

AADS 1102/01
Issues in African and African Diaspora Studies
Interdisciplinary Studies Department
Spring 2015



CRN:
3 credit hours/3 lecture hours
Instructor: Dr. Regina Bradley

Meeting Time: 5:00p -6:15p MW
Social Sciences Building 1020
E-mail: rbradl14@kennesaw.edu**
**if you email me on a weekday (Monday thru Thursday) I should respond within 24 hours. Any emails sent during the weekend or on holidays will be answered within 72 hours.

Office Hours: Mondays and Wednesdays
2:00PM-3:00PM or by Appt.
Office Location : SO 4005

Course Description

This course provides an overview of key concepts, problems, themes, strategies, and methods of African Diaspora Studies (also known as Black, Africana, African American, and Pan-African Studies). Students will explore recent political, economic, and social problems facing the African Diaspora, especially issues of race, class, gender, and ethnicity in popular culture.

What is Africana Studies?

Africana Studies (African and African Diaspora Studies) is the academic analysis of the global diaspora of African-descended people and culture. This includes but is not limited to the African, African American, African Canadian, Afro-Caribbean, Afro-European and Afro-Asian experience. Africana Studies uses a variety of innovative methods and approaches from the social sciences, natural sciences and humanities to examine issues, challenges, and viewpoints of these groups. Africana Studies also examines subjects concerning political, economic and social transitions and mechanisms of social change.

The term "Africana" integrates three areas of focus within the program: African, African American, and the global African diaspora. The African diaspora consists of people of African origin outside the African continent, most often studied using a comparative approach. Overall, our program seeks to provide our students with a multidisciplinary framework through which they can study the experiences of African peoples and their descendants. The program's offerings range across the traditional fields of history, literature, sociology, political science, anthropology, and other related disciplines.

KSU AADS Program Mission Statement

The African and African Diaspora Studies (AADS) program at Kennesaw State University offers students an interdisciplinary and praxis-oriented educational experience that fosters an understanding of the global experiences of African and African-descended peoples in Africa, the Americas, Asia, Europe, and Oceania. Students gain an appreciation of the diverse character of humanity, explore the complex historical and cultural relations between Africans on the continent



and African-descended peoples in the Diaspora, and engage in a comparative study of issues affecting Africans in the continent and the Diasporas. "Diaspora" has come to mean the migration or dispersion of any group of people from their ancestral homelands – in this case, the African Diaspora in Asia, Europe, Oceania and the Americas. The global, interdisciplinary AADS major and minor provides students a valuable Liberal Arts education, professional and critical thinking skills, and tools for navigating our global world society. The program provides the framework for every student to explore and integrate course content into life goals and career objectives.

African and African Diaspora Studies Assurance of Learning Outcomes

Upon successful completion of this course, the students will be able to:	AADS Program Competency	Assignments and Expectations to Fulfill Course Objectives
Demonstrate knowledge of interdisciplinary approaches to the study of historical and contemporary issues within African and African Diaspora Studies	1	<ul style="list-style-type: none"> ▪ Critical Analysis Essay
Demonstrate knowledge of some key events, processes, and figures that have shaped the experiences of African and African Diaspora communities	2	<ul style="list-style-type: none"> ▪ Co-Lecturer ▪ Exam/Quizzes
Communicate effectively about Africa, the African Diaspora, and their intersections both orally and in writing	3	<ul style="list-style-type: none"> ▪ Co-Lecturer ▪ Critical Analysis Essay
Identify and describe some of the major contributions made by African and African Diaspora peoples/communities to global society and human culture	5	<ul style="list-style-type: none"> ▪ Exam/Quizzes
Demonstrate knowledge of the literary, historical, political, aesthetic, and socio-cultural convergences between Africans in Africa and Africans in the Diaspora	6	<ul style="list-style-type: none"> ▪ Exam/Quizzes
Demonstrate socio-cultural awareness and an to interact effectively in a globally connected world	7	<ul style="list-style-type: none"> ▪ Exam/Quizzes

****Explicit Content Statement****

Over the course of the semester you will be introduced to texts that may be explicit in nature (i.e. cursing, sexual content). Students should be fully aware that these types of texts, though offensive, should still be discussed with respect to the opinions of peers, the instructor, and creator of the text in question.

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Required Texts and Materials:**

Gates, Henry Louis, and Jennifer Burton. *Call and Response: Key Debates in African American Studies*. New York: W.W. Norton & Co, 2011.

Select readings found on Brightspace

****Weekly Reading****

You will read an average of 50-75 pages per week. Please keep up with your reading, as this will help you successfully complete assignments like tweet lectures and quizzes.

ADA:

Students with disabilities needing academic accommodations should in the **FIRST WEEK OF CLASS** 1) register with and provide documentation to Disabled Student Support Services and 2) bring a letter to the instructor from Disabled Student Support Services for academic accommodations. No requirement exists that accommodations be made prior to completion of this approved University process. This and all other class materials are available in alternative format upon request. More information on Disabled Student Services can be found below:

Suite 267

Carmichael Student Center Addition

Phone: 770-423-6443 (Voice)

770-423-6480 (TTY)

Fax: 770-423-6667

Website: http://www.kennesaw.edu/stu_dev/dsss/dsss.html

Conflict Resolution:

Should you have a concern about my teaching or policies, please schedule a meeting with me first. I am happy to meet and discuss your concerns. If I do not satisfy your needs, please contact the Coordinator of the African American Studies Program Dr. Jesse Benjamin: jbenjamin1@kennesaw.edu.

Attendance:

You should always inform me, ahead of time when possible, about why you miss class. You have a total of four (4) absences without penalty. Five (5) absences will result in the lowering of your final grade by one (1) letter grade. Six (6) absences will result in your failure of the class. Save your absences for when you get sick or for family emergencies.

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Situations of excessive absence from class will be handled on a case by case basis and will need proper documentation (i.e. family death, personal illness, military deployment). If you are more than five (5) minutes late, this constitutes a tardy and you will be penalized with one absence every three (3) tardies. If you are fifteen (15) minutes late to class, it will be counted as an absence.

Important Dates:

March 3: Last day to withdraw without academic penalty

April 4 – April 10: Spring Break 2015

Evaluation and Distribution:**

Your grade for this course is based on a one thousand (1,000) point grade scale:

30% (300 points): “Co-Lecturer” Assignment

10% - Lecture Questions

20% - Critical Analysis Paper (750-1000 words)

70% (700 points): Midterm Exam/Quizzes

40% - Midterm Exam

30% - Quizzes

Grade Scale:

900 – 1000 = A

800 – 899 = B

700 – 799 = C

699 – 600 = D

600 and below = F

**** I understand you are anxious about your grades in this course. Please do not wait until the last day of class to express these concerns. I am happy to meet and discuss your progress in the course but will not consider extra credit.**

Late Work Policy:

Late work will not be accepted unless under excruciating and documented circumstances. Each assignment has a concrete due date that you will be aware of well in advance (as in the first day of class, folks). Tweet lectures and discussions are performed in class and cannot be made up. Quizzes, once the deadline has passed, cannot be re-opened.

Co-Lecturer Assignment: (300 points)

As co-lecturers you and a partner(s) will help me facilitate the class discussion on the topic of the day through submitting critical questions and helping lead discussion on the questions you submit. In order to be eligible for full credit, each lecturer must execute **ALL** of the following components of the assignments:

- Submit a **MINIMUM** of **TWO** questions **per lecturer** to help lead the day's discussion. These questions should reflect your grappling with the text(s) for the day and demonstrate your knowledge of the subject. These questions are **DUE the MONDAY NIGHT BEFORE YOUR LECTURE via email (11:59:59PM).**
- Each lecturer must pick **ONE** of the questions they submitted for their designated discussion and write a critical reflection paper. Papers must include the following to be eligible for full credit:
 - **MINIMUM 750 words, maximum 1000 words**
 - **Use of a MINIMUM of THREE (3) peer-reviewed sources to support your analysis (ONE (1) source may be one of the assigned readings from the course. DO NOT USE WIKIPEDIA or similar sites as a cited source; feel free to use it jumpstart your search for references or understanding of a topic)**
 - **MLA or APA Format (including Works Cited at the end of your discussion; a works cited page should be on its own page)**
 - **Demonstrated use and analysis of text/readings from the day in your discussion. Include quotes and examples to support/illustrate your ideas. Be bold and confident in your analysis. Remember, you are the expert. Make sure you pop your collar a bit and show off your expertise. Papers are due the MONDAY after your tweet lecture by 11:59PM.**

Midterm Exam (400 points)

Your midterm exam will be a cumulative exam of the materials discussed in the course up to the half-semester point. Exams will be a mixture of questions possibly including identification, short answer, and an essay question. **MAKEUP EXAMS WILL BE PROVIDED AT THE DISCRETION OF THE PROFESSOR.**

Quizzes (300 points)



Quizzes will be based on class readings and occasionally class discussions. Please read to make sure you stay on top of class readings and participate in class lectures to do well on quizzes! **Quizzes are due by 11:59:59PM the night they are assigned.**

A Note on Civility

I will not tolerate disruptive language nor disruptive behavior. Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including sexist, racist, homophobic or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category).

While I do not disagree that you each have a right to your own opinions, inflammatory language founded in ignorance or hate is unacceptable and will be dealt with immediately.

Disruptive behavior includes the use of cell phones, pagers or any other form of electronic communication during the class session (e-mail, web-browsing). Disruptive behavior also includes whispering or talking when another member of the class is speaking or engaged in relevant conversation (remember that I am a member of this class as well). This classroom functions on the premise of respect, and you will be asked to leave the classroom if you violate any part of this statement on civility.

Academic Integrity Statement

Every KSU student is responsible for upholding the provisions of the Student code of Conduct, as published in the [Undergraduate and Graduate Catalogs](#). Section 11 of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of conduct's minimum one semester suspension requirement. *** If you have any doubt about whether your work is plagiarized, please see me at once and we will discuss your**

questions (without penalty). Please read and understand: Once a work is submitted, there is no excuse for plagiarized work!!

Plagiarism

Plagiarism of ANY assignment will be counted as an automatic failing grade ("F"), and, if serious enough, failure in this course. Plagiarism is a counterproductive, non-writing behavior that is unacceptable in a course intended to aid the growth of individual writers. Plagiarism is included among the violations defined in the Academic Honor Code as follows: No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit as part of a course (including examinations, laboratory reports, essays, themes, term papers, etc.). When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged."

Disclaimers:

I. I grade hard but I grade fair. I will comment and ask you questions about your ideas. Do not –I repeat DO NOT – turn in writings and critical analyses that you think are "safe." The purpose for scholarship is to challenge, stimulate conversation, and be as innovative as possible. Write fluidly and openly. Push it to the limit! Do not restrict your observations in fear of retaliation. That will not happen here.

II. The tone and language used in this course will not be sugarcoated. I will intentionally provoke you in order to stimulate conversation and challenge your comfort zones. This is by no means a way to attack your personal beliefs or character; rather, my intentions are to force you to think about issues and concerns from various viewpoints outside your own.

Week by Week Schedule*

*Subject to change with advanced notice

Week 1:

1/7: Course Introduction and Syllabus Review via Brightspace

Week 2:

1/12: Robin Kelley and Tiffany Patterson, "Unfinished Migrations"

1/14: W.E.B. Du Bois, "The Negro and Radical Thought," "Criteria for Negro Art," AND "Of Our Spiritual Strivings" (BRIGHTSPACE); Kiese Laymon, "The Worst of White Folks" (BRIGHTSPACE)

Week 3:

1/19: **MLK DAY HOLIDAY – NO CLASS**

1/21: Langston Hughes, "The Negro Artist and the Racial Mountain;" George Schuyler, "Negros and Artists" AND "The Negro-Art Hokum;"

Week 4:

1/26: James Baldwin, "Everybody's Protest Novel;" Leroi Jones, "Enter the Middle Class;" Ralph Ellison, "The World and the Jug;" Larry Neal, "The Black Arts Movement;" Addison Gayle, "Introduction to *The Black Aesthetic*;" Bayard Rustin, "From Protest to Politics;"

1/28: Malcolm X, "The Ballot or the Bullet" (BRIGHTSPACE); Huey P. Newton, "Huey Newton Talks to the Movement;" Malcolm X and Bayard Rustin, "A Choice of Two Roads;" Huey P. Newton and Bobby Seale, "Black Panther Platform and Program;" **QUIZ #1**

Week 5:

2/2: Barbara Smith, "Toward a Black Feminist Criticism;" Linda La Rue, "The Black Movement and Women's Liberation;" Michelle Wallace, "Black Macho and the Myth of the Superwoman;" Robert Staples, "The Myth of Black Macho;"

2/4: Combahee River Collective, "A Black Feminist Statement;" Barbara Ransby, and Tracey Matthews, "Black Popular Culture and the Transcendence of Patriarchal Illusions;"

Week 6:

2/9: Charles M. Blow, "The Curious Case of Trayvon Martin," (BRIGHTSPACE); Tim Wise, "Trayvon Martin, White Denial, and the Unacceptable Burden of Blackness in America" (BRIGHTSPACE);

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2/11: John H. Richardson, "Trayvon Martin" (BRIGHTSPACE); David J. Leonard and Lisa Guerrero, "Playing Dead: the Trayvoning Meme and the Mocking of Black Death" (BRIGHTSPACE); **MIDTERM REVIEW**

Week 7:

2/16: Jelani Cobb, "George Zimmerman Not Guilty: Blood on the Leaves" (BRIGHTSPACE); Ta-Nehisi Coates, "On the Killing of Trayvon Martin" (BRIGHTSPACE); Kiese Laymon, "On Trayvon, Black Manhood, and Love" **AND** "Rachel Jeantel's Short Blue Dream" (BRIGHTSPACE)

2/18: Regina Bradley, "Fear of a Black in the Suburb" (BRIGHTSPACE); Brittney Cooper "Michael Dunn and Open Season on Black Teenagers" (BRIGHTSPACE); Ta-Nehisi Coates, "Black Boy Interrupted"

MIDTERM DUE FEBRUARY 19TH, 2015 AT 11:59:59PM via BRIGHTSPACE

Week 8:

2/23: Film: *Fruitvale Station*

2/25: Film: *Fruitvale Station*

Week 9:

3/2: Michael Eric Dyson "Gangsta Rap and American Culture;" Mark Anthony Neal "Tupac's Bookshelf" and "Up From Hustling;" (BRIGHTSPACE);

3/4: Patricia Hill Collins "Booty Call: Sex, Violence, and Images of Black Masculinity" (BRIGHTSPACE);

Week 10:

3/9: Brittney Cooper, Susana Morris, and Aisha Durham "The Stage that Hip Hop Feminism Built" (BRIGHTSPACE)

3/11: Gwendolyn Pough, "What it Do Shorty: Women, Hip Hop, and a Feminist Agenda" (BRIGHTSPACE)

Week 11:

3/16: Haugen, "Unladylike Divas" (BRIGHTSPACE);)

3/18: T. Sharpley-Whiting "Sex, Power, and Punanny" **AND** "I'ma Hustler, Baby" (BRIGHTSPACE);

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Week 12:

3/23: John Ortved, "Ratchet: The Rap Insult that Became a Compliment" (BRIGHTSPACE); Regina Bradley, "I Been On (Ratchet)" (BRIGHTSPACE); Brittney Cooper, "(Un)clutching My Mother's Pearls" (BRIGHTSPACE)

3/25: Heidi Lewis, "Exhuming the Ratchet Before It's Buried" (BRIGHTSPACE); VIDEO: "Beyonce Black Feminism Backlash" (BRIGHTSPACE); **QUIZ #2**

Week 13:

3/30: Bill Youssman, "Blackophilia and Blackophobia" (BRIGHTSPACE)

4/1: Mickey Hess, "Hip Hop Realness and the White Performer" (BRIGHTSPACE)

Week 14: SPRING BREAK – NO CLASS

Week 15:

4/13: Aaron McGruder, "The Boondocks: Because I Know You Don't Read the Newspaper"

4/15: **LECTURE:** Satire and the Hip Hop Generation

Week 16:

4/20: Continued discussion: Satire and Hip Hop Generation

4/22: **LECTURE:** Black Kirby and the (Alternative) Black Reality

Week 17:

4/29: Course Wrap-up; **QUIZ #3**