) – Lecture Topic: The Slave Trades.**

**Readings:**

Africana Studies, pp. 71-90.

W: Continue with Isichei.

F: Class Discussion - The Role of the Dutch in the Transatlantic and Indian Ocean Slave Trades.


Readings:


Week Six: (Oct. 2 – 6) – Lecture Topic: African Roots, New World Cultures.

Readings:


Second Response Paper Due Friday, October 6.

Take Home Midterm Exam Distributed Friday, October 6.
Week Seven: (Oct. 9 – 13) – Lecture Topic: Slave Society and Culture.

Readings:


**Take Home Midterm Exam Due Monday, October 9.**


Readings:


Readings:


**Week Ten: (Oct. 30 – Nov. 3) – Lecture Topic: Post-Emancipation Realities.**

**Readings:**


**Week Eleven: (Nov. 6 – 10) – Lecture Topic: Returning to the Homeland.**

**Readings:**


**Week Twelve: (Nov. 13 – 17) – Lecture Topic: Religious Traditions of the African Diaspora.**

**Readings:**


Fourth Response Paper Due Friday, November 17.

Week Thirteen: (Nov. 20 – 22) – Lecture Topic: Migrations throughout the Diaspora.

Readings:


Book Review Due Friday, December 1.

(December 4) Last Class of the Semester – Loose Ends.

Final Exam Review

Final Exam Monday, December 11, 2006 (8:00 a.m. – 10:00 a.m.).
1. This request is submitted by The Africana Studies Program and concerns AFST 346, History of South Africa.

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in International and Cultural Diversity.
   b. To be withdrawn as an approved course in __________________________.
   c. To be moved from an approved course in __________________________
      to an approved course in __________________________.

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [‘Exemplarily Educational Objectives’]”): http://www.thecb.state.tx.us/AAR/UndergraduateEd/fos_assumpdef.cfm

This course would be cross-listed with HIST 346, which is already included as an approved course that satisfies the core curriculum distribution in International and Cultural Diversity. This course fulfills all of the criteria listed by Texas A & M University in their Vision 2020 report and recommendations for courses in International and Cultural Diversity.

__________________________
Signature: 
Course Instructor/Coordinator

12-08-09
(Date)

__________________________
Received:  
Chair, CCC

(Date)

__________________________
Approvals:  
College Dean:

12-14-09
(Date)

__________________________
Department Head:

12-08-09
(Date)
AFST 346/HIST 346: History of South Africa
Spring Semester 2009

Dr. Larry W. Yarak
Office: 106A History Building (located opposite the entrance to Evans Library)
Office Hours: W 9:30-11 AM, or by appointment—phone or email to schedule
Office Phone: 845-1736 (direct line); History Department Phone: 845-7151
E-mail: yarak@tamu.edu
Course URL: http://165.91.165.141/hist346.html (accessible only within the campus network)

Course Description: The principal aim of this course is to examine the origin, evolution and
demise of South Africa’s system of racial domination and exploitation which arguably
constitutes the most salient characteristic of the country’s history. That system become known
after 1948 as apartheid, though its roots lie deeper in South Africa’s past. In a dramatic
transformation of world historical significance, from 1990 to 1994 apartheid was brought to a
legal end as a result of decades of internal black resistance and more recent international
pressure. However, apartheid’s social, economic and psychological effects continue and will
continue to be felt for many years into the future. The emphasis in our study of South African
history will be on the period since about 1800, though the earlier period of African and European
settlement in the southern African region will be surveyed as well. Special attention will be
devoted to studying black South African responses to white minority political and economic
domination. The course will conclude with an examination of the efforts that have been
undertaken to construct a new, democratic South Africa since 1994.

Learning Outcomes:
1. To examine the rise and demise of the system of racial domination in South Africa.
2. To compare broadly the history of race relations in South Africa with that of the United
   States.
3. To enhance the student’s analytical thinking and writing skills.
4. To learn more about what it is that historians do and what constitutes historical
   scholarship.

Evaluation: Grading in the course will be based on the following:
1. A map quiz, scheduled for February 3 ★ 5% of final grade.
2. An in-class examination, scheduled for February 17 ★ 25% of final grade.
3. A second in-class examination, scheduled for April 2 ★ 25% of final grade.
4. An analytical, 5-7 page book review essay, due in class April 16 ★ 20% of final grade.
5. A non-cumulative final examination, scheduled for May 8 ★ 25% of the final grade.
Specific information regarding the map quiz and book review essay will be provided later in
class. The examinations will include terms for identification, short answer questions and an
essay question. Please bring a blue book to all three examinations (but not to the map quiz).
Success in the course depends on careful study of the assigned reading material. Attendance is
mandatory. Students will be penalized after more than three absences, except in the case of university-excused absences. For each unexcused absence in excess of three, your final grade will be dropped by five percentage points. Assignments that are submitted late will receive a grade of zero, except in the case of university-excused absences or by prior arrangement with the instructor. Please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1). The grading scale is as follows: 90-100 – A; 80-89 – B; 70-79 – C; 60-69 – D; 59 and lower – F.

**Texts:** The following paperback books are *required* and should be available for purchase in the MSC bookstore:


In addition, a number of articles and documents have been assembled for this course. They will be available on the course web site: <http://165.91.165.141/hist346.html>. These articles are *required reading* and will be covered in the scheduled examinations and class discussions. The course web site is accessible only from within the TAMU network, though you may use VPN software to access the site from off-campus. The free software and installation instructions are available at: <https://net.tamu.edu/network/vpn/vpn.html>.

**Schedule of Course Readings and Lectures:** Reading assignments should be done as much as possible *before* the week for which they are assigned. Supplementary required and recommended readings may be added to the schedule during the semester; these will be announced in class and posted on the course web site.


**Week 2:** Indigenous peoples in South Africa prior to 1500. Reading: Thompson, ch. 1, pp. 10-30.

**Week 3:** European settlement and the rise of racial slavery at the Cape. Reading: Thompson, ch. 2; Cape Slavery Documents and N. Worden, “Revolt in Cape Colony Slave Society” (download both from course web site).

**Map Quiz:** Tuesday, February 3.

**Week 4:** Africans, Britons and Afrikaners; the expansion of the settler colony and the Xhosa “cattle-killing.” Reading: Thompson, ch. 3; T. Stapleton, “They No Longer Care for Their Chiefs” and T. Soga “An African Clergyman Reflects on Africans’ Future, 1865” (download both from course web site).
**HIST 346 Syllabus**

**Weeks 5-6:** Diamonds, gold, war, and political unification. Reading: Thompson, ch. 4; B. Nasson, “The War of Abraham Esau 1899-1901” (download from course web site).

**First Exam: Tuesday, February 17 (Week 5).**

**Weeks 7-8:** The segregation era. Reading: Thompson, ch. 5; M. McCord, *Calling of Katie Makanya*; S. Plaatje, “The Impact of the Native Land Act” and D. Jabavu, “Liberalism over Segregation” (download both from course web site).

**Spring Break: March 16-20.**

**Weeks 9-10:** The policies and goals of apartheid. Reading: Thompson, ch. 6; United Party, “Race Relations 1946” and H. Verwoerd, “Explaining Apartheid” (download both from course web site).

**Second Exam: Thursday, April 2 (Week 10).**

**Weeks 11-12:** From nonviolent resistance to armed struggle. Reading: Thompson, ch. 7; ANC, “Freedom Charter” and N. Mandela “I am prepared to die” (download both through the links on the course web site); T. Lodge, *Mandela: A Critical Life*, ch. 1-6.

**Book Review Essay Due: Thursday, April 16 (Week 12).**

**Week 13:** The demise of apartheid. Reading: Thompson, ch. 8; Lodge, ch. 7-9.

**Week 14:** Democratic South Africa: a new beginning. Reading: Thompson, ch. 9; Z. Mda, *The Heart of Redness*.

**Third (Final) Examination: May 8, 12:30 PM.**

**Please Note:**

1) **The handouts and presentations in this course are copyrighted.** By “handouts and presentations” I mean all instructional materials generated for this class, including, but not limited to, syllabi, quizzes, exams, in-class materials (such as computer presentations), and review sheets. Because these materials are copyrighted, you do not have the right to copy them for any purpose other than your individual use in this class, unless I expressly grant permission, and under no circumstances are you to give copies to persons who are not students in this class.

2) **Disabilities:** 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 B-118, or call 845-1637. For additional information visit: [http://disability.tamu.edu](http://disability.tamu.edu).

3) **Academic integrity:** “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. You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://www.tamu.edu/aggiehonor.
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by The Africana Studies Program and concerns AFST 346, History of South Africa.

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in Humanities.
   b. To be withdrawn as an approved course in ____________________________________________________________________________
   c. To be moved from an approved course in ____________________________________________________________________________ to an approved course in ____________________________________________________________________________

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [‘Exemplarily Educational Objectives’]”: http://www.thecb.state.tx.us/AAR/UndergraduateEd/fos_assumpdef.cfm

This course would be cross-listed with HIST 346, which is already included as an approved course that satisfies the core curriculum distribution in Humanities. This course fulfills all of the seven criteria listed as “Exemplarily Educational Objectives” for courses in Humanities.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signature: ________________________________  12-08-09
Course Instructor/Coordinator

Received: ________________________________  12-08-09
Chair, CCC

Approvals:
College Dean: ________________________________  12-08-09
Department Head: ________________________________  12-08-09
AFST 346/HIST 346: History of South Africa
Spring Semester 2009

Dr. Larry W. Yarak
Office: 106A History Building (located opposite the entrance to Evans Library)
Office Hours: W 9:30-11 AM, or by appointment—phone or email to schedule
Office Phone: 845-1736 (direct line); History Department Phone: 845-7151
E-mail: yarak@tanu.edu
Course URL: http://165.91.165.141/hist346.html (accessible only within the campus network)

Course Description: The principal aim of this course is to examine the origin, evolution and
demise of South Africa’s system of racial domination and exploitation which arguably
constitutes the most salient characteristic of the country’s history. That system became known
after 1948 as apartheid, though its roots lie deeper in South Africa’s past. In a dramatic
transformation of world historical significance, from 1990 to 1994 apartheid was brought to a
legal end as a result of decades of internal black resistance and more recent international
pressure. However, apartheid’s social, economic and psychological effects continue and will
continue to be felt for many years into the future. The emphasis in our study of South African
history will be on the period since about 1800, though the earlier period of African and European
settlement in the southern African region will be surveyed as well. Special attention will be
devoted to studying black South African responses to white minority political and economic
domination. The course will conclude with an examination of the efforts that have been
undertaken to construct a new, democratic South Africa since 1994.

Learning Outcomes:
1. To examine the rise and demise of the system of racial domination in South Africa.
2. To compare broadly the history of race relations in South Africa with that of the United
   States.
3. To enhance the student’s analytical thinking and writing skills.
4. To learn more about what it is that historians do and what constitutes historical
   scholarship.

Evaluation: Grading in the course will be based on the following:
1. A map quiz, scheduled for February 3 × 5% of final grade.
2. An in-class examination, scheduled for February 17 × 25% of final grade.
3. A second in-class examination, scheduled for April 2 × 25% of final grade.
4. An analytical, 5-7 page book review essay, due in class April 16 × 20% of final grade.
5. A non-cumulative final examination, scheduled for May 8 × 25% of the final grade.
Specific information regarding the map quiz and book review essay will be provided later in
class. The examinations will include terms for identification, short answer questions and an
essay question. Please bring a blue book to all three examinations (but not to the map quiz).
Success in the course depends on careful study of the assigned reading material. Attendance is
HIST 346 Syllabus

mandatory. Students will be penalized after more than three absences, except in the case of university-excused absences. For each unexcused absence in excess of three, your final grade will be dropped by five percentage points. Assignments that are submitted late will receive a grade of zero, except in the case of university-excused absences or by prior arrangement with the instructor. Please see [link](http://student-rules.tamu.edu/rule7.htm) for current policy on university-excused absences. For illness- or injury-related absences of fewer than three days, a note from a healthcare professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1). The grading scale is as follows: 90-100 – A; 80-89 – B; 70-79 – C; 60-69 – D; 59 and lower – F.

**Texts:** The following paperback books are **required** and should be available for purchase in the MSC bookstore:


In addition, a number of articles and documents have been assembled for this course. They will be available on the course web site: [link](http://165.91.165.141/hist346.html). These articles are **required reading** and will be covered in the scheduled examinations and class discussions. The course web site is accessible only from within the TAMU network, though you may use VPN software to access the site from off-campus. The free software and installation instructions are available at: [link](https://net.tamu.edu/network/vpn/vpn.html).

**Schedule of Course Readings and Lectures:** Reading assignments should be done as much as possible **before** the week for which they are assigned. Supplementary required and recommended readings may be added to the schedule during the semester; these will be announced in class and posted on the course web site.


**Week 2:** Indigenous peoples in South Africa prior to 1500. Reading: Thompson, ch. 1, pp. 10-30.

**Week 3:** European settlement and the rise of racial slavery at the Cape. Reading: Thompson, ch. 2; Cape Slavery Documents and N. Worden, “Revolts in Cape Colony Slave Society” (download both from course web site).

**Map Quiz:** Tuesday, February 3.

**Week 4:** Africans, Britons and Afrikaners: the expansion of the settler colony and the Xhosa “cattle-killing.” Reading: Thompson, ch. 3; T. Stapleton, “They No Longer Care for Their Chiefs” and T. Soga “An African Clergyman Reflects on Africans’ Future, 1865” (download both from course web site).
**HIST 346 Syllabus**

**Weeks 5-6:** Diamonds, gold, war, and political unification. Reading: Thompson, ch. 4; B. Nasson, "The War of Abraham Esau 1899-1901" (download from course web site).

**First Exam:** Tuesday, February 17 (Week 5).

**Weeks 7-8:** The segregation era. Reading: Thompson, ch. 5; M. McCord, *Calling of Katie Makanya*, S. Plaatje, "The Impact of the Native Land Act" and D. Jabavu, "Liberalism over Segregation" (download both from course web site).

**Spring Break:** March 16-20.

**Weeks 9-10:** The policies and goals of apartheid. Reading: Thompson, ch. 6; United Party, "Race Relations 1946" and H. Verwoerd, "Explaining Apartheid" (download both from course web site).

**Second Exam:** Thursday, April 2 (Week 10).

**Weeks 11-12:** From nonviolent resistance to armed struggle. Reading: Thompson, ch. 7; ANC, "Freedom Charter" and N. Mandela "I am prepared to die" (download both through the links on the course web site); T. Lodge, *Mandela: A Critical Life*, ch. 1-6.

**Book Review Essay Due:** Thursday, April 16 (Week 12).

**Week 13:** The demise of apartheid. Reading: Thompson, ch. 8, Lodge, ch. 7-9.

**Week 14:** Democratic South Africa: a new beginning. Reading: Thompson, ch. 9; Z. Mdla, *The Heart of Redness*.

**Third (Final) Examination:** May 8, 12:30 PM.

**Please Note:**

1) **The handouts and presentations in this course are copyrighted.** By "handouts and presentations" I mean all instructional materials generated for this class, including, but not limited to, syllabi, quizzes, exams, in-class materials (such as computer presentations), and review sheets. Because these materials are copyrighted, you do not have the right to copy them for any purpose other than your individual use in this class, unless I expressly grant permission, and under no circumstances are you to give copies to persons who are not students in this class.

2) **Disabilities:** 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 B-118, or call 845-1637. For additional information visit: [http://disability.tamu.edu](http://disability.tamu.edu).

3) **Academic integrity:** "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. You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by The Africana Studies Program and concerns AFST 345, Modern Africa.

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in International and Cultural Diversity.
   b. To be withdrawn as an approved course in ____________________________
   c. To be moved from an approved course in ____________________________
      to an approved course in ____________________________

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [‘Exemplarily Educational Objectives’]”): http://www.theccb.state.tx.us/AAR/UndergraduateEd/oes_assumpdef.cfm

This course would be cross-listed with HIST 345, which is already included as an approved course that satisfies the core curriculum distribution in International and Cultural Diversity. This course fulfills all of the criteria listed by Texas A & M University in their Vision 2020 report and recommendations for courses in International and Cultural Diversity.

Signature: ____________________________ Date: 12-08-09
Course Instructor/Coordinator

Received: ____________________________ Date: ____________________________
Chair, CCC

Approvals:
College Dean: ____________________________ Date: 12-16-09
Department Head: ____________________________ Date: 12-08-09
AFST 345/HIST 345: Modern Africa
Spring Semester 2009

Dr. Larry W. Yarak
Office: 106A History Building (located opposite the entrance to Evans Library)
Office Hours: W 9:30-11 am, or by appointment—phone or email to schedule
Office Phone: 845-1736 (direct line); History Department: 845-7151
E-mail: yarak@tamu.edu
Course URL: http://165.91.165.141/hist345.html (accessible only within the campus network)

Course Description: This course will examine selected topics in the history of Africa since 1800. The principal aim of the course is provide students with a historical foundation for understanding contemporary Africa. Much of what is reported in the popular media about events and trends in Africa today lacks historical context and is rooted in hoary American stereotypes about Africa and Africans. In an effort to correct these misperceptions and to expand our knowledge of this fascinating continent, we will examine Africa’s history during three crucial periods: the 19th century up to about 1880 (that is, the period prior to the European conquest and “partition” of Africa); the colonial period (from about 1880 to 1960); and the post-colonial or “national” period (roughly 1960 to the present). Throughout the course, emphasis will be placed on the great diversity of Africa’s historical experiences over the last two centuries.

Learning Outcomes:
1. To gain new, historically grounded perspectives on the peoples of Africa.
2. To identify and assess critically ethnocentric and racist American images of Africa and Africans.
3. To enhance the student’s critical thinking and writing skills.
4. To learn more about what it is that historians do and what constitutes historical scholarship.

Evaluation: Grading in the course will be based on the following:
1. A map quiz, scheduled for February 5 * 5% of final grade.
2. An in-class examination, scheduled for February 24 * 25% of final grade.
3. A brief (2 page) paper analyzing a news story from the mainstream media on Africa, due March 12 * 5% of final grade.
4. A short (5-6 page) paper, assessing the utility of Soyinka’s Aké in the study of European colonial rule in Africa, due March 31 * 15% of final grade.
5. A second in-class examination, scheduled for April 7 * 25% of final grade.
6. A non-cumulative final examination, scheduled for May 13 * 25% of the final grade.
Specific information regarding the map quiz and short paper will be provided later in class. The examinations will include terms for identification, short answer questions and an essay question. Please bring a blue book to all three examinations (but not to the map quiz). Success in the course depends on careful study of the assigned reading material. Attendance is mandatory. Students will be penalized after more than three absences, except in the case of university-excused absences. For each unexcused absence in excess of three, your final grade will be
dropped by five percentage points. Assignments that are submitted late will receive a grade of zero, except in the case of university-excused absences or by prior arrangement with the instructor. Please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1). The grading scale is as follows: 90-100 – A; 80-89 – B; 70-79 – C; 60-69 – D; 59 and lower – F.

Texts: The following paperback books are required and are available for purchase at the MSC bookstore:


In addition, a number of articles and documents have been assembled for this course. They will be available on the course web site <http://165.91.165.141/hist345.html>. These articles are required reading and will be covered in the scheduled examinations and class discussions. The course web site is accessible only from within the TAMU network, though you may use VPN software to access the site from off-campus. The free software and installation instructions are available at: <https://net.tamu.edu/network/vpn/vpn.html>.

Schedule of Course Readings and Lectures: Reading assignments should be done as much as possible before the week for which they are assigned. Supplementary required and recommended readings may be added to the schedule during the semester; these will be announced in class and posted on the course web site.


Week 2: Background: Africa before 1800. Reading: Keim, chs. 7-12; I. Ajayi, “Africa at the beginning of the Nineteenth Century: Issues and Prospects” (download from the course web site).


Map Quiz: Thursday, February 5.


**Week 6:** European imperialism and the partition of Africa. Reading: Boahen, ch. 2; view video, “Africa”, Program 6: “This Magnificent African Cake” online or in EDMS.

**First Exam: Tuesday, February 24.**

**Week 7:** Imperialist horror in the Congo. Reading: A. Hochschild, selections from *King Leopold’s Ghost* (download from course web site).

**Week 8:** European colonial rule in Africa: an overview. Reading: Boahen, ch. 3.

**Africa in the Media Paper Due: March 12.**

**Spring Break: March 16-20.**

**Week 9:** Assessing colonialism. Reading: Boahen, ch. 4; W. Soyinka, *Aké*.

**Week 10:** Freedom regained: varieties of decolonization in the “colonies of administration”. Reading: F. Cooper, *Africa Since 1940*, pp. 1-84; view video, “Africa”, Program 7 “The Rise of Nationalism” online or in EDMS.

**Short Paper on Aké Due: Tuesday, March 31.**

**Week 11:** Southern Africa's late decolonization. Reading: Cooper, pp. 133-155.

**Second Exam: Tuesday, April 7.**


**Third (Final) Exam: May 13, 8:00 AM.**

**Please Note:**

1) **The handouts and presentations in this course are copyrighted.** By “handouts and presentations” I mean all instructional materials generated for this class, including, but not limited to, syllabi, quizzes, exams, in-class materials (such as computer presentations), and review sheets. Because these materials are copyrighted, you do not have the right to copy them for any purpose other than your individual use in this class, unless I expressly grant permission, and under no circumstances are you to give copies to persons who are not students in this class.

2) **Disabilities:** 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 B-118, or call 845-1637. For additional information visit: [http://disability.tamu.edu](http://disability.tamu.edu).

3) **Academic integrity:** “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. You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at http://www.tamu.edu/aggiehonor.

**General Resource Materials on Africa in the Evans Library.**

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*UNESCO General History of Africa,* 8 vols. Excellent scholarly overviews and good bibliographies at end of each volume.


In addition there are two good video program series in the library’s media center dealing with the African past: Basil Davidson, *Africa: A Voyage of Discovery,* and Ali Mazrui, *The Africans.* Both are recommended. In addition there are a number of African-produced feature films available in the library, documentary and fictional. See the course web site or ask the instructor for recommendations.
1. This request is submitted by The Africana Studies Program and concerns AFST 345, Modern Africa.

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in Humanities.
   b. To be withdrawn as an approved course in ________________________________
   c. To be moved from an approved course in ________________________________
      to an approved course in ________________________________

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB "Assumptions and Defining Characteristics ["Exemplarily Educational Objectives"]": http://www.thehcb.state.tx.us/AAR/UndergraduateEd/foe_assumeedf.cfm

This course would be cross-listed with HIST 345, which is already included as an approved course that satisfies the core curriculum distribution in Humanities. This course fulfills all of the seven criteria listed as "Exemplarily Educational Objectives" for courses in Humanities.

________________________________________
Signature: Course Instructor/Coordinator 12-08-09

Received:
Chair, CCC

(Approvals: College Dean: ___________________________________________ 12-08-09
Department Head: ___________________________________________ 12-08-09)
AFST 345/HIST 345: Modern Africa  
Spring Semester 2009

Dr. Larry W. Yarar  
Office: 106A History Building (located opposite the entrance to Evans Library)  
Office Hours: W 9:30-11 AM, or by appointment—phone or email to schedule  
Office Phone: 845-1736 (direct line); History Department: 845-7151  
E-mail: yarar@tamu.edu  
Course URL: http://165.91.165.141/hist345.html (accessible only within the campus network)

Course Description: This course will examine selected topics in the history of Africa since 1800. The principal aim of the course is provide students with a historical foundation for understanding contemporary Africa. Much of what is reported in the popular media about events and trends in Africa today lacks historical context and is rooted in hoary American stereotypes about Africa and Africans. In an effort to correct these misperceptions and to expand our knowledge of this fascinating continent, we will examine Africa’s history during three crucial periods: the 19th century up to about 1880 (that is, the period prior to the European conquest and “partition” of Africa); the colonial period (from about 1880 to 1960); and the post-colonial or “national” period (roughly 1960 to the present). Throughout the course, emphasis will be placed on the great diversity of Africa’s historical experiences over the last two centuries.

Learning Outcomes:
1. To gain new, historically grounded perspectives on the peoples of Africa.
2. To identify and assess critically ethnocentric and racist American images of Africa and Africans.
3. To enhance the student’s critical thinking and writing skills.
4. To learn more about what it is that historians do and what constitutes historical scholarship.

Evaluation: Grading in the course will be based on the following:
1. A map quiz, scheduled for February 5, 5% of final grade.
2. An in-class examination, scheduled for February 24, 25% of final grade.
3. A brief (2 page) paper analyzing a news story from the mainstream media on Africa, due March 12, 5% of final grade.
4. A short (5-6 page) paper, assessing the utility of Soyinka’s Aké in the study of European colonial rule in Africa, due March 31, 15% of final grade.
5. A second in-class examination, scheduled for April 7, 25% of final grade.
6. A non-cumulative final examination, scheduled for May 13, 25% of the final grade. Specific information regarding the map quiz and short paper will be provided later in class. The examinations will include terms for identification, short answer questions and an essay question. Please bring a blue book to all three examinations (but not to the map quiz). Success in the course depends on careful study of the assigned reading material. Attendance is mandatory. Students will be penalized after more than three absences, except in the case of university-excused absences. For each unexcused absence in excess of three, your final grade will be
dropped by five percentage points. Assignments that are submitted late will receive a grade of zero, except in the case of university-excused absences or by prior arrangement with the instructor. Please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1). The grading scale is as follows: 90-100 – A; 80-89 – B; 70-79 – C; 60-69 – D; 59 and lower – F.

**Texts:** The following paperback books are **required** and are available for purchase at the MSC bookstore:


In addition, a number of articles and documents have been assembled for this course. They will be available on the course web site <http://165.91.165.141/hist345.html>. These articles are **required reading** and will be covered in the scheduled examinations and class discussions. The course web site is accessible only from within the TAMU network, though you may use VPN software to access the site from off-campus. The free software and installation instructions are available at: <https://net.tamu.edu/network/vpn/vpn.html>.

**Schedule of Course Readings and Lectures:** Reading assignments should be done as much as possible **before** the week for which they are assigned. Supplementary required and recommended readings may be added to the schedule during the semester; these will be announced in class and posted on the course web site.


**Week 2:** Background: Africa before 1800. Reading: Keim, chs. 7-12; J. Ajayi, “Africa at the beginning of the Nineteenth Century: Issues and Prospects” (download from the course web site).


**Map Quiz: Thursday, February 5.**

**Week 4:** 19th Century Africa: Islamic reform and revolutions. Reading: B. Mack and J. Boyd, *One Woman’s Jihad*.

Week 6: European imperialism and the partition of Africa. Reading: Boahen, ch. 2; view video, “Africa”, Program 6: “This Magnificent African Cake” online or in EDMS.

First Exam: Tuesday, February 24.

Week 7: Imperialist horror in the Congo. Reading: A. Hochschild, selections from King Leopold’s Ghost (download from course web site).

Week 8: European colonial rule in Africa: an overview. Reading: Boahen, ch. 3.

Africa in the Media Paper Due: March 12.

Spring Break: March 16-20.

Week 9: Assessing colonialism. Reading: Boahen, ch. 4; W. Soyinka, Aké.

Week 10: Freedom regained: varieties of decolonization in the “colonies of administration”. Reading: F. Cooper, Africa Since 1940, pp. 1-84; view video, “Africa”, Program 7 “The Rise of Nationalism” online or in EDMS.

Short Paper on Aké Due: Tuesday, March 31.

Week 11: Southern Africa’s late decolonization. Reading: Cooper, pp. 133-155.

Second Exam: Tuesday, April 7.


Third (Final) Exam: May 13, 8:00 AM.

Please Note:

1) The handouts and presentations in this course are copyrighted. By “handouts and presentations” I mean all instructional materials generated for this class, including, but not limited to, syllabi, quizzes, exams, in-class materials (such as computer presentations), and review sheets. Because these materials are copyrighted, you do not have the right to copy them for any purpose other than your individual use in this class, unless I expressly grant permission, and under no circumstances are you to give copies to persons who are not students in this class.

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*UNESCO General History of Africa,* 8 vols. Excellent scholarly overviews and good bibliographies at end of each volume.


Excellent encyclopedia-style resource book on contemporary African states.


In addition there are two good video program series in the library’s media center dealing with the African past: Basil Davidson, *Africa: A Voyage of Discovery,* and Ali Mazrui, *The Africans.* Both are recommended. In addition there are a number of African-produced feature films available in the library, documentary and fictional. See the course web site or ask the instructor for recommendations.
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Council (CCC)
Office of the Faculty Senate, MS 1225

1. This request is submitted by The Africana Studies Program and concerns AFST 401, Slavery in World History.

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in Humanities.
   b. To be withdrawn as an approved course in ________________________________
   c. To be moved from an approved course in ________________________________
      to an approved course in ________________________________

3. The request should be in the form of a complete course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head and college dean. Signature of the submitter below certifies that copies were delivered to the appropriate administrators on the signature date. Please submit the completed request and backup information with signatures to the Faculty Senate in the form of a pdf file. It should be emailed to senate@tamu.edu.

4. Reason(s) for request (relate justification to THECB “Assumptions and Defining Characteristics [‘Exemplarily Educational Objectives’]”): http://www.theck.state.tx.us/AAB/UndergraduateEd/fos_assumpdef.cfm

This course would be cross-listed with HIST 401, which is already included as an approved course that satisfies the core curriculum distribution in Humanities. This course fulfills all of the seven criteria listed as “Exemplarily Educational Objectives” for courses in Humanities.

Signature: [Signature]
Course Instructor/Coordinator

(Date) 12-08-09

Received:
Chair, CCC
(Date)

Approvals:
College Dean:
(Date) 12-16-09

Department Head:
(Date) 12-08-09

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AFST 401/HIST 401: Slavery in World History
Fall Semester 2007

Dr. Larry W. Yarak
Office: 106A History Building
Office Phone: 845-1736 (direct line); History Department: 845-7151
Office Hours: W 9:30-11:30 AM; or by appointment
B-Mail: yarak@tamu.edu
Course Website: http://165.91.165.141/hist401.html (accessible only within the campus network)

Course Description: This course will examine the nature and significance of human enslavement in world history. Slavery has been a part of the human experience in Europe, Asia, Africa and the Americas from the earliest recorded times, though its character has varied greatly according to time and place. We will approach this immense subject from the perspective of comparative history, a methodology that has attracting considerable interest from historians in this age of intensifying global interaction and interdependence. Some of the key questions the class will consider include: How does one define slavery? On what basis can slavery be distinguished from other forms of human servitude, domination and exploitation? How did the larger political, economic and social structures shape the institution of slavery in different historical contexts? How and why did slavery come to dominate a few societies, like Ancient Rome, the colonial Caribbean, Brazil, and the antebellum US South, and with what consequences?

Course Prerequisite:
Junior or senior classification.

Learning Outcomes:

☑ To learn more about what it is that historians do, specifically by exploring two important methods employed by historians to interpret the past: comparative and social history.

☑ To sharpen the student’s analytical thinking and writing skills.

☑ To illuminate a critical, but often repressed, aspect of our own country’s past, which continues to affect profoundly the ways Americans relate to others, at home and abroad.

Evaluation: Students are expected to read all assigned materials, participate in class discussion and submit written work in a timely fashion. Grading will be weighted 90% for the written assignments and exams, and 20% for in-class presentations and participation in discussion. Attendance is mandatory. Students will be penalized after more than three absences, except
in the case of university-excused absences. For each unexcused absence in excess of three, your final grade will be dropped by five percentage points. Assignments that are submitted late will be penalized by a grade reduction of 10 percentage points for each class day the assignment is late up to 100 percentage points, except in the case of university-excused absences or by prior arrangement with the instructor. Please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1).

The Grading Scale is as follows:
90-100 = A
80-89 = B
70-79 = C
60-69 = D
59 and lower = F.

Written Assignments:
Students will submit one short essay (minimum 1500 words, approximately 6 double-spaced pages in length) based on assigned reading and class discussion during weeks 1-4; it is due on September 20 and comprises 15% of the final grade. On October 25 there will be a written examination covering reading and discussion during weeks 5-9. A second reading quiz is scheduled for November 29; it will cover readings and discussion during weeks 10-15. Each exam comprises 15% of the final grade. A research paper (minimum 3,500 words, approximately 15 double-spaced pages in length) on a well-defined topic of the student’s choice is due on December 7 and constitutes 35% of the final grade. You will submit a bibliography and outline of the research paper on November 13. Detailed instructions regarding both writing assignments will be provided in a handout later in class.

Oral Presentations: Each student will prepare at least once during the semester a brief summary of one day’s assigned reading and offer questions for the class to discuss.

Final grade composition:
80% Written Assignments and Exams
  15% Short Essay
  15% Exam 1
  15% Exam 2
  35% Research Paper
20% Class Presentations
Required Books for Purchase:

K. Bradley, Slavery and Society at Rome (Cambridge, 1994).

Other required readings will be available on the course web site:
<http://165.91.165.141/hist401.html>

Access to this site is limited to the campus network. In order to access the site from off-campus, you need to install VPN software on your computer, which is free to TAMU students. Go to <http://www.net.tamu.edu/network/vpn.html> for details. Most documents will be posted to the web site as pdf files; therefore, you will need to have the latest version of the free Adobe Reader software installed on your computer to view and print the articles.

Course Reading Schedule:

Reading should be completed before the Tuesday of the week for which it is assigned, with the obvious exception of week 1. Additional reading materials may be assigned. They will be posted to the course web site.


Essay 1 due at the beginning of class on Thursday, September 20.


Week 6: Rise of New World Slavery. Reading: Curtin, The Rise and Fall of the Plantation Complex.
HIST 401 Syllabus


Week 8: Slavery in Brazil. Reading: J. Sweet, Recreating Africa.


Reading Exam on Tuesday, October 25.

Week 10: Slave Revolution in the Caribbean. Reading: L. Dubois, Avengers of the New World.


Research paper bibliography and outline due Tuesday, November 13.


Reading Exam on Thursday, November 29.

Research Paper due Friday, 8 December at 12:30 PM.

Please Note:

1) The handouts and presentations in this course are copyrighted. By "handouts and presentations" I mean all instructional materials generated for this class, including, but not limited to, syllabi, quizzes, exams, in-class materials (such as computer presentations), and review sheets. Because these materials are copyrighted, you do not have the right to copy them for any purpose other than your individual use in this class, unless I expressly grant permission, and under no circumstances are you to give copies to persons who are not students in this class.

2) Disabilities: 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 B-118, or call 845-1637. For additional information visit: http://disability.tamu.edu.
3) **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. You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).