

AAAS 200: Major Readings in African American and African Studies
GEC Categories 2 and 4. Social Science, Individuals and Groups Course; Diversity in the
United States
February 10, 2010

COURSE DESCRIPTION:

AAAS 200 introduces students interested in African American and African Studies to authors and texts that have contributed to the discourses that have shaped and defined the discipline from its inception to the present. This course provides the opportunity for students to explore important themes and perspectives about people of African descent. Selected texts for this class represent a broad range of subjects that have helped to define the core interdisciplinary focus of African American and African Studies. Topics such as slavery, the African Diaspora, race, gender, class, politics, literature, sociology, and psychology will be examined in this course.

GEC Goals and Expected Outcomes

Social Diversity in the United States

Goals:

Students enhance understanding of the pluralistic nature of institutions, society, and culture in the United States.

Expected Learning Outcomes:

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Social Science

Goals:

Students learn about the systematic study of human behavior and cognition; of the structure of human societies, cultures, and institutions; and of the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected learning outcomes:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.
2. Students understand the behavior of individuals, differences and similarities in the contexts of human existence (e.g., psychological, social, cultural, economic, geographic, and political), and the processes by which groups, organizations, and societies function.
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

(1) Individuals and Groups Expected Learning Outcomes:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students develop abilities to comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making.

UNIVERSITY POLICIES:

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33356-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services

Students with disabilities that have been certified by the Office of Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

REQUIRED TEXTS:

Chinua Achebe. *Things Fall Apart*.

Charles Johnson. *Middle Passage*.

Paul Gilroy. *The Black Atlantic*.

Aimé Césaire. *Discourse on Colonialism*.

W.E.B. Du Bois. *The Souls of Black Folk*.

Angela Davis. *Women, Race, and Class*.

Patricia Hill Collins. *Black Feminist Thought*.

Robert Staples. *The Black Family: Essays and Studies*

Frantz Fanon. *The Wretched of the Earth*.

- African American and African Studies Reader (A Reading Package Developed and Organized for AAAS 200 by AAAS Faculty, 2010)

REQUIRED WORK:

There will be a midterm and a final examination during the quarter. Both examinations will include essays, short answers and term identifications. Students will also write an 8-10 page Research Paper. Each student will have the option to choose a research topic from one of the three focus areas – African American, Africa and African Diaspora. Quizzes will be based on course readings and will occur at the beginning of class. Students will be required to attend at least one event and write a 1-2 page analysis. The points for this assignment will contribute to participation grade. Students will be required to demonstrate critical thinking, strong analytical skills and original perspectives in all their work.

ATTENDANCE:

Attendance is mandatory in this class. Absences and tardiness will adversely affect students' final grade by one grade point. All students will be allowed a total of three absences (excused and unexcused). After that students' grade will drop by one grade point for each absence. Three tardy entries will count as one absence.

COURSE REQUIREMENTS/GRADES:

Mid-term Exam (Short Answer and Essay Questions)	20%
Quizzes	15%
Final Exam (Short /answer and Essay Questions -- Cumulative)	25%
Discussion/Participation	10%
Research Paper	30%
Total	100%

CLASS DISCUSSION:

Some Ground Rules: Discussion requires more than just talk. You should pay attention and listen to others. Ask questions of your peers and the instructor. Engage your classmates in student-to-student cross talk. Take responsibility for picking up the dialogue and help keep the conversation on track. This will help keep the discourse in the class moving in a democratic direction, where a variety of ideas, theories, and interpretations coexist and help inform one another. Disagree without being disagreeable. Be polite.

Your participation includes being prepared and offering thoughtful comments throughout the course. Participation also means that you give your full attention during the class discussion, individual and group presentations and guest lectures, and asking questions and providing feedback afterward. If there is any reason that you cannot fully participate in class let the instructor know as soon as possible.

Grade Scale:

A 93-100

A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	65-67
E	64 and below

SCHEDULE OF LECTURES, READINGS, AND EXAMINATIONS:

Week 1: Introduction

Readings: From Course Reader on AAAS as an Interdisciplinary Discourse

Week 2: Pre-colonial Africa

Readings: Chinua Achebe. *Things Fall Apart*

Maps of Africa – Physical and Political

Film: Ali Mazrui – “**The Africans: A Clash of Cultures**”

Week 3: Slavery and Freedom

Readings: *Middle Passage* by Charles Johnson.

- Excerpts on Charles Johnson’s *Middle Passage* from AAAS Course Reader.

Week 4: Historical Perspectives on the African Diaspora

Readings: *The Black Atlantic* by Paul Gilroy; **Or**, Aimé Césaire. *Discourse on Colonialism*

- Excerpts from AAAS Course Reader.

** Begin work on Research Paper this week.

Week 5: Family and Society

Readings: Staples and excerpts from the AAAS Course Reader

***** Mid-term Examination on: Pre-colonial Africa, the Middle Passage and Slavery.**

Week 6: Feminism and Gender Studies in the United States

Readings: *Black Feminist Thought* by Patricia Hill Collins; **Or**, Angela Davis. *Women, Race, and Class*

Week 7: Feminism and Gender Studies in Africa **and** the Diaspora

Readings: Excerpts from AAAS Course Reader

Week 8: Psychological and Revolutionary Perspectives on the African

Liberation Struggle

Readings: Frantz Fanon. *Black Skin, White Mask*.

- Excerpts from the AAAS Course Reader

Week 9: Racial Uplift, Black Intelligentsia and Nationalism

Readings: W.E.B. Du Bois. *The Souls of Black Folk*

- Excerpts from the AAAS Course Reader

Week 10: Review and Conclusion: Education, Civil Rights and the Quest for Theory

Readings: Excerpts from AAAS Course Reader

Final Exam: Cumulative

Due Dates:

Research Paper – Week 9

Exam I – Week 4

Exam II – Final Exam (Schedule determined by Registrar)

Quizzes – 3 -4 quizzes (Depending on course needs)