

Course Objectives:

1. To provide opportunities for students to become familiar with the life and work of W. E. B. Du Bois, through studying intellectual frameworks, design, implementation, and evaluation of a range of disciplinary reading.
2. To identify ways in which African Americans have engaged in self-writing as a means of self-determination.
3. To support interdisciplinary scholarship relevant to historical and contemporary African American issues.
4. To share reflections on the research process; thus, to provide models of the ongoing nature of research.
5. To provide students an opportunity to reflect on research interests through various source types, including primary documents, autobiography, humanities and social science research. To provide guidance and feedback to students regarding formulation of a long-term research and professional agenda.

Learning Outcomes

Upon completion of the course, students should be able to:

1. Prepare an abstract to clearly reflect three areas of a research paper

Dr. E's Critical Reading Strategy (DAT)

Description (Basics, structure)	knowledge, comprehension	(What?)	Text
Analysis (Details, relevance)	analysis, evaluation	(So what?)	Context
Thesis (Reader's argument)	application, synthesis	(Now what?)	Subtext

2. Constructively criticize and edit your own work. Apply critical thinking skills and analysis to work by other scholars at a range of levels in the field (undergraduate, graduate and faculty).
3. Create a final research paper ready for professional peer review and consideration in three relevant journals.
4. Offer an oral presentation of 15 minutes on the research topic.
5. Build on an extensive legacy of research at Clark Atlanta University.

Teaching/Learning Methods:

1. Weekly lecture, discussion and consultation in three specific areas: the legacies of W. E. B. Du Bois, African American life and history, and research areas of students.
2. Visits to at least two archives holding Du Bois' work.
3. Consultation of at least 5 books, 5 journal articles, and 5 dissertations by or about Du Bois outside of course reading to create a literature review for the final paper.

Evaluation Criteria: Content, Structure, Sources

Unless otherwise noted, grades will be assigned in the following three areas:

- **Structure:** Organization with unified beginning, middle, and end; clear flow of ideas in paper and appropriate transitions; paragraphs and sentence structure; proper punctuation; appropriate language, evidence of editing
- **Content:** Clear main idea, relevant question, answer that matches the question type, thesis, argument development
- **Sources:** Valid sources that support but also complicate argument, appropriate scholarly journals, books, and dissertations; use primary documents with nuanced interpretation; correct citation in text and bibliography; correct citation style for academic discipline— use the Turabian style guide)

ASSIGNMENT POINTS	Grade Scale
100 pts. Short papers: engaging Du Bois; archive visits (2 @ 4 pgs)	A = 90-100 %
160 pts Response papers: What? So What? Now What? of reading (8 @ 1 pg)	B = 80-89 %
50 pts. Research proposal (3 pgs)	C = 70-79 %
50 pts. Draft bibliography	D = 60-69 %
300 pts. Research paper (drafts, 15 pg final paper, & 10 minute presentation)	F = 59 % and below
<u>140 pts. Discussion and attendance</u>	
800 Total possible points	
*25 pts. Extra Credit option: Read <i>Equator Woman</i> via "Criteria for Negro Art"	
Grade calculation will be consistent with the <i>CLARK ATLANTA UNIVERSITY STUDENT HANDBOOK</i> with a ten-point spread between grades, with 90-100 "A" and 60-69 "D".	

Required Articles

Taylor, Quintard. "The Scholar-Activist and the Challenge of Social Change: W. E. B. Du Bois and Race in America." *Reviews in American History*, Vol. 22, No. 4 (Dec., 1994), 662-667.

Evans, Stephanie and Sharon Austin, Eds., *Diaries of a Prolific Professor: Undergraduate Research from the James Haskins Manuscript Collection* (2011). University of Florida Document Collection online: <http://ufdc.ufl.edu/AA00007589/>

Required Books

1. **Du Bois, W.E.B.** *The Souls of Black Folk*. 1903.
2. **Du Bois, et. al.** The Atlanta University Publications (2 selections)
3. **Du Bois, et. al.** The Phylon Journal (2 selections)
4. **Shaw, Stephanie.** *W. E. B. Du Bois and the Souls of Black Folk*. 2013.
5. **Du Bois, W.E.B.** *Black Reconstruction*. 1935.
6. **Du Bois, W.E.B.** *Darkwater: Voices from Within the Veil*. 1920.
7. **Du Bois, W.E.B.** *The Autobiography of W.E.B. Du Bois: A Soliloquy on Viewing My Life from the Last Decade of Its First Century*. 1968.
8. **W. E. B. Du Bois.** *A Reader*.

Recommended Reading

9. **Lewis, David Levering.** *Biography of a Race*.
10. **Lewis, David Levering.** *Fight for Equality*.
11. **Du Bois Resources**, including AU Publications <http://www.webdubois.org/>
12. **Du Bois Online**, including bibliography <http://www.duboisweb.org/>

Online Resources

- Du Bois Legacy Project <http://cauduboislegacy.net/>
- Swag Diplomacy: Black Travel Memoirs <http://www.professorevans.net/SWAG.html>
- National Archives <http://www.archives.gov/education/research/index.html>
- Schomburg Center for Research in Black Culture <http://www.nypl.org/locations/schomburg>
- Intro to African American Studies [e-blackstudies] <http://eblackstudies.org/intro/>

	SEMESTER AT A GLANCE
Week	Tuesdays 4:30 - 7:00 pm
[1] August 20	Semester begins Wednesday. Peruse syllabus, order books
[2] August 27	First Class: Introductions & syllabus Class objectives, expectations, and course resources Reading due for class: Taylor, Quintard. "The Scholar-Activist and the Challenge of Social Change: W. E. B. Du Bois and Race in America." <i>Reviews in American History</i> , Vol. 22, No. 4 (Dec., 1994), 662-667. Evans, Stephanie and Sharon Austin, Eds., <i>Diaries of a Prolific Professor: Undergraduate Research from the James Haskins Manuscript Collection</i> (2011).
[3] September 3	Du Bois, W.E.B. <i>The Souls of Black Folk</i> . 1903.
[4] September 10	Library – Introduction to Special Collections and Du Bois Holdings <i>Dr. Evans in Bahia</i>
[5] September 17	Du Bois, et. al. The Atlanta University Publications ~ choose any two selections Response paper #1: Engaging Du Bois
[6] September 24	Du Bois, et. al. <i>Phylon Journal</i> ~ choose any two selections
[7] October 1	Shaw, Stephanie. <i>W. E. B. Du Bois and the Souls of Black Folk</i> . 2013.
[8] October 8	Du Bois, W.E.B. <i>Black Reconstruction</i> . 1935. Response paper #2: Archive visit
[9] October 15	Du Bois, W.E.B. <i>Darkwater: Voices from Within the Veil</i> . 1920.
[10] October 22	Du Bois, W.E.B. <i>The Autobiography of W.E.B. Du Bois: A Soliloquy on Viewing My Life from the Last Decade of Its First Century</i> . 1968. to page 235 (through "Atlanta University") Proposals Due

<p>[11] October 29</p>	<p>Du Bois, W.E.B. <i>The Autobiography of W.E.B. Du Bois: A Soliloquy on Viewing My Life from the Last Decade of Its First Century.</i> 1968. to page 426 (through end)</p> <p>Annotated Bibliography Due</p>
<p>[12] November 5</p>	<p>W. E. B. Du Bois. <i>A Reader.</i> to page 367 (Part VI) ~ choose any three selections</p>
<p>[13] November 12</p>	<p>W. E. B. Du Bois. <i>A Reader.</i> Through end ~ choose any three selections</p> <p>Final Paper First Draft Due In-class peer review</p>
<p>[14] November 19</p>	<p>Final Paper Second Draft Due In-class peer review</p>
<p>[15] November 26</p>	<p>Oral Presentations of Research Paper Final Paper Check-in.</p> <p>Papers accepted until Thursday, December 12th at 6pm. Turn in one hard copy AND one email copy before this time.</p>

ASSIGNMENT DETAILS:

Points Assignment

100 pts. Short papers: Engaging Du Bois; archive visit (2 @ 50 pts. 4 pp each)

- **PAPER I – Engaging Du Bois paper:** describe what you know about Dr. Du Bois and reflect on how you came to know what you do. Cite all relevant sources you have been exposed to. Reflect on your motivation for taking this class and relate this class topic to your professional goals. Articulate at least one principle or theory that you apply in your writing, so this paper is definitely a reflection pieced, but include sources and a bibliography to clarify the sources of your ideas and arguments regarding your academic/professional interest. **PAPER II - Archive paper:** locate at least three primary sources in the Woodruff Library Archives and at least three primary sources in the University of Massachusetts-Amherst that can help you further your research paper. Note why these sources are important to your academic and professional development.
- **In each paper,** include references to at least two books and one journal article relevant to your scholarly interests. Include a bibliography immediately after the paper conclusion (use proper citation style --this will help you format your final paper). Bibliography not counted in page count (i.e. four pages of text per paper).

160 pts. One-page Reader Response (8 @ 20 points. 2 pp each)

- Write a brief response outlining the What?, So What?, Now What? of the day's reading. This is formal in content and structure, but NOT to exceed one page. These short reflection papers will be the basis of class discussion.

50 pts. Final Paper Proposal

- 3 pages of double spaced text

50 pts. Draft bibliography

- Minimum 5 books, 5 articles, 3 dissertations, 4 primary sources.

300 pts. Research paper (drafts, final and presentation)

- First draft: Eight pages of text minimum (5 points); Second draft: Ten pages of text minimum (5 points); Check in: 12 pages of text (10 points). These drafts must be delivered by the beginning of class. No late points will be awarded for drafts.
- Research Presentation: Eight to ten minute professional-quality presentation of research topic (10 points).
- Final Paper/Project: 3750 words (about 15 pages of text), not including bibliography. Full-length and complete, polished to ready for submission to external reader. Due by Thursday, December 12th, 6pm. Late papers will incur a 20 point penalty. *Papers will not be accepted after 12:00noon on the last day of finals, Friday December 13th.* Turn in one hard copy and one email copy to Dr. Evans. No "I" grades will be given as an extension of final paper deadline.
 - ✓ "Scholar-Activist and Challenge of Social Change" (Taylor article) (5 points)
 - ✓ Class texts: minimum, four of eight texts (40 points)
 - ✓ Literature Review: reference and cite at least 3 scholarly books & 3 journal articles (60 points)
 - ✓ Three newspaper articles (one prior to 1950, one prior to 1980, one after 1980) (30 points)
 - ✓ Three dissertations (30 points)
 - ✓ Writing mechanics, paper structure, technical aspects (50 points)
 - ✓ Content: original scholarly contribution (50 points)
 - ✓ Formal abstract: 300-400 words; also list 5 keywords (5 points)

140 pts. Discussion and attendance

- Students are expected to take notes on the assigned readings and review notes before coming to class. *Be in class on time and to stay until class is finished.* This is a discussion-centered course, attendance and participation are important parts of your grade. Absences count and excessive tardiness (3) will be counted towards absences.
- Be on time to sign immediately in if you wish to be counted. No retroactive sign in will be allowed. On the 5th absence (excused or not), 50 points will be deducted from these points in addition to absences).

25 pts. Extra Credit: Equator Woman Critique

- Read and provide written response for the new book, *Chronicles of the Equator Woman: The Recipe for Justice Soup* book based on your interpretation of W. E. B. Du Bois's essay "The Criteria of Negro Art." Interpret the essay any way you wish, just articulate your estimation of Du Bois's definition of art and use that to critique the Equator Woman text.

IMPORTANT INFORMATION:

- **Please come and see me during office hours about ANY questions, comments, *special needs* or concerns regarding the course.** If my office hours conflict with your schedule, we can set up an appointment. Email or call at any time; allow 24-48 hours for my response. For special needs requests, I will be more than happy to work with any campus resource and accommodate needs for any student who brings a *campus-generated written request within the first two weeks of class*. Accommodation of special needs requests will be considered only BEFORE assignments are due.
- **Do ALL work in a professional manner.** All written assignments are to be typed, double-spaced using Times Roman 12 font in MS Word with the standard 250 WORDS PER PAGE. [Large fonts such as Arial, Century Schoolbook, Courier New, boldfaced fonts, or Bookman Old Style ARE NOT ACCEPTABLE.] Borders should be the standard (one-inch) and only MLA, APA, Chicago or Turabian styles should be used for all written work (use the style of your academic discipline). **Do not** take up extra space on papers by using name, date, course, assignment title as ways to extend the start line of the paper. Do not include a cover sheet. Put all information in the top *right hand corner*, single spaced. Assignment title or paper title may be centered. The professor and your peers will offer feedback on the final paper; take the comments graciously...they are meant to improve your work. Take full advantage of the library and campus writing center resources...your grade (and your professional future) depends on it.
- **All students are expected to know and adhere to the University's guidelines for Academic Honesty.** I do not tolerate students submitting a collection of ideas without citation, which is considered plagiarism whether intended or not. If I have any reason to believe that any student has taken part in cheating, plagiarism, misrepresentation, bribery, conspiracy, or fabrication, the minimum penalty is a "0" for the assignment and I will complete faculty adjudication process. In my career, I have had the unfortunate experience of having to turn several students in for academic dishonesty; though it is a time-consuming and unenjoyable process, I will not hesitate to report students in accordance with Clark Atlanta University policies.
- **Work ethic.** Do not turn in mediocre work and expect an exceptional grade. You will receive the grade you earn. My goal is to train scholars to be competitive in an international work force. I do not pander to low personal standards. Regardless of circumstances, grades are earned by actual submitted work, not intention or effort.
- **Attendance matters.** Absences related to approved University activities, illnesses and family emergencies may be categorized as excused, with appropriate written documentation from the Vice-President of Student Affairs. Excused absences allow you to make-up missed work without penalty. All other absences are considered unexcused and will incur penalty without exception.

Please note the following areas of responsibility:

Emergencies (death, natural disasters)	Dean of Student Affairs
Jury Duty	Course Faculty
Medical (on-off-campus students)	Health Center Director
Military	Order Papers
Official University Business	School Deans
Interviews (off-campus)	Course Faculty
Interviews (on-campus)	Course Faculty
University-Sanctioned Assemblies	Course Faculty
Other	Dean of Student Affairs

- **Late work is accepted:** I understand that life happens...so late work is absolutely accepted. For regular course assignments, a 10% penalty will be applied to all late work. The final paper penalty is also 10% until the last day of finals, after which no paper will be accepted. Work will be considered late after *the beginning* of class on the due date. No work will be accepted after 12:00 noon on the last day of final exams. Unless instructed to do so by the professor, emailed work is not accepted. In-class peer review points cannot be made up.
- **No I grades:** I do not routinely assign "I" (Incomplete grades), so plan to finish work by the end of semester; grades will be assigned accordingly. Exceptions might include documented major medical emergencies with notice in advance of the final week of class, but only if written approval is secured from the professor.
- **Respect:** All students will show collegial respect toward other students. Debates are encouraged; not disrespect. In this course, we will acknowledge the pledge to Clark Atlanta University's Campus Cultural Creed.

Reminders:

- ✓ Activate your Panther ID, library card, and CAU email accounts immediately. Important notices are sent via email to the class listserv so make sure your CAU email account is functional.
- ✓ Read all assignments BEFORE class. Do not eat, conduct other work, or check out during class. Manage your time to do so before or after class time.
- ✓ TURN OFF ALL CELL PHONES, PAGERS, & BEEPRS BEFORE CLASS! NO EXCEPTIONS.