AAST 141H.01: Black - From Africa to HIp=Hop

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Introduction
This course introduces students to the primary questions, themes, and approaches to African-American studies. For each major period examined, students will use a different lens to examine the African-American experience. Cultural and gender history will, for example, shape analysis of the slavery period while literary fiction will guide exploration of the latter twentieth century womanist movement. In addition to examining key historical periods such as Reconstruction, the Harlem Renaissance, and the Civil Rights era, students will encounter Hip-Hop, African-American film, African-American religion, and contemporary identity politics. This course concludes by discussing the reasons for and new directions in African-American studies including diasporic studies, Pan-Africanism, and post-colonial studies. Overall students will gain new insight into the social, cultural, political, and intellectual experiences of a diverse people and into the history and contemporary perspectives in the United States.

Assignments
In addition to participating in daily discussions and other in-class activities, students will take nine brief in class quizzes, take one mid-term, and take one cumulative final. Students will have ten minutes of class time to answer ten short questions for the quizzes. Both the midterm and the cumulative final include short identifications and short essays.

Objectives
Students will be able to –

- identify the central queries that drive African-American studies;
- explain the significance of the major historical movements and periods in African-American history in order to synthesize ideas and information with a view to understanding the causes and consequences of historical developments and events;
- analyze African-American events and individuals from multi-disciplinary perspectives including literature, history, sociology, religious studies, music, and art; in order to demonstrate an understanding of the diverse ways humans structure their social, political, and cultural lives; Interpret human activities, ideas, and institutions with reference to diverse cultural, historical and geo-political perspectives and physical environments; and recognize the complexities of inter-cultural and international communications and collaborative endeavors, and relate this to the complex challenges of the 21st century;
- synthesize readings and lecture materials in order to evaluate texts or artifacts within their historical and/or cultural contexts and answer three key African-American studies questions:
  - What is the legacy and present experience of the color line?
  - How has double consciousness influenced African-American experience?
Resistance, accommodation, movement, or creation – which metaphor best defines the African-American experience?

Books


Coursepack (available on course Moodle site)


Academic Honesty

Stealing someone else's ideas is the same as stealing someone’s property. Cite others’ ideas in standard footnote or endnote format (in written work and all projects). Paraphrase whenever possible. In general, a paraphrase uses no more than three of the same words in a sentence as the original source. See: http://www.umt.edu/student-affairs/dean-of-students/default.php for a full review of the

Figure 3 Robert F. and Mabel Williams. Robert was a civil rights era advocate of armed self-defense.

Accessibility

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommason Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Grading

<table>
<thead>
<tr>
<th>Aspect of Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-Term</td>
<td>25%</td>
</tr>
</tbody>
</table>
This course is one of the elective classes that count towards the Major and the Minor in **Women’s, Gender, and Sexuality Studies**. If you enjoy this course and would like to know more about the Women’s, Gender, and Sexuality Studies Program, please contact me or drop by the office, LA 138A-B, or visit the [Women's, Gender and Sexuality Studies website](#).

This course is also one of the core classes for the Major, Minor, and certificate in **African-American Studies**. If you enjoy this course and would like to know more about the African-American Studies Program, please contact me, drop by the AAST office, LA 262, or visit the [African-American Studies website](#).

### Professor Contact
My office hours are Wednesdays from 1-3 pm and ten minutes before and after every class.

LA 262

406-243-6225 (voice only)

406-662-8227 (text and voice)

**Email:** tobin.shearer@umontana.edu

### A word on my teaching style
The scholarship on teaching and learning makes clear that we learn best by talking and writing about that which we have read, heard, and seen. This class is built on that basic research observation. In general the course is structured on a weekly two-part cycle. Day 1 will usually focus on lectures and integrated activities designed to enhance the lecture experience. Day 2 will usually involve extended discussion and activities designed to enhance the discussion experience. Thus, reading is indispensable to successful participation in this course. If you keep up with the readings and apply yourself in class, you will do well.

Two goals guide the manner in which I structure class time. I will:

1. seek to provide context for the primary documents, novels, movies, recordings, artwork, literature, and interpretive texts that you encounter in this course; and
2. guide you through analysis and evaluation of the readings.

Come to class each day prepared to engage in discussion, analysis, debate, and other creative teaching activities. Even on days that I lecture, I will regularly ask you to discuss a problem I am posing in my talk.

### Grade Changes or Drops
Unless in the case of a documented major life emergencies (death of a loved one, extended illness, etc.), this class may not be dropped and grading options may not be changed after the university deadline of October 29, 2018.

### Missed quizzes and exams
Make-up quizzes and exams will not be offered unless they are arranged along with appropriate documentation from medical, athletic, cultural, or administrative officials.

### Missed Classes
Class absences can be excused if proper document from medical, athletic, cultural, or administrative officials is supplied. You will be counted as late if you are more than five minutes late for class and be marked down for that day’s class participation grade. Attendance is recorded weekly on the class Moodle site. For a full description of the university’s cultural and ceremonial leave policy, visit the [website](#).

### Classroom Behaviors
I expect that all students will join me in creating an effective learning environment by:

- turning off all cell phones (and thus doing no texting, e-mailing or instant messaging);
- using laptops only for note taking;
- not doing crosswords, reading newspapers, or engaging in other recreational activities;

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**Figure 5 Alice Walker, a Pulitzer-prize winning novelist and poet.**
During lectures, I will give you my complete attention. I ask the favor of the same from my students. We will decide together what the consequences will be for failing to follow these guidelines. Should a student’s behavior (such as texting or talking in class) continue after those consequences have been implemented, the student will be issued a warning in writing and docked a letter grade on his or her most recent quiz. Any subsequent disruptive behaviors will be turned over to the University’s disciplinary committee.

Course Schedule

Students are responsible to have completed each week’s assigned readings before class meets on Thursday unless class does not meet that day in which case the assigned reading will be due before class meets on Tuesday. Quizzes will be given on Thursdays as marked in the far right column.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/27, 29</td>
<td>Why study African-American Studies?</td>
<td>Fairchild, Pentony</td>
<td></td>
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<tr>
<td>2</td>
<td>9/3, 5</td>
<td>Africa (3150 BCE-1440 CE) and the Maafa (1441-1808) – Pan-Africanism and Diaspora Studies</td>
<td>White, 1-91</td>
<td></td>
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<tr>
<td>3</td>
<td>9/10, 9/12</td>
<td>The Experience of Slavery (1441-1865) – Continuity and Disruption; Resistance and Survival; Guest Lecture by Rev. Nelson Rivers on Thursday</td>
<td>White, 92-190</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>9/19 [No class on Tuesday – reading day; quiz on Thursday]</td>
<td>Reconstruction (1865-1877) – Change and backlash</td>
<td>Du Bois</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>9/24, 9/26</td>
<td>Harlem Renaissance (1915-1929): Methodologies (art, history, etc.) How to reach the core of a people?</td>
<td>Larsen</td>
<td>3</td>
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<tr>
<td>6</td>
<td>10/1, 10/3</td>
<td>Popular Front (1930-1939) – Racial Uplift and Racial Revolution</td>
<td>Honey</td>
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<tr>
<td>7</td>
<td>10/8, 10/10</td>
<td>Civil Rights Movement (1944-1978) – Civil Rights and Black Power</td>
<td>Kelley</td>
<td>4</td>
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<td>8</td>
<td>10/15, 10/17</td>
<td>Hip Hop Movement (1973-today) – Politics and Culture</td>
<td>Laymon</td>
<td>5</td>
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<tr>
<td>9</td>
<td>10/22, 10/24</td>
<td>Black Film – Propaganda and Art;</td>
<td>Butler</td>
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<tr>
<td>10</td>
<td>10/29, 10/31</td>
<td>Womanist challenge – Women and men</td>
<td>Williams, Chapters 1-6</td>
<td>6</td>
</tr>
<tr>
<td>11</td>
<td>11/5, 11/7</td>
<td>Contemporary Thought I – Sociology and Psychology; class on Thursday will be held during DiverseU session; Earn 20 points extra credit for every extra Diverse U workshop at least 50 minutes in length on Wednesday, 11/6 or Thursday, 11/7. <a href="http://www.umt.edu/diverseu/">http://www.umt.edu/diverseu/</a></td>
<td>Williams, Chapters 7-9; Epilogue</td>
<td>7</td>
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<tr>
<td>12</td>
<td>11/12, 14</td>
<td>AAS Soup and Pie Night, Friday, November 15, 6-9 pm</td>
<td>Raboteau and Wills</td>
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<tr>
<td>13</td>
<td>11/19, 11/21</td>
<td>Black Religious Experience – Christianity and Islam</td>
<td>Hall</td>
<td>8</td>
</tr>
<tr>
<td>14</td>
<td>11/26 (no class on 11/28 – Thanksgiving break)</td>
<td>The Future of Reparations – Academics and Politics</td>
<td>Coates</td>
<td>9</td>
</tr>
</tbody>
</table>
Final exam (cumulative through the semester):
Thursday, December 12, 2019, at 10:10 AM
regular classroom