

AWS 600  
Seminar on Africana Women's Studies  
Fall 2018

BLACK WOMEN'S  
MENTAL HEALTH & WELLNESS

"ARE YOU SURE, SWEETHEART, THAT YOU WANT TO BE WELL?" ~ Toni Cade Bambara, *The Salt Eaters*  
"RESISTANCE IS THE SECRET OF JOY" ~ Alice Walker, *Possessing the Secret of Joy*

**Meeting Hours & Location** Wednesdays 5:00-7:30 pm | 329 McPheeters-Dennis

**Office Hours** Tuesdays, Wednesdays, Thursdays 2-3 pm, or by appointment

**Office Location** McPheeters-Dennis Hall, Room 251

**Contact** [sevans@cau.edu](mailto:sevans@cau.edu) | 404-880-6352 | Web Site:  
[www.ProfessorEvans.net](http://www.ProfessorEvans.net)

Course Number/Sect		Course Title	Credit Hours	Semester	Time	Level (U/G)
CAWS	600	<b>AWS Seminar: Memoirs</b>	3	Fall 2018	5:00 – 7:30	<b>G</b>
<b>Brief Description</b>		This course will explore public health and stress management in Black women's memoirs. Final student papers will focus on mental health and wellness themes.				

*Syllabus updated August 10, 2018*

**Description:**

**In this class, students survey elder narratives to identify effective strategies for Black women's wellness and stress management.** Researchers will combine a socio-historical lens with a public health framework to analyze African American women's mental health history and practice. Discussions address two questions: What are top challenges to Black women's health? (morbidity) and What extends Black women's life? (longevity). Primary sources include reports from the Center for Disease Control, American Public Health Association, Boston University's Black Women's Health Study, Black Women's Health Imperative, Center for Black Women's Wellness, and a survey of Black women's mental health professionals. Autobiographies by Black women nonagenarians and centenarians (those over 90 or 100 years old) will be a main focus. Students will study eras of human rights abuses in U.S. history from enslavement to the present and explore struggles for optimal mental health. **Special attention will be paid to Black women's feminism and womanism to fight human rights abuses and to name, analyze, and dismantle systems of oppression.** We study *Blue Zones* and stress management by those who successfully resisted internalized, social, and institutional violence.

Students will construct a social/ecological autobiographical sketch and identify public health themes to explore wellness related to identity, family, relationships, social networks, spirituality, mental and physical health, career, and social justice work. Final papers will emerge from students' interests and highlight issues of professional relevance to advance wellness research and practice.

**Teaching/Learning Methods:**

1. Lecture, discussion, videos, library research, speakers, and individual consultation in several areas: Self-guided Research, African American History, Africana Women’s Studies, Professional Development
2. Creation of an annotated bibliography on the topic of African American student’s academic interest. Turning the annotated bibliography into an outline for development of original paper.
3. Consulting books, articles, dissertations, lectures, and other sources by and about Africana women.

**Course Objectives:**

1. To introduce students to African American interdisciplinary history in general and Black women’s intellectual history in particular.
2. To identify main themes and arch of development in Black women’s life, history, and health.
3. To provide students with information to facilitate discussion on ecologies of race, class, and gender.
4. To identify ways in which African Americans have engaged in history as a means of health, freedom, and empowerment in four areas: self, communication, tasks, and innovation.
5. To reflect on research and writing processes and provide models of the ongoing nature of research.
6. To provide students an opportunity for “regeneration” (retrospection, introspection, and prospection): to reflect on the role of critical writing relevant to their interests through various source types, toward a formulation of a long-term research and professional agenda.
7. To strengthen commitment to CAU core values: I<sup>2</sup> CAU [http://www.cau.edu/StratPlanning\\_Core\\_Values.aspx](http://www.cau.edu/StratPlanning_Core_Values.aspx)

**Learning Outcomes:**

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

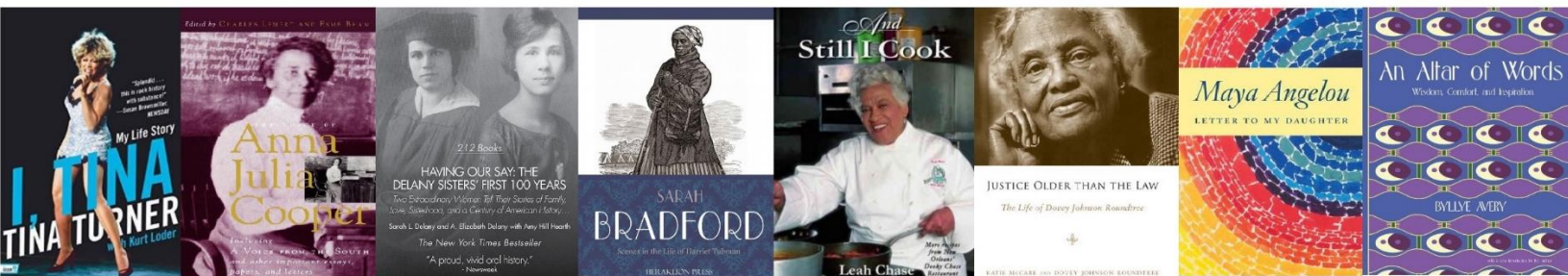
1. Enhance skills of information literacy (locate, evaluate, use, and create information)
2. Prepare an abstract to clearly reflect three areas of a research paper

**Dr. E’s Critical Reading Strategy (DATA work)**

<b>Description</b> (Basics, structure)	<b>knowledge, comprehension</b>	<b>(What?)</b>
<b>Analysis &amp; Thesis</b> (Details, relevance)	<b>analysis, evaluation</b>	<b>(So what?)</b>
<b>Application</b> (Reader’s argument)	<b>application, synthesis</b>	<b>(Now what?)</b>

3. Develop and edit academic work. Analyze, synthesize, and apply work by Black scholars to produce a research project relevant in and beyond the university
4. Create a final paper, after critical review, that reflects connection of historical context, present events, and future implications. Give an oral presentation of 10 minutes on an original topic informed by course reading and original research.
5. Build on an extensive legacy of Africana Women’s research at Clark Atlanta University.

**Memoirs**



**Wellness Reading**



## REQUIRED TEXTS

- *The Sisters are Alright: Changing the Broken Narrative of Black Women in America*. Tamara Winfrey Harris
- *Health First!: A Guide to Black Women's Wellness*. Eleanor Hoyt & Hillary Beard, BWHI
- *The Blue Zones: Lessons for Living Longer...* Dan Buettner

## REQUIRED REPORTS

- Dr. Camara Jones, "Life on the Conveyor Belt," Perspectives of the President of APHA <http://thenationshealth.aphapublications.org/content/46/8/3.1>
- APHA, American Public Health Association Violence Prevention Report [Special Report Download](#)
- CDC, Black Women Health Reports <https://www.cdc.gov/nchs/fastats/black-health.htm> Boston University Black Women's Health Study <https://www.bu.edu/bwhs/>
- BWHI, IndexUS <https://www.bwhi.org/indexus-2/>
- CBWW, Annual Report <http://cbww.org/who-we-are/>
- Black Women's Mental Health, Introduction [First Chapter Link](#)

## REQUIRED VIDEOS (Dance party on the conveyor belt)

- Dr. Camara Jones, Health Disparities Cliff <https://www.youtube.com/watch?v=to7Yrl50iHI&t=2s>
- Dr. Camara Jones, Tedx: Allegories <https://www.youtube.com/watch?v=GNhcY6fTyBM&t=698s>

## BOOK CLUB TEXTS [Choose two]

- *MUSIC* Tina Turner. *I, Tina or My Love Story*
- *MEDITATION* Alice Walker. *We Are the One's We Have Been Waiting For ....Meditations*
- *MOVEMENT* Sarah & Elizabeth Delany. *Having Our Say: The Delany Sisters' First 100 Years*
- *EMOTIONAL SUPPORT* Harriet Tubman. *Scenes in the Live of Harriet Tubman*
- *NUTRITION* Chef Leah Chase. *And Still I Cook*
- *GET HELP* Dovey Johnson Roundtree. *Justice Older than the Law*
- *REST* Maya Angelou. *Letter to My Daughter*
- *SIMPLIFY/SAY NO* Byllye Avery. *An Altar of Words*

REQUIRED BOOKS CAN ALSO BE REQUESTED AT THE WOODRUFF LIBRARY

## Recommended Reading

- *Black Women's Mental Health: Balancing Strength and Vulnerability*. Evans, Bell, and Burton
- *A Shining Thread of Hope*. Darlene Clark Hine
- *The Womanist Idea*. Layli Maparyan
- *African American Women: An Ecological Perspective*. Norma Burgess & Earnestine Brown
- *Flat-Footed Truths: Telling Black Women's Lives*. Patricia Bell-Scott & Juanita Johnson-Bailey
- *The Autobiography of Ms. Jane Pitman*. Earnest Gaines
- *The Salt Eaters*. Toni Cade Bambara
- Emaculee Illabagiza. *Left to Tell: Discovering God Amidst the Rwandan Holocaust*
- Angel Kyoto Williams. *Being Black: Zen and the Art of Living with Fearlessness and Grace*
- Jan Willis. *Dreaming Me: Black Baptist and Buddhist*
- Tracye Lynn McQuirter. *By Any Greens Necessary: A Revolutionary Guide for Black Women Who Want to Eat Great, Get Healthy, Lose Weight, and Look Phat*
- Marian Wright Edelman. *Guide My Feet; Lanterns*
- Rita Marley. *No Woman, No Cry: My life With Bob Marley*
- Jessye Norman. *Stand Up Straight and Sing*
- Halifu Osumare. *Dancing in Blackness*
- Robbin Alston. *The Power of Ase Yoga*
- Anna Julia Cooper. *The Voice of Anna Julia: The Voice of Anna Julia Cooper*

## Web Resources

- Professor Evans, Resource Website [www.professorevans.net](http://www.professorevans.net)
- Africana Memoirs Database [www.africanamemoirs.net](http://www.africanamemoirs.net)
- Black Women's Mental Health [www.bwmentalhealth.net](http://www.bwmentalhealth.net)
- Black Women's Wellness Study [www.bwwellness.net](http://www.bwwellness.net)
- Black Ladies in Public Health <http://bliph.org>
- Oldways Soup in Stories [OASIS](http://OASIS)
- *Introduction to African American Studies*. Talmadge Anderson & James Stewart
- <http://eblackstudies.org/intro/contents.htm>
- Webster's Dictionary <http://www.merriam-webster.com/>
- MLA Format and Style Guide: <https://owl.english.purdue.edu/owl/resource/560/01/>
- APA Format and Style Guide: <https://owl.english.purdue.edu/owl/resource/560/01/>

## Reminders:

- ✓ Activate your Panther ID, library card, and CAU email immediately. Important notices are sent via email to the class list so **make sure your CAU email account is functional**. Email only from your CAU account.
- ✓ Read all assignments BEFORE class. Come prepared for discussion to engage with answers from reading.
- ✓ Do not eat or conduct other work during class. Manage your time to do so before or after class.
- ✓ TURN OFF CELL PHONES BEFORE CLASS! NO EXCEPTIONS. Unless instructed to use for class activity, students on phones may be invited to leave.

## Attendance: Be on time. Lateness or leaving early will result in unexcused absence.

You are allowed a maximum of four unexcused absences without penalty (though no attendance points will be awarded for absent days). Absences related to approved university activities, illnesses, and family emergencies are categorized as excused if you present the appropriate, written documentation from the Vice President or Dean of Student Affairs. Only an excused absence *with* documentation from the Dean will enable make up of missed work. Five or more unexcused absences will result in a 10-point penalty from the class participation grade.

## Course Evaluation:

## POINTS

Health Report Annotations (5 pages)	60 points
Autobio Sketch/ Role Model (5 pages)	100 points
Reading Group Summaries (5 pages)	100 points (50 pts. each)
Class Attendance and Participation	90 points (6 points per day)
Paper Drafts (proposal, 1 <sup>st</sup> , and 2 <sup>nd</sup> draft)	75 points (25 each)
REAL BAD NEWS Bibliography	120 (10 points per citation)
In-class Presentations (sources & final)	50 points (25 points ea.)
Final Paper	<u>175 total</u>

**Total 750 points total**

**A (100 - 90) B (89-80) C (79 - 70) D (69-60) F (59 - 0)**

**All assignments must be submitted via Canvas <https://mycanvas.cau.edu/login>.**

Paper copies or e-mailed copies will not be accepted.

Grade calculation will be consistent with the *CLARK ATLANTA UNIVERSITY STUDENT HANDBOOK* with a ten-point spread between grades, with 90-100 "A" and 60-69 "D".

## ASSIGNMENT DETAILS:

### Health Report Annotations

**60 points (10 points each)**

- In a 5-page paper, summarize each primary source (CDC, APHA, CBWW, BWHI, BU-BWHS, and BWMI). Write at least one substantive paragraph per text. Analyze relevance of the information and connect main ideas to your work. Each source should have at least one full paragraph annotation. Identify most relevant facts related to your personal experience and professional interest to provide foundation for use in final paper.

### **Autobio Sketch / Role Model**

**100 points**

- In a 5-page paper, construct an autobiographical sketch from following information: identity, family, relationships, social networks, spirituality, mental and physical health, career, and social justice work. Cite the main course resources (the six health reports). Engage main issues and health concerns Black women face (outlined in health reports) and discuss personal wellness goals.
- Identify one personal or professional role model. Name the characteristics of social location and professionalization that are most helpful to your development.
- Cite page numbers in-text and pay attention to margin, font and format requirements—a revised, excerpted version of this paper should be included in your final paper. Identify main ideas most relevant to your personal experience and professional interest to provide ease of use in final paper.

### **Reading Group Summaries**

**100 points (50 points each)**

- COURSE READING: 1-2 pages double-spaced summary (per book). Extended annotated bibliography of course reading. Submit to CANVAS before class discussion. Explore social location analysis (micro, meso, macro, global) and use key words about your reading and your research interest to identify main points of relevance in the book of choice. Each summary should be 200-300 words.

### **Class Attendance and Participation**

**90 points (6 points per day)**

- Bring one key word to class (with a page number citation) to identify a major concept in the reading.
- Bring one outside source related to African American women's health and relate the source to the week's reading. The citation should be a REAL BAD NEWS source that might be used in your formal paper.

### **Paper Drafts**

**60 points**

- Proposal: two pages – Identify a main theme in Black women's health found in the course reading that relates to your research interest and/or professional goals. Discuss how you plan to analyze the topic and synthesize sources to produce the final paper. The paper should be central to professional interest and make use of resources relevant to preparing for an internship or interview in that field. (10 points)
- First draft: four pages of text (see final paper guidelines below) (20 points)
- Second draft: six pages of text (see final paper guidelines below) (20 points)

### **REAL BAD NEWS Bibliography**

**100 Total (10 per citation)**

- REAL BAD NEWS RESEARCH, 10 citations: A bibliography for independent research.
- Locate sources relevant to African American history and your major and/or career aspiration. Summarize the source in 1-2 sentences and analyze the relevance in 1-2 sentences (a full paragraph for each source).
- Bring citations to class each week for class discussion. Submit final bibliography assignment to CANVAS.

### **In-class Presentations**

**50 points (25 ea.)**

- Students will lead a discussion by presenting during the book club reading days and facilitating a wrap up by sharing relevant sources from their own ongoing research.
- Final paper presentation – discuss the thesis/argument of your paper, course texts, and bibliography sources (REAL BAD NEWS). Give an oral presentation of your final research project in a format suitable for a professional academic conference. Presentation should be 10 minutes and explain theory, method, sources, and disciplinary relevance. (Practice your presentation: a penalty will be assessed for shorter or longer time presentation.) Due to time constraints, this is an oral presentation only, no visuals allowed.

### **Final Paper**

**175 points**

- Final Paper/Project: 5400 words (about 18 pages of text), not including bibliography. Full-length and complete, polished to ready for final grade evaluation. Due by Wednesday, December 5 (final exam week), 5pm. Late papers will incur a 25 point penalty. *Papers will not be accepted after 12:00noon on the last day of finals, Friday December 7, 2018.* No "I" grades will be given as an extension of final deadline.
  - Taylor and Lewis citations (10 points) 5 points ea.
  - Three health reports (30 points) 10 ea.
  - Two book club texts (20 points) 10 points ea.
  - Harris, Hoyt, and Buettner texts (15 points) 5 points ea.
  - Autobio sketch/role model reference (5 points)
  - RL BAAD NEWS Citations: reference and cite at least 1 of each type of source, including one newspaper article prior to 1950: (50 points) 5 points ea.
  - Writing mechanics, paper structure, technical aspects (35 points)
  - Content: Identify a main theme relevant to thesis or dissertation; original scholarly contribution (25 points)

### Evaluation Criteria: Content, Structure, Sources

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

- **Content:** Clear main idea; relevant question; answer that directly addresses the question; thesis statement; theoretical frame; methodology; argument development; relevant evidence; provides detailed points about time and place as well as context; skill; point of view; style; originality
- **Structure:** Organization with unified beginning, middle, and end; clear flow of ideas by effective use of sections and subsections; appropriate transitions; paragraphs and sentence structure; proper punctuation; appropriate language; mechanics; evidence of editing
- **Sources:** Valid sources that support but also complicate argument; appropriate scholarly weight; primary documents with nuanced interpretation; correct citation in text and bibliography; correct citation for academic discipline: Turabian, Chicago, MLA, or APA style. Scholars without sources are

#### SCHOLARS WITHOUT SOURCES ARE... REAL BAD NEWS:

- Report/gov. doc/database
- Live source/oral history/interview
- Laws and legal journals
- Book
- Book reviews
- Article
- Archive
- Agency or professional organization
- Dissertation/thesis
- Documentary or movie
- Newspaper
- Novel or short story
- Encyclopedia/bibliography
- Website/internet/multimedia
- Song or poem

Full list online at <http://www.professorevans.net/teaching.html>

<b>SEMESTER AT A GLANCE</b>	
<b>Week</b>	<b>Wednesday</b>
<b>[1]</b> <b>August 15</b>	<b>First Class: Introductions &amp; syllabus</b> Class objectives, expectations, course resources, book overview <ul style="list-style-type: none"> <li>• Dr. Camara Jones, Health Disparities Cliff  <a href="https://www.youtube.com/watch?v=to7Yrl50iHI&amp;t=2s">https://www.youtube.com/watch?v=to7Yrl50iHI&amp;t=2s</a></li> </ul> <p><b>What?:</b> Identity and problem-solving research  <b>So What?:</b> Social justice education: to name, analyze, and dismantle social inequity.  <b>Now What?:</b> Social justice research as a goal, process, and practice.</p> <p>Discussion: What is kills Black women? What gives Black women <i>LIFE</i>?</p> <ul style="list-style-type: none"> <li>• Toni Cade, <i>The Salt Eaters</i> and defining wellness</li> <li>• Work-life balance frame: Evers, lifelong learning and employability</li> <li>• Resource: Mindfulness-Based Stress Reduction</li> <li>• Harriet Tubman and <i>A Black Women's Survival Guide</i> (videos)</li> <li>• "Letters to Our Daughters." Memoirs as Black Women's Intellectual History (AfricanaMemoirs.net Database)</li> </ul>
<b>[2]</b> <b>August 22</b>	<b>Reading Due:</b>

	<ul style="list-style-type: none"> <li>READING DISCUSSION: Shelby Lewis, "Career Path Essay," <i>Journal of Black Political Science</i>. 2012 AND</li> <li>Quintard Taylor. "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.</li> <li>Reports (on Canvas): Center for Disease Control (CDC), Black Women's Health Imperative (BWHI), Center for Black Women's Wellness (CBWW).</li> </ul>
<b>[3] August 29</b>	<b>Reading Due:</b> Tamara Winfrey Harris. <i>The Sisters are Alright: Changing the Broken Narrative of Black Women in America</i> Discussion (cont.): CDC, BWHI, and CBWW <b>Autobio Sketch / Role Model Paper Due</b>
<b>[4] September 5</b>	<b>Class Reading Due:</b> <i>Health First!</i> , Part I Discussion: Ecologies of Race, Class, & Gender
<b>[5] September 12</b>	<b>Reading Cont.:</b> <i>Health First!</i> , Part II <b>Health Reports Annotations Due</b>
<b>[6] September 19</b>	<b>Source Discussion:</b> REAL BAD NEWS: article, newspaper, encyclopedia/bibliography book, web site/internet annotation, archive
<b>[7] September 26</b>	<b>Reading Group I: [CHOOSE ONE]</b> <ul style="list-style-type: none"> <li><b>MEDITATION</b> Anna Julia Cooper. <i>The Voice of Anna Julia Cooper, Including A Voice from the South and Other Important Essays, Papers, and Letters</i></li> <li><b>MOVEMENT</b> Sarah &amp; Elizabeth Delany. <i>Having Our Say: The Delany Sisters' First 100 Years</i></li> <li><b>EMOTIONAL SUPPORT</b> Harriet Tubman. <i>Scenes in the Live of Harriet Tubman</i></li> <li><b>NUTRITION</b> Chef Leah Chase. <i>And Still I Cook</i></li> </ul>
<b>[8] October 3 MIDTERM ASALH</b>	<b>Research Interest Paper due</b>
<b>[9] October 10</b>	<i>Health First!</i> , Part III
<b>[10] October 17</b>	<b>Class Reading Due:</b>
<b>[11] October 24</b>	<b>Reading Group Two: [CHOOSE ONE]</b> <ul style="list-style-type: none"> <li><b>MUSIC</b> Tina Turner. <i>I, Tina and My Love Story</i></li> <li><b>GET HELP</b> Dovey Johnson Roundtree. <i>Justice Older than the Law</i></li> <li><b>REST</b> Maya Angelou. <i>Letter to My Daughter</i></li> <li><b>SIMPLIFY/SAY NO</b> Byllye Avery. <i>An Altar of Words</i></li> </ul>
<b>[12] October 21</b>	<b>Class Reading Due:</b> Dan Buettner. <i>The Blue Zones: Lessons for Living Longer From the People Who've Lived the Longest</i> (2008). Web Resource <a href="https://www.bluezones.com/">https://www.bluezones.com/</a>
<b>[13] November 7</b>	<b>Wellness Memoir Reading Due:</b> <b>Final Paper Proposals Due (2 pages of text, attach bibliography)</b> <b>In-class peer review</b>
<b>[14]</b>	<b>RL BAAD NEWS Bibliography Due</b> <b>Preliminary presentations / final paper source discussion</b>

<b>November 14</b>	
<b>[15] November 21 HOLIDAY</b>	<b>Final Paper First Draft Due (4 pages of text, attach bibliography)</b> <b>Peer review</b>
<b>[16] November 28</b>	<b>Final presentations</b> <b>Final Paper Second Draft Due (6 pages of text, attach bibliography)</b>  <b>Submit final papers online to Canvas <a href="https://mycanvas.cau.edu/login">https://mycanvas.cau.edu/login</a> by Wednesday, December 5, 2018 at 5:00pm ...AT THE LATEST. Papers submitted after that time will be assigned a 25 point late penalty.</b> Papers <b>will not</b> be accepted after the day of final exams, Friday, December 7 <sup>th</sup> at 5:00pm. No exceptions will be granted. No "I" grades will be assigned as a result of incomplete/ missing paper or assignments.

- **Please see me during office hours about ANY questions, comments, learning needs or concerns regarding the course.** If office hours conflict with your schedule, set an appointment by emailing me 4-5 times that work for you and I will confirm one.. Email at any time; allow 24-48 hours for my response. For learning need requests, I will be more than happy to make accommodations for any student who brings a campus-generated written request within the first two weeks of class. Accommodation of learning 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 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. Give a title to all papers; center at the top. 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 meet with librarians.
- **All students are expected to know and adhere to the University's guidelines for Academic Honesty.** Students who submit a collection of ideas without citation, which is considered plagiarism whether intended or not, will fail assignments. If evidence shows any student has taken part in cheating, plagiarism, misrepresentation, bribery, conspiracy, or fabrication, the minimum penalty is a "0" for the assignment and completion of the faculty adjudication process. I will not hesitate to report students in accordance with Clark Atlanta University policies. **All work should be original and not more than 25% should be duplicated in other classes.**
- **Work ethic.** Do not turn in mediocre work and expect an exceptional grade. Students receive the grades they earn. Regardless of circumstances, grades are earned for actual work, not intention or effort.
- **Attendance matters.** Absences related to approved University activities, illnesses and family emergencies may be categorized as excused, with written documentation from the Dean of Student Affairs. Excused absences allow make-up work. All other absences are considered unexcused and will incur penalty. Points not given for classes missed.
- **Life happens...so late work can be submitted.** For regular assignments, a 10% penalty will be applied. The final paper penalty is also 10% until the last day of finals, after which no paper will be accepted. No work will be accepted after 12:00 noon on the last day of exams. Emailed work is not accepted. Some assignments cannot be made up.
- **No I grades:** I do not 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 FOR STUDENTS ALREADY PASSING THE CLASS. Written notice must be given in advance of the final week of class, with written documentation from the Dean of Students. "I" request will be reviewed and must be approved by the Dean of Arts and Sciences.
- **Respect:** In this course, we will acknowledge the pledge to Clark Atlanta University's Campus Cultural Creed.