

Eastern Illinois University  
*Revised Course Proposal*  
**AFR 2000G, African American Social Movements**

Please check one: ☐ New course ☒ Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000:** AFR 2000G.
2. **Title:** AFR American Social Movements.
3. **Long title:** African American Social Movements.
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☒ Fall ☒ Spring ☐ Summer ☐ On demand
6. **Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer **Year:** 2011
7. **Course description (not to exceed four lines):**

This course explores the history of African American social movements. Themes include identity, recruitment, mobilization, tactics, organization, race, gender, alliances, challenges and ideology.

8. **Registration restrictions:**

a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).

None.

b. **Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

None.

c. **Who can waive the prerequisite(s)?**

☒ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)

d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):

None.

e. **Repeat status:** ☒ Course may not be repeated.

☐ Course may be repeated to a maximum of \_\_\_\_\_ hours or \_\_\_\_\_ times.

f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:

None.

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:

None.

- 9. Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

General education (Humanities), Writing Intensive, Cultural Diversity.

- 10. Grading methods** (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

- 11. Instructional delivery method:** ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research  
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other

## **PART II: ASSURANCE OF STUDENT LEARNING**

### **1. List the student learning objectives of this course:**

Students will:

1. Analyze the historical formation and transformation of the United States’ system of racial oppression in both its structural and ideological aspects.
2. Describe the complex interaction between changing U.S. political economies, African American self-activity, and evolving governmental structures.
3. Explain the internal social structure of the Black community, especially consolidation and fragmentation that result from class, gender, ideology, generation and nationality.
4. Develop basic skills of qualitative inquiry.
5. Develop critical and reflective thinking appropriate to the topic.

- a. **If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
  - **EIU graduates will write and speak effectively-** Objectives 1, 2, 3 and 4
  - **EIU graduates will think critically-** Objectives 1, 2, 3, and 5
  - **EIU graduates will function as responsible citizens-** Objectives 1, 2 and 3
- b. **If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**

Not Applicable.

- **Depth of content knowledge**
- **Effective critical thinking and problem solving**
- **Effective oral and written communication**
- **Advanced scholarship through research or creative activity**

- 2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:** Assignments will consist of 1. Group discussion: Student groups will take turns in leading class discussions of assigned readings 2. Response Papers: Students will write five papers during the semester. The first will be an autobiographical narrative that reflects the interface between race, ethnicity/nationality, class, gender, and the role these social identities

have played in shaping your lived experiences and personal choices (five pages in length). In addition, students will analyze four primary documents i.e., city directories, newspapers articles, excerpts from dairies, organizational minutes and speeches and write a response to it (each approximately 5 pages in length) 3. Final Research Project: There will be a research paper based on secondary sources. 4. Class Presentation: The research paper will be presented in class. 5. Final Examination: There will be a final examination at the end of the semester.

	Group Discussion	Response Papers	Final Research Project	Class Presentation	Examination
Objective 1	X	X	X	X	X
Objective 2	X	X	X	X	X
Objective 3	X	X	X	X	X
Objective 4		X	X	X	
Objective 5	X	X	X	X	X

**3. Explain how the instructor will determine students' grades for the course:**

Student's final grade will be determined on the number of cumulative points earned in the following categories:

Class Presentations 10%

Response Papers 30%

Group Discussion 10%

Final Examination 20%

Final Research Paper 30%

**4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**

- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
- Describe how the integrity of student work will be assured:
- Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

Not Applicable.

**5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**

- course objectives;
- projects that require application and analysis of the course content; and
- separate methods of evaluation for undergraduate and graduate students.

Not Applicable.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix \*.)

This is a writing intensive course. Writing will constitute at least 35% of the final grade. Students will have the opportunity to revise at least one writing assignment.

### **PART III: OUTLINE OF THE COURSE**

**Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.**

Class will meet twice a week for 75 minutes each.

Weekly Outline:

#### Week 1: Introduction and course overview

1. The contemporary lived experiences of African Americans.
2. What is the quality of life for African Americans? Identify quality of life areas such as health: infant mortality, life expectancy or specific diseases; wealth, income, un-employment rates, poverty rates, housing ownership or identify social indicators such as prison incarceration rates, residential segregation, school segregation, hate crimes, business ownership, African American voting, voting patterns, number of Black elected officials. Compare with figures for European Americans, Latino/as, Asian Americans, Native Americans for the period 1940 to 2008.
3. Is race still salient?

#### Week 2: African American History, Social Movement Theory and the Black Freedom Movement

1. The problem of the Color Line: Segregation and Politics.
2. The Black Liberation Movement: One Continuous Movement or a series of Movement waves?
3. The changing Same: Black Racial Formation and Transformation Theory.

#### Week 3: Truncated Prelude: Black Militancy during the Great Depression and the Cold War, 1930-1954

1. Prelude to the Civil Rights Movement.
2. How did the Cold War affect the emergence of the Civil Rights Movement?
3. The Power and collapse of Paternalism: The Ford Motor Company and Black Workers.
4. The Urban Context of Historical Activism: NAACP Depression Era Insurgency and Organization.
5. Black Radicalism, McCarthyism & the Retardation of the Black Freedom Movement.

#### Week 4: Mass Direct Action and Civil Disobedience: The Emergence of the Civil Rights Movement, 1955-65

1. From Litigation to Mass Direct Action (how the Montgomery Bus Boycott Transformed the Black Freedom Movement).

2. Massive Resistance (how Southern whites respond to the Brown decision).

Week 5: Armed Self-Help and Black Struggle for Freedom

1. The formation of SNICK and the impact of gender and youth.
2. SNCC and the Black Awakening of the 1960s.
3. Bloody Mississippi.

Week 6: The Black Power Movement and the Reemergence of Black Nationalism

1. Malcolm X: Symbols and Substance.
2. From Civil Rights to Black Power.

Week 7: Black Power in Historical and Social Context

1. Roots of Black Power.
2. Black Power: Its Complex Politics and many Critics.

Week 8: Cultural Nationalism: Validating Blackness

1. How the Black Arts Movement created a new consciousness among African Americans.

Week 9: Urban Revolts and the Quest for Black Power

1. The meanings of the 1960s urban conflagrations.
2. "Ghetto Revolt and Internal Colonialism."
3. The Watts Uprising and the 1960s

Week 10: Black Radicalism among the Lumpen, Women, Workers and Students

1. Black Panthers and the Black Freedom Movement.
2. Black Workers in the Black Freedom Movement.
3. Black Women in defense of themselves.

Week 11: Decline of the Black Freedom Movement: Repression, Incorporation and Implosion, 1968 – 75

1. Political repression and the decline of the movement.
2. Incorporation and Conversion of the Black Freedom Movement.

Week 12: A New Racial Formation: De-industrialization, Globalization, and Abolition of Second Reconstruction, 1975-2000

1. The Conservative Ascendancy: The New Racism and Retrenchment 1, 1976 – 1989.
2. How the New Racism differs and is similar to the old.
3. The Conservative Ascendancy: The 1990s and the New Racism and Retrenchment 11, 1990-2000.

Week 13: Searching for New Strategies: Reconstructing the Black Freedom Movement

1. The Million Man March.
2. New Directions: The Black Radical Congress and Others.
3. Assessing the Black freedom Movement.

Week 14: Class Presentations

Week 15: Class Presentations

**PART IV: PURPOSE AND NEED**

**1. Explain the department's rationale for developing and proposing the course.**

This course is a general education course and is a revision of the existing AFR 2000G: African American Experience. The course is being revised because there is a substantial overlap between what is covered in AFR 1000G: Introduction to African American Studies and the existing AFR 2000G: African American Experience.

**If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**

This course fits in the Humanities segment of the general education program. The course meets the requirement of the segment because it provides sources and methods for reflection upon human experiences (in this case African American experiences) in their historical and literary dimensions. In addition, the basis of instruction is primarily based on the interpretation and critical analysis of written text.

**a. If the course or some sections of the course may be technology delivered, explain why.**

Not Applicable.

**2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

This general education course is for all students and is a 2000 level (introductory). There are no prerequisites.

**3. If the course is similar to an existing course or courses, justify its development and offering.**

This course is not similar to any currently being offered.

**a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**

This course does not duplicate any current offerings.

**b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

**4. Impact on Program(s):**

**a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

This course will be required as a core for Africana Studies Program majors and minors.

- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

Not Applicable

**If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.**

## **PART V: IMPLEMENTATION**

- 1. Faculty member(s) to whom the course may be assigned:**

Dr. Klevor Abo, Dr. Rosemary Onyango, Ms. Sumalayo Jackson or any qualified faculty member

**If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.**

Not Applicable.

- 2. Additional costs to students:**

There are no additional costs to students.

**Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)**

- 3. Text and supplementary materials to be used (Include publication dates):**

Suggested Texts:

Jules R. Benjamin, *A Student's Guide to History* (Boston: Bedford Books 7<sup>th</sup> edition, 1998).

Manning Marable, *Race, Reform and Rebellion: The Second Reconstruction in Black America. 1945-1982 Third Edition* (Jackson: University of Mississippi Press, 1991).

Kwame Ture; Charles V. Hamilton, *Black Power: The Politics of Liberation* (New York: Vintage Books, 1992).

Assata Shakur, *Assata: An Autobiography* (Chicago: Lawrence Hill Books, 2001).

Journals: *The Black Scholar*, *Journal of Black Studies*, *Journal of African American History*, *Race and Class*, and *Souls*.

Websites:

Supplemental Examples:

Census Bureau Minority Links:

<http://www.census.gov/pubinfo/www/afamhot1.html>

Joint Center for Political Economic Studies:

<http://www.jointcenter.org/>

Civil Rights Documentation Project:

<http://www-dept.usm.edu/~mcrohb>

Martin Luther King, Jr. Paper Project:

[www.stanford.edu/group/King/](http://www.stanford.edu/group/King/)

Social Movements:

[www.fordham.edu/halsall/mod/modsbook56.html](http://www.fordham.edu/halsall/mod/modsbook56.html)

Without Sanctuary (Lynching exhibit):

<http://www.journale.com/withoutsanctuary/main.html>

The Black Comment, <http://blackcommentator.com/index.html>

Black Agenda Report, <http://www.blackagendareport.com/>

Black Radical Congress, <http://www.blackradicalcongress.com>

NAACP, <http://www.naACP.org>

Nation of Islam, <http://www.noi.org/index.html>

National Urban League, <http://www.nul.org/aboutnul.html>

## **PART VI: COMMUNITY COLLEGE TRANSFER**

**If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.**

A community college course may be judged equivalent to this course.

## **PART VII: APPROVALS**

**Date approved by the department or school:**

10-20-10

**Date approved by the college curriculum committee:**

11-10-10

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA:**

03-03-11



\*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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