

## Course Information

Date Submitted: 12/15/2016

Current Prefix and Number: AAS - African-American Studies , AAS 200 INTRO AFRICAN-AMERICAN STUDIES

Other Course:

Proposed Prefix and Number: AAS 200

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? Yes

U.S. Citizenship, Community, Diversity

## 1. General Information

a. Submitted by the College of: ARTS & SCIENCES

b. Department/Division: Arts and Sciences

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Michelle Del Toro

Email: [michelle.deltoro@uku.edu](mailto:michelle.deltoro@uku.edu)

Phone: 2571388

Responsible Faculty ID (if different from Contact)

Name: Anastasia Curwood

Email: [a.curwood@uky.edu](mailto:a.curwood@uky.edu)

Phone: 2576857

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

## 2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: INTRODUCTION TO AFRICAN-AMERICAN STUDIES

Proposed Title:

c. Current Transcript Title: INTRO AFRICAN-AMERICAN STUDIES

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3.0

Proposed Meeting Patterns

LECTURE: 3.0

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: An interdisciplinary course which establishes the intellectual context for an examination of the African-American experience; it introduces students to the various approaches scholars use to analyze that experience. This course employs a topical framework which permits focus on issues reflecting the diversity and richness of African-American experience across geographic boundaries. Additional costs associated with field trips may be associated with this course. It is anticipated the cost will be under \$50.

Proposed Course Description for Bulletin: same as current

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? Yes

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

**Course Review Form  
U.S. Citizenship/Diversity/Community**

**Reviewer Recommendation**

Accept  Revisions Needed

**Course:** AAS 200 Introduction to African American Studies

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Evidence that demonstrates student understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.

Date/location on syllabus of such evidence:

Unit 1--Week 1  
Unit 2 -- Week 5  
Unit 3-Week 8  
Unit 4 --week 11

Brief description or example:

Unit 1-- Read Toni Morrison's A Mercy--this novella set at the time that chattel slavery is developing in the United States helps student learn about the historical formation of difference and how race became an important dividing marker.

Unit 1- Read Chapter three of course text (The African-American Odyssey, Combined Volume Fifth Edition by Darlene Clark Hine, William C. Hine, and Stanley C. Harrold)

Unit 2 --discuss the failure of Reconstruction and how it sets the stage for the Civil Rights Movement of the 1960s

Unit 3--discuss the impact of African American culture post-Civil Rights with an emphasis on Hip Hop

Unit 4 --this unit begins with Black Power and the Black Arts Movement and moves forward to African American political behavior from 1980s forward.

Materials and processes that foster student understanding of how these differences influence issues of social justice and/or civic responsibility.

Date/location on syllabus of such evidence:

Each week has a reading assignment from the text.  
Week 5--work with Notable African American Kentuckians Database  
Week 4--utilize interactive maps to learn about the Transatlantic Slave Trade  
Week 2, 6, 8, 12--use films from the UK Films on Demand and open sourced films on YouTube

Brief description or example:

Each week--We use African-American Odyssey, The, Combined Volume by Darlene Clark Hine, William C. Hine, and Stanley C. Harrold as the text. This is the most commonly used text in introductory African American Studies courses.

Week 5-- We have partnered with the UK Library to create a digital project that adds to their Notable Kentucky African Americans Database. Each student creates a website about an important African American in Kentucky history or a theme in African American history. At the end of the semester, the students donate their websites to the UK Library to allow them to become part of an ever growing archive in special collections.

Week 4: Students use an interactive map program to learn the geography and demographics of the Transatlantic Slave Trade.

Week 2, 6, 8, 12--Students watch films on a variety of subjects available through the UK Films on Demand or open sourced material available through YouTube. The films cover issues like slavery, African American Comedy, and Hip Hop.

Readings, lectures, or presentations that encourage students to demonstrate an understanding of historical, societal, and cultural contexts relevant to the subject matter of the course.

Date/location on syllabus of such evidence:

Week 5--Lecture by the UK Librarian in charge of African American Acquisitions and one of the developers of the Notable Kentucky African Americans Database AND students visit UK Special Connections

Week 6--Lecture by Frank X Walker

Week 7--Lecture by Anne Kingsolver

Brief description or example:

Week 5-- The trip to special collections allows students to interact with archival materials related to African American history and culture and it gives them a physical understanding of the archival work that undergirds the digital database

Week 6-- Frank X Walker and his originating the term Afrilachian allows us to make concrete connections between global and national subjects with local histories and culture. It also makes a connection between the arts and black culture and politics in a way that simply reading will not.

Week 7--Anne Kingsolver does a lecture on Blacks in Appalachia. This subject is not discussed often, but important part of the African American history and links students to the larger presence of Blacks in Kentucky.

Processes and assignments that engage students in understanding at least two of the following, as they pertain to the subject matter of the course:

- a. Societal, cultural, and institutional change over time
- b. Civic engagement
- c. Regional, national, or cross-national comparisons
- d. Power and resistance

Date/location on syllabus of such evidence:

- a. each week
- b. week 12, 13, 14
- c. week 1 and 2, and 3
- d. week 14

Brief description or example:

a. Each Week through the text and supplementary materials, students learn about the evolution of meaning of race and blackness from slavery to Barack Obama.

b. Students explore various forms of civic engagement from slave revolts to African American participation in the American revolution, to protests of the 1960s to black voting behavior.

c. Students compare the movement of human property through the transatlantic slave trade by looking at the various countries in Africa with slave ports and the movement of those people through out the Caribbean and the Americas and then into KY.

d. Students learn about the ways in which race and racial oppression impact the formation of the nation state and the privilege of individuals of some over others. At various points, they learn about African American resistance to racial oppression but in this week they focus specifically on black power as an alternative framework for understanding Black resistance in the 1960s.

☒ At least two assessable individual or group projects that focus on personal and/or collective decision-making. The projects should require students to identify and evaluate conflicts, compromises, and/or ethical dilemmas. These projects shall demonstrate a basic understanding of effective and responsible participation in a diverse society.

Date/location on syllabus of such evidence:

Week 1- Identity Box

Week 5-10--Notable African American webpage

Brief description or example:

Week 1- Identity Box is an assignment.

Week 5-10-Students must identify and create a website that will become a part of the UK Special Collections. Students have to research either individuals or organizations have face racial conflict or themes around racial conflict and then create both the visual and text components of a website that would instruct the reader about the topic. But contributing to the UK Special Collections, students are increasing the diversity of African Americans in the archives and learning the importance of recording the history of all groups.

☒ Evidence that students make effective use of library and other information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

Week 5-Students Visit Special Collections

Week 5-UK Librarian gives lectures about African Americans in the Archives and teaches them about both primary material in the archives and digital resources.

Week 5-10--Student webpages

Brief description or example:

Week 5-Students Visit Special Collections and learn about primary source materials and the archives.

Week 5-UK Librarian gives lectures about African Americans in the Archives and teaches them about both primary material in the archives and digital resources.

Week 5-10-Student webpages are created and completed. The resulting projects are donated to UK Special Collections digital repository. This makes the student work accessible by other students and the public to learn about he subject matter or related issues covered in the course.

Reviewer Comments:

AAS 200-002: Introduction to African American Studies \*Dr. DaMaris B. Hill

Time: Monday, Wednesday and Friday 12:00 – 12:50PM

Room: Biological Sciences 205

Credits: 3

Office: Patterson Office Tower 1275, Department of English

Office Hours: Tuesday and Thursday 12:00 – 1:45PM and by appointment

Email: [damaris.hill@uky.edu](mailto:damaris.hill@uky.edu) ; [profdhill@gmail.com](mailto:profdhill@gmail.com)

Office Phone : (859) 257-7006

### Course Description:

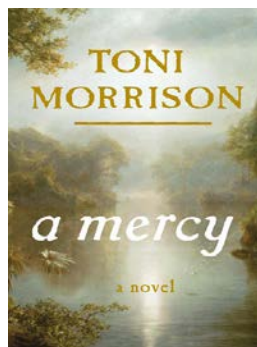
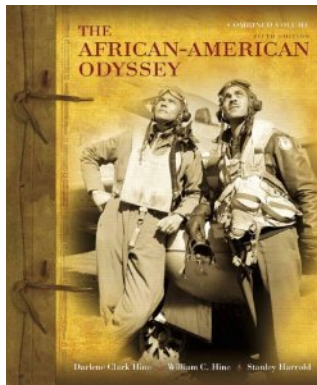
*Introduction to African-American Studies* is an interdisciplinary course, which establishes the intellectual context for an examination of the African-American experience; it introduces students to the various approaches scholars use to analyze that experience. This course employs a topical framework which permits focus on issues reflecting the diversity and richness of African-American experience across geographic boundaries.

Additional costs associated with field trips may be associated with this course. It is anticipated the cost will be under \$50.

### Required Texts and Readings:

*The African-American Odyssey, Combined Volume Fifth Edition* by Darlene Clark Hine, William C. Hine, and Stanley C. Harrold

*A Mercy* by Toni Morrison



### Apps:

*Diigo* – [www.diigo.com](http://www.diigo.com) “Diigo is a multi-tool for knowledge management”

*Ever Note* – [www.evernote.com](http://www.evernote.com) “Evernote makes it easy to remember things big and small from your everyday life using your computer, phone, tablet and the web

*Aurasma* - <http://www.aurasma.com> “Augments images, objects and places to have an aura.”

*Popplet* – [www.popplet.com](http://www.popplet.com) “Popplet is a mind mapping tool that will help you organize your ideas.”



**Objectives:**

The main objectives of the course are:

- to develop a clear understanding of several fundamental concepts in the field of Afro-American (Africana) Studies;
- to develop a clear understanding of the key theories and ideological debates in African American life and history over time
- to develop proficiency in clear and critical writing about these concepts, theories, and ideological debates.

**Student Learning Outcomes:**

On completion of this course, students will be able to

- identify the key theories and ideological debates in the study of African American life
- identify the impact of historical and structural forces on the lives of black Americans
- demonstrate ability to analyze, evaluate, and apply information from scholarly, primary, and multimedia sources
- articulate cohesive arguments in written and oral form

**Civility Statement:**

I enjoy student ideas and welcome them! Comments, questions, and opinions about the topics covered in class are encouraged, but please be mindful to express yourself using respectful and appropriate language. We would like to maintain a constructive learning environment. Therefore, no one is permitted to make offensive, intimidating, or malicious comments or behave in a disruptive manner. Additionally, the use of cell phones and other electronic communication devices will not be tolerated. Thank you in advance for adhering to the policy.

**Attendance Policy:**

As I stated previously, I welcome and encourage discussion in class. Because this course is a discussion course and the work we do in the class is designed to help you understand the reading and improve your writing, you must attend class. Exceeding THREE absences will lower your grade by one letter grade, and any subsequent absence will lower your course grade by one letter grade for each absence. Of course, if you miss class, you may bring documentation to excuse such an absence. Approved forms of documentation include medical excuses, tow truck receipts, police records, and documentation associated with funeral attendance. You are excused from class for religious holidays. Students are responsible for notifying the Professor in writing of anticipated absences due to their observance of such holidays. Students must make up class work within one week of the period of excused absence. Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports are excused absences. When feasible, the student must notify the Instructor of Record prior to the occurrence of such absences, but in no case shall such notification occur more than one week after the absence.

You may only make up class work for excused absences. Because punctuality is equally important, arriving late to class twice will count as one absence. There are many in class writing assignments and small group discussions, cumulatively they count for 10% of your course grade. Therefore, failure to meet the attendance requirements may result in a failing grade. Additional attendance requirements are also noted in the Conference Policy.

Students should also make themselves familiar with the University Senate Rule on Excused Absence, <http://www.uky.edu/Faculty/Senate/files/Excused%20Absences%209-2-09.pdf>. Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy. The rule (SR 5.2.4.2.E) states that a student has the right to petition for a W if the student misses more than 20% of class meetings because of an unexcused absence. In that case, faculty can also award a grade of Incomplete or require the student to petition for a W.

**Conference Policy:**

Successful writers are usually those who collaborate with others to generate ideas, outline papers, proofread, etc. For this reason, we will work together in class and meet individually to discuss your assignments. I will schedule a minimum of two conferences with you over the course of the semester, but I encourage you to meet with me during my office hours or other times by appointment with any issue related to the course. Missing a scheduled conference is equivalent to missing two class meetings.

**Disability Statement:**

Any student with a disability who is taking this course and needs classroom or exam accommodations should contact the Disability Resource Center, 257-2754, Suite 407, Multidisciplinary Science Building, 725 Rose Street, [dtbeac1@uky.edu](mailto:dtbeac1@uky.edu).

**Grading Policy:**

In Class Writing Assignments/Participation 20%

You will practice oral and written communication of ideas by speaking and writing on open-ended prompts in class.

Identity Box Project 10%

You will create a box (on paper) that describes the identity of an historical figure. The inside of the box contains words and images that represent how that figure might describe him/herself. The outside of the box contains words and images that represent how others have viewed that figure. You are required to incorporate a theory that we have discussed via lecture or readings.

Quizzes 10%

Be prepared to demonstrate your knowledge of theory and history on five short written quizzes.

Notable African Americans Webpage 30%

You will research, analyze, and synthesize information about a black Kentuckian, write a summary, and share the results of your work on a web entry page within the Notable Kentucky African Americans website.

Final Exam 30%

The exam will contain a combination of multiple choice, short answer, and essay questions. You will show that you can 1) identify key concepts and facts and 2) coherently argue based on your analysis of course materials.

All assignments will be accepted electronically unless otherwise mentioned. The letter grading policy follows.

|            |             |               |               |                |
|------------|-------------|---------------|---------------|----------------|
| A = 100-90 | B = 89.9-80 | C = 79.9-71.5 | D = 71.4-61.5 | E = 61.4-below |
|------------|-------------|---------------|---------------|----------------|

*The University of Kentucky does not allow partial grades to be used in final grade calculations. Your final grade will reflect the grade you have earned: A, B, C, D, or E respectively.*

### ***Mid-term Grade:***

All students will receive a grade at the mid-term based on assignments complete to that point.

### ***Grading Procedures:***

Evaluation is not about reward or punishment. The grades you earn are meant only as indication of how you are handling the complex writing tasks you are assigned in the course. Each of your papers will be assigned a letter grade according to the guidelines above. For example an A grade will be assigned for achievement of outstanding quality writing projects, in class writing assignments, and group discussions.

Group discussions constitute collaboration. Your contributions are required and will be noted each time small group or large group discussion occurs. These notations will be considered when averaging your *Daily Writings* portion of your grade.

### ***Late Assignments:***

There will be a minimum 10 point penalty per day for all late assignments. All assignments are due at the beginning of class. If you are going to be absent on the day that an assignment is due, you are still responsible for turning it in on (or before) the scheduled due date. I will not grade late work, unless we have made arrangements in advance. Therefore, you must turn in all assignments to pass the course. One letter grade will be deducted for each day a major paper is late. I will not accept or give make-up work for other missed assignments (i.e. in-class writings, homework). Check your schedule for potential conflicts well ahead of due dates, and speak with me ahead of time if you will have trouble meeting a deadline.

### ***Make up Assignments:***

As previously stated, you may only make up class work for excused absences. Any in class writing assignment that is missed due to an excused absence must be done during my next available office hour or scheduled appointment.

### ***Verification of Absences (boilerplate)***

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

### ***Additional Assistance and Writing Center Help***

**The University of Kentucky Writing Center:** <http://wrd.as.uky.edu/writing-center>

The Writing Center, Room B108B in The Hub of the W. T. Young Library (lower level), is available to help you with your writing. It is open 9 AM-9 PM Monday-Thursday, 9 AM-3 PM Friday, and 8 PM-11 PM Sunday. It is strongly advised to make an appointment in advance: go to [uky.mywconline.com](http://uky.mywconline.com) to sign on as a new client (select "First visit? Click here to register") or to log in and schedule an appointment. You can contact the Director of the Writing Center, Judy Prats at [judithgprats@uky.edu](mailto:judithgprats@uky.edu) .

## **Academic Honesty Policy:**

Intellectual property and integrity are important values for the university community, so cheating in any form, including plagiarism, will not be tolerated. Any time a writer uses someone else's ideas, words, or work without explicitly citing the source, the writer has been academically dishonest. The *Student Code and Conduct* portion of the *Student Rights and Responsibilities* (6.3.1; online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that academic integrity requires students to perform their academic responsibilities honestly. Acts of academic misconduct for which students are subject to sanctions include, without limitation, plagiarism, cheating, failure or refusal to follow clinical practice standards, falsifying or manufacturing scientific or educational data and/or representing manufactured data to be the result of scientific or scholarly experiment or research, and soliciting, aiding, abetting, concealing, or attempting such acts.

Plagiarism means taking the words and thoughts of others (their ideas, concepts, images, sentences, and so forth) and using them as if they were your own, without crediting the author or citing the source. Most plagiarism is willful, a sort of theft. It is possible to plagiarize unintentionally, though, by being careless or hurried, omitting quotation marks or slipping into the words or ideas of others through inattention or simply for convenience. Whether you meant it or not, you can be found guilty of plagiarism whenever other people's language gets used without proper citation in your text. At this and most other universities, plagiarism is regarded as intellectual theft; faculty will rarely bother to determine whether you stole words on purpose or walked out of the shop having forgotten to pay. See - <http://www.uky.edu/Ombud/Plagiarism.pdf>

Plagiarism is found in all of the following examples:

- Purchasing or copying a paper from the Internet
- Borrowing your roommate's lab report and using his or her description of the experiment to describe your findings
- Turning in a paper as your own that you didn't write
- Copying (cutting and pasting) material without acknowledging the source
- Using material when an author has been identified but not using quotation marks to reflect his or her original words
- Inadequate paraphrasing. See - <http://www.uky.edu/Ombud/Plagiarism.pdf>

Please study the University's description of and rules concerning academic dishonesty in the stated in *Section VI: Student Academic Affairs* of the University Senate Rules. Remember that every cheating offense-including but not limited to plagiarism, the unauthorized use of crib sheets, texts, or personal materials during an examination or quiz, the copying of another student's work (even with the permission or aid of that student, who is thereby culpable and should suffer the same consequences), the use of prewritten papers (the student's own or someone else's), or the unauthorized use of work written for another assignment or class will be reported to the Department of English so that the proper legal procedures can be followed. All incidents of plagiarism will be penalized, reported, and kept on file in the English Department, the College of Arts and Sciences, and the University Provost and Vice Chancellor of Academic Affairs' Office.

### **Expectations for Introduction to African American Studies**

| <b><u>Assignment Title</u></b> | <b><u>Brief Description</u></b>   | <b><u>Due</u></b> |
|--------------------------------|---|-------------------|
| Introduction to Course         | <ul style="list-style-type: none"> <li>▪ Review syllabus and introductions</li> <li>▪ Introduction to the Modified Identity Box Assignment</li> </ul> | 8/28              |

|          |   |       |
|----------|---|-------|
|          | <ul style="list-style-type: none"> <li>▪ Introduction to African American Studies</li> <li>▪ read the first chapter of <i>A Mercy</i> – 3-6</li> </ul>  | 8/30  |
| Unit #1: | <ul style="list-style-type: none"> <li>▪ read chapter 1, pages 6-8 – stop at <i>Ancient Civilizations and Old Arguments</i>.</li> <li>▪ Read chapter 1, pages 12-25 <i>West Africa</i></li> </ul>   | 9/4   |
|          | <ul style="list-style-type: none"> <li>▪ <i>Africans in America: The Terrible Transformation (1450-1750) Part I</i> - <a href="http://www.youtube.com/watch?v=YVIHLD63BfE">http://www.youtube.com/watch?v=YVIHLD63BfE</a></li> </ul>  | 9/6   |
|          | <ul style="list-style-type: none"> <li>▪ Review and identify the intersections in <i>Chapter 1 A Mercy</i>, Chapter 1 <i>Odyssey</i>, and the movie</li> <li>▪ At home quiz on Canvas – Quiz 1</li> </ul>   | 9/9   |
|          | <ul style="list-style-type: none"> <li>▪ Ask if they have questions about the quiz</li> <li>▪ Sample grading session and peer critique for modified grading assignment</li> </ul>   | 9/11  |
|          | <ul style="list-style-type: none"> <li>• Read <i>Chapter 2, Odyssey</i> 32-53</li> <li>• Maps - <a href="http://www.slavevoyages.org/tast/assessment/intro-maps.faces">http://www.slavevoyages.org/tast/assessment/intro-maps.faces</a></li> <li>• <a href="http://www.slavevoyages.org/tast/assessment/estimates.faces">http://www.slavevoyages.org/tast/assessment/estimates.faces</a></li> </ul> | 9/13  |
|          | <ul style="list-style-type: none"> <li>• Read <i>A Mercy</i> 10 - 41</li> </ul>   | 9/16  |
|          | <ul style="list-style-type: none"> <li>▪ Read <i>A Mercy</i> 10 – 41</li> <li>▪ Discussion “What do you know about slavery?”</li> </ul>   | 9/18  |
|          | <ul style="list-style-type: none"> <li>▪ <i>Chapter 3, Odyssey</i> 60-81</li> <li>▪ Discussion “What do you know about slavery?”</li> <li>▪ <i>A Mercy</i> 42-49</li> </ul>   | 9/20  |
|          | <ul style="list-style-type: none"> <li>▪ <i>A Mercy</i> 50-78</li> <li>▪ Quiz 2</li> <li>▪ <a href="http://www.youtube.com/watch?v=unFah9vgjNc">http://www.youtube.com/watch?v=unFah9vgjNc</a><br/>Africans in the Americas: The Revolution</li> </ul>  | 9/23  |
|          | <ul style="list-style-type: none"> <li>▪ <a href="http://www.youtube.com/watch?v=unFah9vgjNc">http://www.youtube.com/watch?v=unFah9vgjNc</a><br/>Africans in the Americas: The Revolution</li> </ul>  | 9/25  |
|          | <ul style="list-style-type: none"> <li>▪ <i>Chapter 4, Odyssey</i> 90—95 <i>Declaration of Independence</i> and stop at the <i>Black Enlightenment</i>, 97 -105 <i>African Americans in the War for Independence</i></li> </ul>   | 9/27  |
|          | <ul style="list-style-type: none"> <li>▪ <i>Modified Identity Box Assignment Due</i></li> </ul>   | 9/30  |
|          | <ul style="list-style-type: none"> <li>▪ <i>Lecture on Chapter 5</i></li> </ul>   | 10/2  |
|          | <ul style="list-style-type: none"> <li>▪ <i>Lecture on Chapter 6</i></li> <li>▪ <i>A Mercy</i> 79-83</li> </ul>   | 10/4  |
| Unit 2:  | <ul style="list-style-type: none"> <li>▪ Chapter 11, <i>Odyssey</i> pages 270 - 293</li> </ul>  | 10/7  |
|          | <ul style="list-style-type: none"> <li>▪ Guest Speaker presentation</li> <li>▪ Discussion</li> </ul>  | 10/9  |
|          | <ul style="list-style-type: none"> <li>▪ <i>Chapter 12: Reconstruction Odyssey</i></li> </ul>   | 10/11 |
|          | <ul style="list-style-type: none"> <li>▪ Guest Speaker presentation</li> <li>▪ <i>A Mercy</i> 84-118</li> </ul>   | 10/14 |
|          | <ul style="list-style-type: none"> <li>▪ Chapter 13-14-15: Failure of Reconstruction</li> </ul>   | 10/16 |
|          | <ul style="list-style-type: none"> <li>▪ <i>12 Years a Slave</i> – in the theaters</li> </ul>   | 10/18 |
|          | <ul style="list-style-type: none"> <li>▪ <i>A Mercy</i> and connections between <i>12 Years Slave</i></li> </ul>  | 10/21 |
|          | <ul style="list-style-type: none"> <li>▪ Frank X Walker - Speaker</li> <li>▪ Kwayke and Hill – Notable African American Kentucky – go to the special collection library to meet Rienette Jones</li> </ul>   | 10/23 |

|            |  |             |
|------------|--|-------------|
|            | <ul style="list-style-type: none"> <li>Reinette Jones – Notable African American Kentucky – go to the special collection library to meet Reinette Jones</li> </ul>   | 10/25       |
|            | <ul style="list-style-type: none"> <li>Read selections from Chapter 16-17, <i>Odyssey</i> pages 414-443 and 452 - 473</li> </ul>   | 10/28       |
|            | <ul style="list-style-type: none"> <li>Eugenics lecture – <i>Odyssey</i> Chapters 18 pages 480-503</li> </ul>  | 10/30       |
|            | <ul style="list-style-type: none"> <li>Black Entertainers- <i>Odyssey</i> Chapter 19 pages 510-531</li> </ul>  | 11/1        |
|            | <ul style="list-style-type: none"> <li>WWII and Jim Crow contrasted with Desegregation of the Military, <i>Odyssey</i> Chapter 20 pages 540-562</li> </ul>   | 11/4        |
|            | <ul style="list-style-type: none"> <li>The documentary of Emmett Till - <a href="http://www.youtube.com/watch?v=r9E7aWLq30Y">http://www.youtube.com/watch?v=r9E7aWLq30Y</a></li> </ul>                                 | 11/6        |
|            | <ul style="list-style-type: none"> <li>Webpage literacy and discussion on what the web means in terms of African American culture</li> </ul>   | 11/8        |
|            | <ul style="list-style-type: none"> <li>Notable African Americans - presentations of webpages</li> <li>Review and discussion of Emmett Till</li> <li>Chapter 21</li> <li>Final Webpage is due 11/11</li> </ul>          | 11/11       |
| Unit 3:    | <ul style="list-style-type: none"> <li>Chapter 22, pages 608-635</li> </ul>  | 11/13       |
|            | <ul style="list-style-type: none"> <li>Prep for class debates on the 18<sup>th</sup>. Class Canceled.</li> </ul>   | 11/15       |
|            | <ul style="list-style-type: none"> <li>Debate is staged</li> </ul>   | 11/18       |
|            | <ul style="list-style-type: none"> <li>Chapter 23, pages 644-666</li> <li>Finish reading <i>A Mercy</i></li> </ul>   | 11/20       |
|            | <ul style="list-style-type: none"> <li><i>Planet Rock The Story Of Hip Hop And The Crack Generation</i> <a href="http://www.youtube.com/watch?v=zswrGZP7jUY">http://www.youtube.com/watch?v=zswrGZP7jUY</a></li> </ul> | 11/22       |
|            | <ul style="list-style-type: none"> <li>Online class discussion on hip-hop and African American culture</li> </ul>  | 11/25       |
| Unit 4:    | <ul style="list-style-type: none"> <li><i>Planet Rock The Story Of Hip Hop And The Crack Generation</i> <a href="http://www.youtube.com/watch?v=zswrGZP7jUY">http://www.youtube.com/watch?v=zswrGZP7jUY</a></li> </ul> | 12/2        |
|            | <ul style="list-style-type: none"> <li>Chapter 24, pages 672-695</li> </ul>  | 12/4        |
|            | <ul style="list-style-type: none"> <li><i>A Mercy</i> - review</li> </ul>  | 12/6        |
|            | <ul style="list-style-type: none"> <li><i>A Mercy</i> - review</li> </ul>  | 12/9        |
|            | <ul style="list-style-type: none"> <li>The STUDY prepping for a final exam</li> </ul>  | 12/11       |
|            | <ul style="list-style-type: none"> <li>Prep for the final with instructors</li> </ul>  | 12/13       |
| Final Exam | <ul style="list-style-type: none"> <li>Final Exam</li> </ul>   | 12/16-12/20 |

PLEASE KEEP COPIES OF THE WORK YOU SUBMIT FOR CLASS

Syllabus is subject to minor modifications. All assignments are due the beginning of class on the date indicated to the right of the assignment. All out of class assignments must be typed and double spaced in 12 point fonts and *submitted electronically prior to class*. Times New Roman and Arial fonts are recommended. Discussion participation is expected and noted.

Introduction to African American Studies  
Fall 2013  
Drs. DaMaris B. Hill and Chamara Jewel Kwakye

Professional Dossier Student Release Form

Dear Student (or Guardian if student is under 18):

Please read the following information. Then complete, sign, and return the release form to me.

This semester, I am preparing a professional dossier to demonstrate my professional capabilities and evidence of my students' academic growth. In order to provide this evidence, I may be videotaping lessons and/or class sessions. Although the videotapes involve both the instructor and various students, the primary focus is on me as the instructor, not on the students in the class. Also, I need to retain and possibly submit samples of student work as evidence of my instructional competence. I am asking permission to duplicate and retain all student work and/or permission to record your image in video format if necessary.

A student's full name will not appear on any materials that are submitted. All materials will be used only as evidence of my competency, research or as part of training materials. Students' images and/or assignments will not be made available to the general public.

Please sign the form below to grant or deny your permission for videotaping or use of assignments (to include exams, research reports and journals).

Sincerely,

DaMaris B. Hill  
Chamara Jewel Kwakye  
Department of African American and Africana Studies  
University of Kentucky

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I, \_\_\_\_\_, grant/deny (circle one) DaMaris B. Hill and Chamara Jewel Kwakye permission to duplicate my work and/or video tape my image in classroom activities for her dossier, research and professional training purposes.

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Student's Name  
Introduction to African American Studies: Fall 2013

Date: