

EASTERN ILLINOIS UNIVERSITY
African American Studies Program

Syllabus for
AFR 2000G.004 CRN# 93790 African American Experience
Fall 2009

Instructor: Klevor Abo, Ph.D.
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Class time: MWF 2:00-2:50 PM
Classroom: 1165 Blair Hall
Office hours: MWF: 9:00-11:30 AM
and by appointment

Course description

This writing-intensive course examines the African American experiences of, and resistance to, enslavement, official Jim Crow segregation and post civil rights white supremacist institutional racism. The consequent socially structuring and psychological effects of such systematic discrimination is recorded and analyzed in very long and deep collective/individual memories. These memories are preserved in memoirs, novels, documentaries, movies and other cultural artifacts some of which will be explored.

The course has been designed to meet Eastern Illinois University's requirements for "responsible global citizenship through mindful scholarship," the institution's cardinal principle of General Education as laid out in its *Undergraduate Catalog*. Such education prepares its recipients for the world of work, for their political socio-cultural engagement with burning moral issues of today's world as well as for their personal edification.

AFR2000G calls for an understanding and promotion of the values of cultural diversity. It is also intended to promote the development of students' literacy and oral communication skills through the application of the protocols of critical and reflexive thinking. Consequently, class tests, a midterm examination, writing assignments, group and individual oral presentations will be designed to test students' aptitude for "responsible global citizenship" and "mindful scholarship."

Student learning outcomes

It is expected that at the end of the course, students will be able to

- have a broad understanding of how the African American experience is structured by white supremacy,
- critically examine and comprehend the African American experience, and,
- engage with critical elements of the African American experience as it relates to the making of the United States political and cultural order.

Student performance with regard to these learning outcomes will be assessed through writing assignments as well as through formal and unannounced tests/quizzes, group/individual oral multi/media presentations. Guidelines for the writing assignments and oral presentations will be issued separately. Students are **REQUIRED** to diligently study course materials in order to participate, fully, in class discussions and activities.

These learning objectives have been designed to prepare students desirous of pursuing the EIU Major/Minor in African American Studies. Upon graduation, EIU African American Studies Majors/Minors will be expected to develop

- critical thinking about and intellectual appreciation of Black life in the United States, the African continent and elsewhere in the African diaspora
- a clear understanding of the historical factors that have led to the emergence, growth and maturation of the field of African American Studies in the United States academy
- a awareness of the political, social and cultural contributions of Africans and people of African descent in the service of humanity
- proficiency in clear and critical written and oral communication about the field of Africana Studies

DISABILITIES STATEMENT

Students with documented disabilities are encouraged to contact the Office of Disability Services (581-6583) if they wish to discuss any necessary academic accommodations.

Grading

First Exam	10%
Midterm exam	20%
Quizzes, tests and writing assignments	20%
Attendance/participation	20%
Final Exam	10%
Final project	<u>20%</u>
TOTAL	<u>100%</u>

A=90-100%; B=80-89%; C=70-79%; D=60-69; F59% and below

Textbooks

Akbar, Na'im. *Breaking the Chains of Psychological Slavery*. Tallahassee, FL: Mind Productions & Associates, 2006 [1996].

Berry, Mary Frances and John H. Blassingame. *Long Memory: the Black Experience in America*. New York: Oxford University Press, 1982.

West, Cornell. *Race Matters*. Boston, MA: Beacon Press, 1993.

Additional print hand-outs and audio-visual materials will be used to enhance the learning experience. Reading assignments are due on the dates on which they scheduled to be discussed.

Tentative Class Schedule

Liable to Change

WEEK 1

August 24: Introduction to course.

26: PBS Video. *Africans in America: a terrible transformation*.

28: *Africans in America*, cont.

WEEK 2

August 31: *Africans in America*, cont.

September 2: Group Class discussion (GCA) of *Africans in America*

4: Group Class Discussion/Activity (GCD/A) based on *Africans in America*

WEEK 3

September 7: **Labor Day. No Classes**

9: Reading Assignment Due (RAD) Berry and Blassingame, *Long Memory*, 3-32

11: GCA based on week's readings

WEEK 4

September 14: RAD: *Long Memory*, 33-69

16: GCD ditto

18: GCD/A based on week's readings

WEEK 5

September 21: Revision for First Exam

23: Revision for First Exam

25: First Exam

WEEK 6

September 28: RAD: *Long Memory*, 70-113

30: GCD ditto

October 2: GCD/A based on week's readings

WEEK 7

October 5: RAD: *Long Memory*, 114-141

7: GCD ditto

9: GCD/A based on week's readings

WEEK 8

October 12: *Long Memory*, 142-194

14: Revision for Mid-term exams

16: Mid-term Exams

WEEK 9

October 18: *Long Memory*, 195-226

20: GCD ditto

22: GCD/A based on week's readings

WEEK 10

October 23: *Long Memory*, 227-260

25: GCD ditto

27: GCD/A based on week's readings

WEEK 11

October 30: *Long Memory*, 261-294

November 2: GCD

November 4: GCD/A based on week's readings

WEEK 12:

November 7: *Long Memory*, 295-341

9: GCD ditto

11: GCD/A based on week's readings

WEEK 13

November 14: *Long Memory*, 342-388

16: GCD -ditto

18: GCD/A based on week's readings

WEEK 14

November 23-27 **THANKSGIVING BREAK**

WEEK 15

November 30: RAD: Akbar, *Breaking the Chains...*

December 2: ditto

4: ditto

WEEK 16

December 6: RAD: West, *Race Matters*

8: ditto

10: ditto.

FINAL EXAMINATION: WEDNESDAY DECEMBER 16TH, 2:45-4:45 PM