

SYLLABUS
-AAST 3350-
Black Political and Social Thought
Fall 2018
University of Texas at Arlington

Instructor: Professor Ray Jordan

Time and Place of Class Meetings: SWVA, 115; MWF, 10:00am

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Mission of the Center for African Americans Studies:

To cultivate an exceptional transdisciplinary experience through teaching, civic engagement, and community-based research focused on the diverse contextual conditions of African Americans. Our purpose is to foster student, faculty, and community capacity to create progressive solutions to social problems.

Course Description:

The African American Studies (AAST) program is an interdisciplinary study of the history, culture, and socio-economic well-being of African Americans. Therefore, this course compares and contrasts goals, viewpoints, and strategies of various African American political and social movements of resistance and social and political voices that helped to shape them. For example, content will include (but will not be limited to) the longstanding ideological debate over Black Nationalism versus Inter-racial Integration as well as tensions between historic leaders such as W.E.B. Du Bois, Booker T. Washington, Marcus Garvey, the Rev. Dr. Martin Luther King, Jr., and Malcolm X. Some additional topics of study include leading voices in religion, culture and criminal justice.

Measurable Student Learning Outcomes for Course:

By the end of this semester, students should be able to:

- Explain the origins and aims of Black Nationalism and Inter-racial Integration
- Explain ideological differences among African American political leaders
- Describe contrasting views of reparations for slavery
- Clarify blacks' ideological transition "From Protest to Politics."

Course Materials Requirements:

- **Souls of Black Folks**, W.E.B. Du Bois (there are many editions with intros by various authors).
- **Mis-Education of the Negro**, Carter G. Woodson
- **Fire Next Time**, James Baldwin
- Handouts and other materials posted to Blackboard

Course Scope and Method:

The beginning of this course helps to contextualize the presence of Africans in the United States, placing their history and lived experience into a framework of resistance. From that framework, a diverse survey of social and political thought leaders is examined.

Attendance Policy:

Attendance at class meetings is vital to student success and attendance at every session is the default expectation for the course. This is not a self-paced course, independent study course, online course, or a correspondence course that permits you to do the required work on a schedule of your choosing. Nor is the instructor a personal tutor who will meet with you regularly to communicate information that has already been communicated to the class. It is strongly suggested that any student who believes that she/he cannot faithfully come to class and turn in assignments on time drop the course and enroll in it at a future date when they can make such a commitment.

Students will be allowed up to **two (2)** unexcused absences. Any additional absences will have to meet the criteria for excused absence, with proof of verification. For each unexcused absence beyond the two allowed, will result in a 50% reduction of the participation grade. Upon the 5th unexcused absence, students will be asked to consider dropping the course.

Excuses:

An absence will be considered excused if and only if it is caused by illness, automobile accidents, death of immediate family members, military service, or some other urgent matter at the discretion of the instructor. These absences must be documented by the student, and presented to the instructor in written form or via email.

Grading Policy:

Participation	Class attendance and active participation	10%
Quizzes (4 x5%)	Brief quizzes, found on Blackboard, following Units 1-4.	20%
Midterm Reflection Essay	Reflection essay, responding to prompt given by professor. <u>DUE Sept 30</u>	10%
Journals	300-500 word responses to in class prompts. <u>DUE Nov 11</u>	20%
Presentation	In class student presentations. Schedule TBD	10%
Final Paper	Research paper, in lieu of final exam. <u>DUE Dec 9</u>	30%
Total		100 Points/%

Expectations for Out-of-Class Study: Students are expected to have read the course materials **before** coming to class. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least 3 additional hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Policy concerning Late Work:

If you know ahead of time that you will be missing class, you must inform me of this **before** the beginning of class. You are still responsible for meeting assignment due dates. Students will **not be allowed** to make up missed in-class presentations/assignments. I will rigorously enforce the following policy concerning late work:

- All due dates are firm.
Assignments may be turned in up to one week after the due date at an automatic reduction of 20% of the final score.
- Quizzes WILL NOT be accepted after the due date.
- After one week from the due date, assignments will not be accepted at all.
- Exceptions will be made only when students present documentation of an unforeseeable, significant, and unavoidable situation that prevented their completion of the assignment. Examples of such documentation include but are not limited to police reports documenting a major traffic accident or victimization by crime, jury duty, or records of hospitalization or medical treatment for serious illness or injury. This evidence must be presented as promptly as possible after the missed assignment. If you know in advance of a due date that you will be unable to turn an assignment in, please advise me of this ahead of time. Though policies regarding the acceptable reasons for late work will apply, it will help me to work with you to ensure that you stay on track to complete the course.

Drop Policy:

NOTE: BEFORE DROPPING ANY COURSE, YOU MUST MEET WITH YOUR ADVISOR TO DISCUSS HOW THIS DECISION MAY IMPACT GRADUATION OR YOUR ACADEMIC FUTURE. The last day to drop with a grade of "W" is noted on the university's academic calendar. Students must complete a Drop Form from the INTS Office. Provide all relevant student information on the form and submit it to the instructor for signature if required. Be certain to retain a copy of this form (the yellow copy) for your records as it will be the only proof that you have in fact dropped the course. Please note that approximately 30% of the course credit will be earned before the drop deadline. It will be possible to make up for a slow start in the course with later assignments, but students should consider the implications of their decision to stay in or drop the course. A "grade tracker" spreadsheet will be available on Blackboard, which students can use to calculate their grade in progress during the semester.

Incomplete Policy:

To qualify for an incomplete, a student must (1) have satisfactorily completed most of the required work, (2) document extreme need (though this does not guarantee an incomplete), and (3) notify me *in writing* why s/he is unable to continue to attend class and complete assignments. Examples of extreme need include car accidents, family crisis, loss of job, and health problems. *These must be documented.* Not showing up for several class periods for no specific reason does not qualify a student for an incomplete. If a student is granted an incomplete, s/he is required to make up ALL missed work prior to the end of the next long semester. This "completing" includes **coming to class**, and **participating in ALL missed class activities**.

Active Learning Policy:

Students learn best when they take an active part in the education process. Students will be responsible for keeping current on readings and understanding them. The instructor will expect that students do more than memorize and repeat information; they should apply principles from their readings toward the investigation of a research problem.

Active Learning Measures in 4301:

- A vigorous attendance policy will be enforced- See attendance policy
- Students will be encouraged to contact the professor to discuss their projects/assignments.
- Students will be expected to come to class prepared to listen to lectures and to participate in class discussions
- Students will keep current on assigned readings and their careful reading and study of class texts will be evaluated through quizzes
- Students will, in accordance with the intellectual spirit of interdisciplinary research, identify a research problem of personal interest and apply a unique set of perspectives and scholarly insights to investigating it and proposing a solution.

Grade Grievance Policy:

In the event that the student wishes to contest his/her grade, the student must first discuss the grade with the instructor. If this discussion fails to resolve the issue, the student may appeal the decision to the program director.

Academic Dishonesty:

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Plagiarism Web Sites with Examples:

- **Plagiarism Examples** (Rob Toreki, University of Kentucky Department of Chemistry)
<http://www.chem.uky.edu/courses/common/plagiarism.html#Examples>
- **Avoiding Plagiarism** (UC-Davis)
<http://sja.ucdavis.edu/files/plagiarism.pdf>
- **Unacceptable Paraphrases** (Indiana University Writing Tutorial Services)
<http://www.indiana.edu/~wts/pamphlets.shtml>

Student Support Services Available:

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Title IX: UT Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit www.uta.edu/eos. For more information regarding Title IX, visit www.uta.edu/titleIX.

Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

University Tutorial & Supplemental Instruction (Ransom Hall 205): UTSI offers a variety of academic support services for undergraduate students, including: 60 minute one-on-one tutoring sessions, Start Strong Freshman tutoring program, and Supplemental Instruction. Office hours are Monday-Friday 8:00am-5:00pm. For more information visit www.uta.edu/utsi or call 817-272-2617.

The IDEAS Center (2nd Floor of Central Library) offers FREE tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593. The English Writing Center (411LIBR): [Optional.] The Writing Center offers FREE tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at <https://uta.mywconline.com>. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

E-Culture Policy:

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their UTA email regularly, and the instructor will not be responsible for missed messages sent to UTA email accounts.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Course Calendar and Reading List:

Week 1, August 22 and 24

Introduction to Class: Setting the Stage

- **Theory as Liberatory Practice**, bell hooks, *Yale Journal of Law and Feminism*, Vol. 4, No. 1, (1991), pp. 59-75.
- **Evolution of a Discipline: Intellectual Antecedents of African American Studies**, Jeffrey L. Woodard, *Journal of Black Studies* 22, no. 2 (1991): 239-251.

Week 2-3, August 27, 29, 31; September 3, 5, 7

Unit 1: The Negro Problem and the Movement of Resistance

- **Atlanta Exposition Address**, Booker T. Washington, 1895
- **The Negro Problem**, W.E.B. Dubois, *The Philadelphia Negro: A Social Study* (1903): 351-354.
- **A More Perfect Union**, Barack Obama, 2008, <https://www.npr.org/templates/story/story.php?storyId=88478467>
- **The Responsibility of the Oppressed to Resist Their Own Oppression**, Bernard R. Boxill, *Journal of Social Philosophy* 41, no. 1 (2010): 1-12.

Weeks 4-6, September 10, 12, 14, 17, 19, 21, 24, 26, 28

Unit 2: Putting the Problem into Context: Voices of the Resistance

- **Souls of Black Folks**, W.E.B. Du Bois (there are many editions with intros by various authors).
- **Mis-Education of the Negro**, Carter G. Woodson
- **The Moral Anthropology of Marcus Garvey: In the Fullness of Ourselves**, Maulana Karenga, *The Journal of Black Studies*, Vol 39, Issue 2, (2008) pp. 166 - 193

Weeks 7-8, October 1, 3, 5, 8, 10, 12,

Unit 3: Movement of Resistance- The Struggle Continues

- **Freedom Now Freedom Then: The Historiography of the Civil Rights Movement.** Steven F. Lawson, *The American Historical Review*, Vol. 96, No. 2 (April 1991), pp. 456-471
- **The Long Civil Rights Movement and the Political Uses of the Past,** Jacqueline Dowd Hall, *Journal of American History* 91 (March 2003): 1233-1263
- **The Politics of Race: From Roosevelt to Reagan,** Edward Carmines and James Stimson from Chapter 2 of *Issue Evolution: Race and the Transformation of American Politics* (1989).
- Statement by Alabama Clergymen, 1963

Weeks 9-10, October 15, 17, 19, 22, 24, 26

Unit 4: Voices of the Resistance, The Struggle Continues

- **The Fire Next Time,** James Baldwin
- **Letter from a Birmingham Jail,** Martin Luther King,
- **The Ballot of the Bullet,** Malcolm X

Weeks 11-12, October 29, 31, November 2, 5, 7, 9

Unit 5: Contemporary Issues and Voices

- **The Possessive Investment in Whiteness: Racialized Social Democracy and the "White" Problem in American Studies,** George Lipsitz, *American Quarterly*, Vol. 47, No. 3 (Sep., 1995), pp. 369-38
- **The New Jim Crow,** Michelle Alexander, *The Ohio State Journal of Criminal Law*, Vol. 9, No. 1, pp. 7-26
- **Perspectives on The First Black Presidency: A Conversation with Ta-Nehisi Coates.** Patrick Boateng, (2013). *Harvard Journal of African American Public Policy*, 75-80.

Weeks 13-15, November 12, 14, 16, 19, 21, 23, 26, 28, 30

Unit 6: History, Religion, Culture, and Contemporary Disparities

- Student Presentations