

AFRAM 1 Introduction to African American Studies (Asynchronous Online)
Reedley College



My Contact Info:

Dr. Khalid White

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Online Office Hours are by appointment only and are conducted via Zoom.

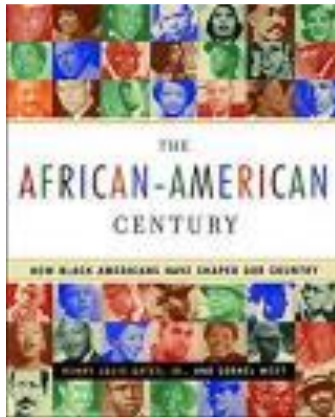
*Students, our communication is important to me. So, I will return your emails within 2 days (48hrs).
If my response takes longer than 2 days, please feel free to resend your email.

(2) Required Course Textbooks:

[The African American Century: How Black Americans Have Shaped Our Country](#)

by Henry Louis Gates & Cornell West

ISBN-13 978-0684864150

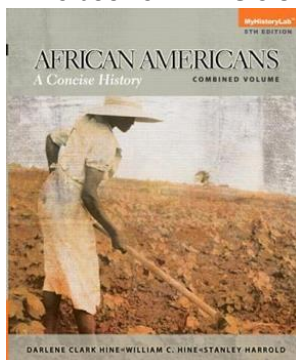


[African Americans: A Concise History Volume 5](#)

by Hine, Hine, Harrold

ISBN-13 978-0205969067

*This book's **PDF Version** is available for **free** on our class canvas page. We'll use chapters 1-3 only.*



Course Description:

This course is a critical interdisciplinary study of African American culture history and heritage from Pre-Colonial West Africa through the 21st Century. This course will include an introduction to West African societies of the 15th and 16th centuries, prior to European Colonial Expansion; an examination of the transition into the era of African enslavement in Colonial America; an exploration of African American cultural development during the era of Reconstruction; an evaluation of African American political movements in response to social injustice and African American creative production; an analysis of the assimilation of African American culture into mainstream American culture during the 20th century; and finally, to examine and evaluate the African American community of the 21st Century. ADVISORY: English 1A or 1AH. (A, CSU, UC)

Instructor Information:**About Me**

Welcome students! Please, allow me to introduce myself as your professor, this semester.

I am Dr. Khalid White. My gender pronouns are: *He, Him, His, Himself.*

I am a passionate educator eager to interact with and learn from each of you, my students.

Please let me know your name (or nickname/ preferred name) as well as your gender pronouns.

I want to ensure that I can respond to you in ways that respond to seeing you, hearing you, understanding your intersectional identities, your background, as well as your beliefs.

All members of this class (me included) are expected to contribute to a respectful, inclusive environment and class experience.

My Teaching Philosophy

I love what I do. And I hope that feeling resonates with you, student, as a feeling of genuine and authentic care. The relationship that we can build, the information that we learn together, the engagement that we develop can enhance all of our personal and professional growth.

Student Learning Outcomes (SLOs):

AFRAM-1 SLO1: Compare and contrast the political, social, and cultural ideologies of major African American people to the movements and leaders.

AFRAM-1 SLO2: Apply theory to describe critical events in the histories, cultures, and intellectual traditions of African and African Americans with an emphasis on agency and group-affirmation in their contributions to the development of U.S. society.

AFRAM-1 SLO3: Examine historical and contemporary issues of racial injustice within African American communities and develop proposals to address injustices.

Course Grading Policy:

As a student, one of the academic measurements is a letter grade (A-F). Understand that a letter grade is not the only measure of your intelligence. Please also understand that your grade *is earned* in this class. Thus, you are responsible for the letter grade you earn at the end of the semester. Any score from 90-100=A 89-80=B 79-70=C 69-60=D 59 or lower =F

Your overall course grade is based on a combination of discussion assignments, forum assignments, and tests. As an actively engaged student, it is in your best interest to log into our online class regularly and take notes to study and prepare from.

In some instances, students must withdraw from or drop the course. If that applies to you, please withdraw from the course via the proper channels which are the online management system or through the Admissions & Records (A&R) department on campus.

I do understand that situations arise. So, please feel free to communicate with me if you run into barriers that could hurt your attendance. I want to work with all students in ensuring their regular class attendance. I may withdraw students that do not participate in the class or log into the class canvas page regularly.

Course deadlines are important to keeping every student accountable to the same high academic standards. With that in mind, I am unable to accept late, emailed or faxed in assignments without prior communication or prior arrangements made.

Canvas Forum and Discussion Assignments and Tests:

All assignments, forums, and tests will have a specified due date that will be determined and specified on your Canvas dashboard.

All tests, forum and discussion assignments are due in to Canvas on the determined due date by 1159pm unless stated otherwise. Typically, all assignments or tests given will be due on a Sunday by 1159pm. Thus, you have an entire week to complete them.

FYI, the final test will not be due on a Sunday. It will be due on the final day of the semester at 1159pm.

There are 232 total points for this course. 192 (approx. 80%) points come from the 4 unit tests in the class. The remaining 40 points (20%) of your grade comes from discussion forum assignments. So, taking each test and doing well on them is important. Test material comes

primarily from the assigned reading, and some comes from the information on your canvas modules.

All Canvas forum and discussion assignments need to be at least **200 words** in length and submitted in Canvas using essay/paragraph format. College style writing uses essay format. For Canvas discussion assignments, you need to **respond to two separate classmate posts with at least 100 words**. Please do not submit Word or PDF docs as attachments.

<u>Criteria used for Canvas Discussion and Forum Posts</u>	<u>Criteria 1</u>	<u>Criteria 2</u>	<u>Criteria 3</u>	<u>Criteria 4</u>
<u>Excellent</u>	<u>Meets or exceeds desired word count.</u> <u>Written in essay format.</u>	<u>Clearly written, well thought out, relevant essay on the topic assigned.</u>	<u>Thoroughly answers the questions asked and supports the answers with relevant facts or details.</u>	<u>Convincingly connects the reading and answers to real-world scenarios. A pleasure to read. 2 classmate replies with the post.</u>
<u>Good</u>	<u>Meets the desired word count for both post and classmate replies.</u> <u>Written in essay format.</u>	<u>Relevant essay written on the topic assigned.</u>	<u>Good answers to the questions asked. May use supporting facts and details.</u>	<u>Adequately connects reading and essay answers to real-world scenarios. A good read.</u>
<u>Average</u>	<u>Meets the designated word count for post.</u> <u>Some essay style writing.</u>	<u>Average essay written on the topic assigned.</u>	<u>Average answers to the questions asked.</u> <u>However, no real use of supporting facts and/or details.</u>	<u>Average answers to the post question and discussion overall. A decent read.</u>

<u>Below Average</u>	<u>Doesn't meet the designated word count for post.</u>	<u>Below average essay written. Little to no use of essay style writing.</u>	<u>Below average answers to the questions asked. No use of supporting facts or details.</u>	<u>Below average answers, overall. More depth, detail or description to be desired in the post overall.</u>
<u>Failed</u>	<u>Doesn't meet the designated word count for post.</u>	<u>Inadequate essay answers. No essay style writing involved.</u>	<u>Poor answers, overall.</u>	<u>Doesn't meet the teacher's nor class's expectations.</u>

18-week Class Overview, and Topics of Discussion (this is subject to change)

Unit 1 (Weeks 1-4): Introduction to African American Studies origins.

Ch. 1-3 in African Americans: A Concise History textbook. Ancient Africa pre-colonization. East and West African kingdoms. Trans-Atlantic slave trade origins and 3 parts of the slave trade. Slavery in the 13 colonies. Ch. 1-3 test on African American historical foundations.

Unit 2 (Parts 1-4): Introduction to African American Culture and African American cultural influences.

Socialization; African American Leaders; Historically Black Colleges and Universities and African American inventors. Black Wall Street and Other Black Towns; Test #1.

Unit 3 (Parts 5-8): Athletes Breaking Barriers. Artists with a Purpose; Laws and Policies that Affect Integration and Segregation/Gentrification; Women in Movements; Martin and Malcolm. Test #2.

Unit 3 (Parts 9-12): Black Power Movement and Activism; African American Athletes as activists. Cultural Entrepreneurs (Athletes, Rappers and Entertainers); African American Literature and Writers. Final Exam/Test #3.