

## **Introduction to Africana Studies**

AFR 101

Fall 2019

T/R 12:15-1:30 PM

Chambers 3155

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Office Hours: Tuesdays 1:30 PM-3:00 PM and by appointment

### **Course Description**

This course will introduce students to the interpretive value and real-world applicability of Africana Studies by examining global Black history and contemporary Black people's experiences. It will interrogate the fundamental role of race in structuring the modern world by foregrounding African diasporan people's history, politics, and cultural productions with a particular emphasis on the Americas and the Caribbean. This course will offer an interdisciplinary, intersectional, and transnational grounding in the study of Black people.

### **Learning Objectives**

- Summarize how colonialism, capitalism, slavery, and anti-black racism have impacted African diasporan history
- Identify major activists/thinkers in the African diaspora and explain their significance
- Analyze the relationships between race, class, gender, sexuality, and nationality
- Apply interdisciplinary methods of analysis and techniques to the study of the African Diaspora

### **Required Texts**

You are not required to purchase any books for this class. All readings will be available through Moodle. To access Moodle, go to <http://moodle.davidson.edu>. Other material such as films or TV episodes will occasionally be available on Netflix or Hulu. These visual texts are marked with an asterisk (\*) on the reading schedule. If you do not have access to an account, we will schedule an out-of-class screening.

### **Academic Misconduct**

All students are expected to abide by the Honor Code as specified in the Student Handbook. Any instances of academic misconduct will be addressed according to college policies. Academic misconduct includes but is not limited to: aiding and abetting academic misconduct; cheating; fabrication; plagiarism; and violating ethical or professional standards. For further information, see <http://davidsonwriter.davidson.edu/ethical-use-of-sources/>.

## **Disability Statement**

The college welcomes requests for accommodations related to disability and will grant those that are determined to be reasonable and maintain the integrity of a program or curriculum. To make such a request or to begin a conversation about a possible request, please contact the Office of Academic Access and Disability Resources, which is located in the Center for Teaching and Learning in the E.H. Little Library: Beth Bleil, Director, [bebleil@davidson.edu](mailto:bebleil@ davidson.edu), 704-894-2129; or Alysen Beaty, Assistant Director, [albeaty@davidson.edu](mailto:albeaty@davidson.edu), 704-894-2939. It is best to submit accommodation requests within the drop/add period; however, requests can be made at any time in the semester. Please keep in mind that accommodations are not retroactive.

## **Attendance Policy**

Class attendance is mandatory. Tardiness and repeated absences will affect your daily class participation grade. In the event that you will miss class, please email me in advance. For all intents and purposes, all absences are treated as excused absences up to a limit. You may miss four classes for any reason without being penalized, whether you're ill or simply don't feel like coming to class. Five absences will result in a zero for your overall class participation grade. I will only consider exceptions to this policy if advance arrangements have been made with the Office of Academic Access and Disability Resources or with one of the Deans of the college. In accordance with college policies, a student who is absent from more than one-fourth of the course meetings shall be assigned a grade of F. This means that missing seven classes will result in an automatic failure of the class.

## **Instructor Communication**

I look forward to working with you throughout the semester to ensure that you have a fulfilling learning experience. If my office door is open, you are more than welcome to stop by. I encourage students to speak to me during office hours about any questions or concerns regarding the course. You can make an appointment for office hours at <https://calendly.com/nnekadennie>.

Please consult the syllabus, Moodle, and your classmates prior to sending emails about class procedures and requirements. If we have not resolved your issue after exchanging three emails, meet with me during office hours. I will respond to emails within three business days. This includes emails sent after 5 PM on weeknights or any time on weekends. I will not answer last minute questions via email the night before an assignment is due.

## **Evaluation of Students**

Class Participation (10%)  
Discussion Board Posts (20%)  
Archival Research Analysis (15%)  
Two In-Class Quizzes (10%)  
Take-home Test (10%)  
Current Events Paper (15%)  
Final Group Project (20%)

### Class Participation (10%)

All students are expected to contribute to discussion consistently. Students will receive a participation grade for each class. A rubric is available on the handout titled “Class Participation Guidelines” on Moodle. You may tweet during class for participation points using **#afr10119**. Your tweets must be public for me to see them. Feel free to make a separate Twitter account specifically for class if you want your existing account to remain private.

### Discussion Board Posts (20%)

Each week, write a discussion board post of approximately 200-250 words about at least one of the assigned readings. Discussion board posts are due by **9 AM on Tuesday/Thursday of each week** so that you will be better prepared for class discussion. For example, if you are writing a post about Tuesday’s readings, you must turn it in by 9 AM on Tuesday morning. I will monitor the discussion board, but will not participate. Late discussion board posts will not be accepted. Please refer to the Discussion Board Guidelines document on Moodle for further details.

\*During the week of Thanksgiving, please submit your discussion board posts by 9 AM on Tuesday, November 26.\*

### Archival Research Analysis (15%)

On **Thursday, September 12** class will meet in the library so that you can be introduced to materials related to Africana Studies in the College’s Archives and Special Collections. You will then need to make an appointment on your own to browse additional primary sources. Select one source and write a 3-4 page paper analyzing the document. This essay is due at the beginning of class on **Thursday, October 3**. Additional instructions are available on Moodle in the Archival Research Assignment document.

### Two In-Class Quizzes (10%)

There will be a short quiz at the end of Units 3 and 5. Each quiz will be worth five percent of your final course grade. Quizzes will assess your understanding of the readings and the concepts we discuss in class. Each quiz will take approximately 15 minutes.

### Take Home Test (10%)

There will be an open-book, open-note take home test on Moodle on **Thursday, November 7**. We will not hold class this day. The test will be available from 12:15 PM and must be submitted by 1:30 PM. You must work independently and are not permitted to consult others while the test is being administered. Any violations of the Honor Code will be referred to the Honor Council.

### Current Events Paper (15%)

Write a 4-5 page paper about a current event of your choosing. In your paper, explain what the current event reveals about the significance of race, gender, class, sexuality, or a related topic in

the African diaspora. Contextualize your current event with relevant information about its history and describe how the current event relates to themes we examine in this course. Your paper must cite at least three sources. At least one of those sources needs to be from this class. Potential topics might address sports, politics, or popular culture, for example. Questions for consideration include but are not limited to: How does this current event reinforce or challenge dominant conceptions of race, gender, and class? Does it have a disproportionate impact on Black people? What are the implications of the event for Black LGBTQ communities, low-income populations, or immigrants? This essay is due by the beginning of class on **Thursday, November 14**. However, you are free to submit it at any point before the due date as relevant events occur.

### Final Group Project (20%)

In groups of 4-6 people, choose one theme from this class. Write a short story that exemplifies your theme OR write and perform a skit that represents your theme. If your group writes a skit, record it and upload it to Moodle by 5 PM on **Monday, December 16**. Short stories should also be uploaded by this date and time. Each group member will be responsible for equally contributing to the project. Failure to do so will impact your grade. In addition to your short story/skit, each individual must write their own two-page analysis of how the short story/skit reflects what you have learned in this class.

### Extra Credit

Extra credit will be available until the last day of class by writing a maximum of two response papers to campus or community events related to Africana Studies. I will announce potential events in class. In a 250-300 word paper, describe the event and connect it to themes we examine in this course.

### **Grading Scale**

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	60-66
B+	87-89	C	73-76	F	0-59
B	83-86	C-	70-72		

### **Late Policy and Extensions**

Late submissions for will be penalized by 1/3 of a letter grade per day (i.e. A- becomes B+ after one day; A- becomes B after two days). A maximum of one extension will be available for the archival research analysis and the final group project under extenuating circumstances only. Extensions will not be available for discussion board posts or the current events paper. If requesting an extension, please do so at least 48 hours in advance of the deadline.

I reserve the right to edit this syllabus. In the event of any changes, I will notify you in a timely manner.

## READING SCHEDULE

### Unit One: Foundations of Africana Studies

#### Week 1: What Is Africana Studies?

August 29

- Darlene Clark Hine, *The Black Scholar*, “The Black Studies Movement: Afrocentric-Traditionalist-Feminist Paradigms for the Next Stage,” pg. 11-18
- Ibram H. Rogers, *Journal of African American Studies*, “The Black Campus Movement and the Institutionalization of Black Studies, 1965-1972,” pg. 21-38

#### Week 2: Key Concepts in Africana Studies

September 3

- Tiffany Ruby Patterson and Robin D. G. Kelley, *African Studies Review*, “Unfinished Migrations: Reflections on the African Diaspora and the Making of the Modern World,” pg. 12-32

September 5

- Kimberle Crenshaw, *University of Chicago Legal Forum*, “Demarginalizing the Intersection of Race and Class: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Policy,” pg. 139-167

### Unit 2: Colonialism and Slavery

#### Week 3: Race and Colonialism

September 10

- Walter Rodney, *How Europe Underdeveloped Africa*, Chapter Three: “Africa’s Contribution to European Capitalist Development – the Pre-Colonial Period”

September 12 – Class will meet in the library.

- Walter Rodney, *How Europe Underdeveloped Africa*, Chapter Six: “Colonialism as a System for Underdeveloping Africa” (excerpted)

#### Week 4: Slavery and its Legacies

September 17

- Eric Williams, *Capitalism and Slavery*, Chapter One: “The Origin of Negro Slavery”

- Matthew Desmond, *New York Times*, “American Capitalism is Brutal. You Can Trace That to the Plantation.”

September 19 – QUIZ 1

- Nikole Hannah Jones, *New York Times*, “America Wasn’t a Democracy, Until Black Americans Made it One”
- William Still, *Still’s Underground Rail Road Records*, “Henry Box Brown,” pg. 81-86
- Watch *Underground*, Season 1, Episodes 1-3 (Hulu)\*

### Unit 3: Black Activism

#### Week 5: Racial Uplift and Early Black Women Thinkers

September 24

- Anna Julia Cooper, *A Voice from the South*, “Womanhood: A Vital Element in the Regeneration and Progress of a Race,” pg. 9-45
- Booker T. Washington, 1895 Atlanta Exposition Address
- W.E.B. Du Bois, *Souls of Black Folk*, “The Talented Tenth”

September 26 – Attendance required at James E. Ferguson II civil rights event  
4:00 PM, Sprinkle Room, Alvarez College Union

- Frances Ellen Watkins Harper, “We Are All Bound up Together”
- Anna Julia Cooper, *Words of Fire: An Anthology of African-American Feminist Thought*, “The Status of Woman in America,” pg. 43-50
- Ida B. Wells, “Lynch Law in All Its Phases”

#### Week 6: Black Internationalism

October 1

- Marcus Garvey, “‘Declaration of Rights of the Negro Peoples of the World’: The Principles of the Universal Negro Improvement Association”
- Listen to Bob Marley, “War”
- Michelle Stephens, *Black Empire: The Masculine Global Imaginary of Caribbean Intellectuals in the United States, 1914-1962*, Chapter Three: “Marcus Garvey, Black Emperor,” pg. 75-91

October 3 – ARCHIVAL RESEARCH ANALYSIS DUE

- Claudia Jones, *Words of Fire: An Anthology of African-American Feminist Thought*, “An End to the Neglect to the Problems of Negro Women,” pg. 107-124
- Carole Boyce Davies, *Left of Karl Marx: Introduction*, pg. 1-27

## Week 7: Civil Rights Movement and Black Power

October 8

- Barbara Ransby, *Sisters in the Struggle: African American Women in the Civil Rights-Black Power Movement*, “Behind-the-Scenes View of a Behind-the-Scenes Organizer: The Roots of Ella Baker’s Political Passions,” pg. 42-46, 53-55
- Devon Carbado and Donald Weise, “What It Was Like to be Gay in the Civil Rights Movement?”
- Martin Luther King, Jr., “The Other America”
- Watch *The Boondocks*, Season 1 Episode 9: “Return of the King” (Hulu)\*
- Watch *The Boondocks*, Season 4 Episode 5: “Freedom Ride or Die” (Hulu)\*

October 10

- Black Panther Party for Self Defense Ten-Point Program
- Elaine Brown, *A Taste of Power: A Black Woman’s Story*, “A Woman’s Revolution,” pg. 356-371
- Watch *The Black Panthers: Vanguard of the Revolution*, Netflix\*
- Elaine Brown, *The Daily Beast*, “Ex-Black Panther Leader Elaine Brown Slams Stanley Nelson’s ‘Condemnable’ Documentary”
- Kathleen Neal Cleaver, “Women, Power, and Revolution”

## Week 8: Apartheid

October 15 – Fall Break

October 17 – Guest Lecture, Garrey Dennie

- Nelson Mandela, “I Am Prepared to Die”
- Listen to Miriam Makeba, “A Luta Continua”
- Tom Lodge, *Black Politics in South Africa since 1945*, selection TBA

### Unit Four: Black Identities in the African Diaspora

## Week 9: Representing Blackness

October 22

- W.E.B. Du Bois, “Strivings of the Negro People”
- W.E.B. Du Bois, “Criteria of Negro Art”

October 24 – Guest Lecture, Mikael Owunna

- Jake Naughton, *New York Times*, “Pride and Self-Love in the L.G.B.T.Q. African Diaspora”
- Mikael Owunna, *New York Times*, “Drawing a Portrait of L.G.B.T.Q. Life”

## Week 10: Afro-Latinidad

October 29 – Guest Lecture, Devyn Benson

- Watch *Black in Latin America* Episode 2: “Cuba: The Next Revolution” (available on library website)
- Devyn Benson, *Antiracism in Cuba: The Unfinished Revolution*, Chapter Two: “The Black Citizen of the Future: Afro-Cuban Activists and the 1959 Revolution,” pg. 72-92

October 31

- Ana-Maurine Lara, “Cimmarronas, Ciguapas and Senoras: Hair, Beauty and National Identity in the Dominican Republic,” in *Critical Articulation of Black Hair/Body Politics in Africana Communities*, pg. 113-126
- Ana-Maurine Lara, “Bodies and Memories: Afro-Latina Identities in Motion,” in *Women Warriors of the Afro-Latina Diaspora*, pg. 23-46

## Week 11: African American LGBTQ Communities

November 5 – Center for Career Development Seminar

- Sabrina Rubin Erdely, *Rolling Stone*, “The Transgender Crucible: How CeCe McDonald Became a Folk Hero”

November 7 – NO CLASS; TAKE HOME TEST DUE ON MOODLE by 1:30 PM

## Week 12: African American LGBTQ Communities

November 12

- E. Patrick Johnson, *Sweet Tea: Black Gay Men of the South*, Introduction, pg. 1-23
- E. Patrick Johnson, *Sweet Tea: Black Gay Men of the South*, Chapter Two: “Coming Out and Turning the Closet Inside Out,” pg. 109-111, 148-150 (Kenneth), pg. 161-164 (Kenyatta)

November 14 – CURRENT EVENTS ESSAY DUE

- Combahee River Collective Statement
- Barbara Smith, *The Lesbian and Gay Studies Reader*, “Homophobia: Why Bring it Up?” pg. 99-102
- Audre Lorde, “A Litany for Survival”
- Audre Lorde, “The Master’s Tools Will Never Dismantle the Master’s House”
- Amber Jamila Musser, *No Tea, No Shade: New Writings in Black Queer Studies*, “Remembering Audre: Adding Lesbian Feminist Mother Poet to Black,” pg. 346-359



## Unit Five: Artistic Representations of Blackness

### Week 13: Diasporic Black Women's Literature

November 19

- Carole Boyce-Davies, *Black Women, Writing and Identity: Migrations of the Subject*, Chapter Five: "Writing Home: Gender, Heritage and Identity in Afro-Caribbean Women's Writing in the US," pg. 113-116
- Jamaica Kincaid, "Girl"
- Edwidge Danticat, *Krik? Krak!* "Caroline's Wedding," pg. 155-216

November 21

- Zora Neale Hurston, "Sweat"
- Zora Neale Hurston, "The Gilded Six Bits"

### Week 14: Hip Hop and the Black Female Body

November 26

- Marquita Marie Gammage, *Representations of Black Women in the Media: The Damnation of Black Womanhood*, "From the Auction Block to Hip Hop," pg. 34-49
- Watch Nicki Minaj, "Anaconda" music video
- Mehera Bonner, *Cosmopolitan*, "Here's Why Nicki Minaj and Miley Cyrus are Feuding"
- Aria S. Halliday, *Girlhood Studies*, "Miley, What's Good? Nicki Minaj's Anaconda, Instagram Reproductions, and Viral Memetic Violence," pg. 67-79

November 28 – Thanksgiving Break

### Week 15: TV and Film

December 3

- Viewings and readings to be selected by the class

December 5 – QUIZ 2

- Viewings and readings to be selected by the class

### Week 16: Wrap Up

December 10

- Watch Brittney C. Cooper, "The Future of Black Studies (In Theory)"

December 16 – FINAL PROJECT DUE