

**Kennesaw State University**  
**AADS 1102: Issues In African and African Diaspora Studies**  
**Fall 2015 Section 001**

**INSTRUCTOR:** Yen Rodriguez - Leadership Coordinator, Center for Student Leadership  
**CLASS MEETINGS:** Monday/ Wednesday 5:00 P.M. – 6:15 P.M.  
**Office and hours:** Student Center, Room 172F  
Monday/ Wednesday 11:00 A.M. – 1:00 P.M. or by appointment

### **COURSE DESCRIPTION**

This course provides a developmental introduction to the interdisciplinary origins and methods of African and African Diaspora Studies (also known as Black, Africana, African American, and Pan-African Studies). Students compare and contrast historical, cultural, economic, and social phenomena in Africa to African-descended people in the Americas, Europe, Oceania and Asia. Students learn about African and African Diaspora Studies as a field of intellectual inquiry and key contributions of pioneers from a variety of disciplinary backgrounds.

Students will explore themes and issues regarding contemporary Afro-Latino identities in America. This course will also highlight the evolution of Afro-Cuban identities from their Diasporic colonial origins to their movement to, and infusion with, North American space and culture. Primarily this course will explore the conflicts associated with the collision of Afro-Cuban and African American cultures and identities, as well as the challenges that Afro-Latinos face in attempting to assimilate into American civilization. Introduce a comprehensive understanding of intercultural competence and an acquisition of skills necessary for success in a global society. Through an interdisciplinary approach, students will participate in a series of modules, projects, critical thinking activities, and experiential learning opportunities aimed at generating awareness about Afro-Latino perspectives of identity in an American racial binary system. Learning Community participants will observe the “Multilevel Process Change Model of Intercultural Competence” to enhance the awareness of intercultural perspectives and transition to the levels of intercultural adaptation and integration.

Prerequisites: None

Credits: 3

### **COURSE GOALS AND LEARNING OUTCOMES**

By the end of the course, you will have demonstrated that you can

- Identify social constructions and how they influence racial and ethnic identification
- Critically;’ analyze your own identity and how it relates to understanding the identity of others
- Comprehend the duality of identities and how it is used to navigate through society
- Have the ability to consider and accommodate opposing points of view
- Understand the importance of cultural diversity in the U.S.
- Understand the significance of intercultural competency and how to apply it in various scenarios
- Have the ability to identify the audience, intent, value, and disciplinary perspective of potential sources of information
- Apply global perspectives when examining the critical issues about race and ethnicity

Critical Thinking: Students articulate a position on an issue and support it by evaluating evidence relevant

to the position, considering opposing positions or evidence, and documenting sources according to convention.

### **REQUIRED TEXTBOOKS**

The following three textbooks are required for this course.

1. Hay, A. Michelle. *I've Been Black In Two Countries: Black Cuban Views On Race in the U.S.* LFB Scholarly Publishing: El Paso, TX, 2009.
2. Thomas, Prii. *Down These Mean Streets.* Vintage Books: New York, NY, 1997.
3. Anzaldua, Gloria. *Borderlands, La Frontera: The New Mestiza*, Third Edition. San Francisco, CA: Aunt Lou Books, 1987.

### **ATTENDANCE**

Because this class is active and collaborative, it is important for you to attend and participate in each class meeting. We will keep a record of class attendance, and attendance is a component of the overall assessment of this course. Please plan to arrive on time and stay until class is dismissed to ensure you will not be counted absent.

In addition to attending our weekly face-to-face class meetings, responding to questions and postings on the discussion boards in Desire 2 Learn (D2L) Brightspace contributes to the participation portion of your grade.

### **ACQUIRING FINAL GRADES**

The final grades for this course will be posted to the student's permanent record using the KSU Owl Express (Banner) system. Students may acquire their final grades by accessing their Banner account online. Students needing verification of grades or enrollment should request either an official transcript, or enrollment verification, through the Office of the Registrar.

### **LATE ASSIGNMENTS AND MISSED EXAMS**

Please note that we do not accept any late assignments.

- Missed homework/written assignments due to an absence will not be made up without prior arrangements with the instructor or an excused absence (documented medical condition or family emergency, for example).
- Assignments will not be accepted as email attachments.
- Exams may not be made up without prior arrangements with the instructor or documentation of an extreme medical emergency.

### **TECHNOLOGY REQUIREMENTS**

This course requires the use of D2L Brightspace. The majority of your course assignments will be posted and submitted in this system. Additionally, messages from us, as well as class announcements and supplemental readings will be posted in Brightspace. You are automatically enrolled in this site for this section of KSU 1111, and your log-in is the same as your KSU email address. Assignments in the course will be submitted using either Microsoft Office compatible programs or Adobe Acrobat. All Kennesaw State University computer labs provide free use of computers running these applications. Refer to <http://its.kennesaw.edu/labs/index.html>

for locations/hours of computer labs.

**Note:** KSU provides technology support for students. Use this support for issues with any of the standard campus technologies (such as Brightspace, KSU wireless, student email, etc.).

Students can contact KSU's Student Technology Services (STS) in three different ways:

- Email: studenthelpdesk@kennesaw.edu
- Phone: 470-578-3555
- Walk-in service: located in 1075 Canton PI NW, ITS Student Labs.

**Please contact technology support, rather than your instructor, with Brightspace problems.**

## **COURSE SCHEDULE**

The course schedule is available in the **Course Information** folder located on the homepage in Brightspace. All assignments and assignments must be completed and submitted in Brightspace following the instructions provided and by the date and time designated in the course schedule. Minor changes to the schedule may be made during the semester if required; any updated schedules will be posted in Brightspace.

## **ACADEMIC INTEGRITY STATEMENT**

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement.

Any written assignment that includes references to outside work must be cited using the current MLA, APA, or Chicago formatting and style guidelines. Information about writing formats are available through the KSU Writing Center (see "Student Resources") or the Purdue Online Writing Lab (OWL): <http://owl.english.purdue.edu/owl/>.

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## **EXPECTATIONS ABOUT CLASSROOM BEHAVIOR**

AADS 1102 is an active and collaborative class, with many opportunities to interact, and share opinions and thoughts. To accomplish this goal, it is important that every member of this class demonstrate respect for

each other and for the instructor. Texting and other disruptive behavior will not be tolerated. Belligerent, abusive, profane, threatening and/or inappropriate behavior on the part of the students is a violation of the Kennesaw Student Conduct Regulations.

Electronic devices during class if the activities are not directly related to AMST1102. If I find that you are texting, emailing, Facebooking, organizing your iTunes collection, tweeting, taking photos of the fashion disaster sitting in front of you, calling your mother, or doing any other non-AMST1102 activities on an electronic device, I will deduct 2%points from your final grade for each instance.

### ACADEMIC SUCCESS/ SUPPORT RESOURCES

KSU offers a variety of resources to support the success of all students. Links to these online and campus resources are available in Brightspace.

### SPECIAL NEEDS AND ACCOMMODATIONS STATEMENT

Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Disabled Student Support Services at 470-578--6443 (V) or 470-578-6480 (TDD). Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Disabled Student Support Services. For additional information, please visit: [http://www.kennesaw.edu/stu\\_dev/dsss/dsss.html](http://www.kennesaw.edu/stu_dev/dsss/dsss.html).

**NOTE:** If you have an ADA issue that results in difficulty in viewing or listening to material in this course, please notify your instructor immediately. Alternate delivery mechanisms can be arranged if coordinated through the Disabled Student Services office. TTY: (470) 578-6480 Phone: (470) 578-6443

### COURSE GRADING

Grade Scale	
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Discussion (participation) and in-class activities .....	20%
Homework/Minor Assignments (4 @ 5% each) .....	20%
Major Assignments (2@15% each).....	30%
Midterm .....	15%
Final Exam .....	15%

Grades in this course are earned through performance and participation. Your final grade will be determined by the total number of points you accumulate, which will be turned into a percentage (i.e., 1000=100%). See the grade scale above for the specific point breakdown.

### COURSE ASSIGNMENTS AND GRADING

**Participation:** *Graded at the discretion of instructor*

- **Identity Representation project and presentation (IRP):**
  - Drawing primarily on the historical sources we used, craft an argument/thesis-driven paper (between 750 and 1000 words) that discusses at least three different points of view about

your identity and how it was constructed, how your identity relates to the identity of others, and/or how it influences your comprehension of intercultural competency

- **My Family and American Culture (MFAC):**<sup>1</sup>
  - Write a family history that relates at least two generations of your family to the dominant national, cultural, and local trends in America
  - The project will have two components: a timeline chart and narrative history
  - Detailed instructions will be given in class
  
- **Homework/ Minor assignment:**
  - There will be a total of **four** individual homework assignments worth **5% each**. Unless otherwise stated, all of these must be typed, double-spaced with one-inch margins, and submitted as a Word or PDF document in Brightspace by the beginning of the class in which they are due. Details about the assignments will be posted in Brightspace.
  - **Campus Events:** You can attend up to **three** campus events worth **5 % each**, as a minor assignment and **submit a brief written reflection** (in Brightspace) that includes 1.) the title of the event, 2.) the date the event occurred, 3.) a brief summary of the event, and finally 4.) your reaction to the event. Responses should be at least 2-3 paragraphs in length. A schedule of the campus events will be posted in Brightspace by the third week of classes. You are required to have these events and summaries completed and submitted in Brightspace by the due dates posted in Brightspace. Announcements about campus events are posted on the KSU website and in Brightspace. **Events that are of particular interest to 1111 are included on the schedule at the end of this document.**
  
- **Final Paper or Exam:**
  - Instructions for Final paper will be given in class
  - There will be 2 exam in this class. The exams will consist of three parts: multiple choice questions, definition of key terms, and short essays. Exam material will be derived from class discussions, readings, videos, and assignments. None of the exams are cumulative.

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<sup>1</sup> MFAC is based on the Family History Assignment Given by Lois P. Rudnick and other instructors in University of Massachusetts---Boston's AMST 1000 course.

## AADS 1102: Tentative Calendar

Week	Date	Class Topic	Readings/Assignments Due
Week #1	8-17-2015	<ul style="list-style-type: none"> <li>Introduction, Syllabus, and Brightspace</li> </ul>	<ul style="list-style-type: none"> <li>Print and read the course syllabus</li> </ul>
	8-19-2015	<ul style="list-style-type: none"> <li>Educational attainment and identity; placing our readings in historical context – or “socially locating cultural texts”; generational identity; function of story-telling</li> </ul>	<ul style="list-style-type: none"> <li><i>Down These Mean Streets</i>. Priri Thomas, pages 3-70</li> <li>Exploration of readings using dramatic techniques</li> </ul>
Week #2	8-24-2015	<ul style="list-style-type: none"> <li>“Understanding cross-cultural awareness through diversity, culture, and intercultural competence”</li> </ul>	<ul style="list-style-type: none"> <li>Softchalk Online module</li> <li>Presented by Dr. Linda Lyons</li> </ul>
	8-26-2015	<ul style="list-style-type: none"> <li>Cultural Appropriation</li> <li>IRP and MFAC assignment</li> <li>Exploration of readings using dramatic techniques</li> </ul>	<ul style="list-style-type: none"> <li><i>Down These Mean Streets</i>. Priri Thomas, pages 95-119</li> <li>Article: “From Cultural Exchange to Transculturation” Richard A. Rogers (Brightspace)</li> <li>Bring questions about IRP and/or MFAC project</li> </ul>
Week #3	8-31-2015	<ul style="list-style-type: none"> <li>Race and ethnicity; identity, power, and identity politics; organizing and identity</li> </ul>	<ul style="list-style-type: none"> <li>Article: “Race as Biology Is Fiction” Audrey and Brian Smedley (Brightspace)</li> </ul>
	9-02-2015	<ul style="list-style-type: none"> <li>Social Construction of race and ethnicity</li> <li>Clayton Bigsby, racial classification, cultural narratives, social construction</li> </ul>	<ul style="list-style-type: none"> <li>Video parody of black, white supremacist</li> <li>Small group discussions, critical analysis</li> </ul>
Week #4	9-07-2015	<b>Labor Day Holiday – No Class</b>	
	9-09-2015	<ul style="list-style-type: none"> <li>Triple consciousness</li> <li>Afro-Latino Hybridity</li> </ul>	<ul style="list-style-type: none"> <li>Article: The Latin American Identity and the African Diaspora” Antonio Olliz Boyd (Brightspace)</li> <li>HMWK/Minor assignment #2: DUE on Brightspace</li> </ul>
Week # 5	9-14-2015	<ul style="list-style-type: none"> <li>Hybrid identities and borderlands</li> <li>Racial / Social hybridity</li> </ul>	<ul style="list-style-type: none"> <li><i>Borderlands, La Frontera: The New Mestiza</i>. Anzaldua, Gloria. Ch 7, “Towards a New Consciousness” pages 99-113</li> </ul>

	9-16-2015	<ul style="list-style-type: none"> <li>Hybrid identities continued</li> </ul>	<ul style="list-style-type: none"> <li>BBTC: Ch 3 "Competing Perspectives on Ethno-Racial Identity and Social Mobility" pages 53-69</li> <li>Exploration of readings using dramatic techniques</li> </ul>
<b>Week # 6</b>	9-21-2015	<ul style="list-style-type: none"> <li>Black in America?</li> <li>Bi-racial identities</li> </ul>	<ul style="list-style-type: none"> <li>CNN Documentary: "Who is Black in America"</li> <li>Small group discussion – critical analysis</li> </ul>
	9-23-2015	<ul style="list-style-type: none"> <li>Racially Ambiguous Identities</li> <li>Softchalk online module</li> </ul>	<ul style="list-style-type: none"> <li>Article: Excerpt from "Afro-Latinos on the Color Line." Juan Flores (Brightspace)</li> </ul>
<b>Week # 7</b>	9-28-2015	<ul style="list-style-type: none"> <li>MFAC and IRP workshop</li> <li>Midterm review</li> </ul>	<ul style="list-style-type: none"> <li>MFAC Draft due on D2L Brightspace</li> <li>Bring questions about IRP and Midterm exam</li> </ul>
	9-30-2015	<b>Midterm Exam</b>	
<b>Week # 8</b>	10-05-2015	<b>Identity and Representation project presentations</b>	
	10-07-2015	<b>Identity and Representation project presentations</b>	
<b>**October 7<sup>th</sup> - Last Day to Withdraw Without Academic Penalty**</b>			
<b>Week # 9</b>	10-12-2015	<ul style="list-style-type: none"> <li>Racial self-identification of Afro-Latinos</li> <li>Exploration of readings using dramatic techniques</li> </ul>	<ul style="list-style-type: none"> <li>Article: "The Effects of Skin Colour and Discrimination of Latinos' and Latinas' Racial Self Identifications." Tanya Golash-Boza and William Darity Jr. (Brightspace)</li> </ul>
	10-14-2015	<ul style="list-style-type: none"> <li>"Danger of the Single Story"</li> <li>Stereotypes and generalization</li> </ul>	<ul style="list-style-type: none"> <li>Softchalk Online module</li> <li>Presented by Dr. GuramatunhuCooper</li> </ul>
<b>Week # 10</b>	10-19-2015	<ul style="list-style-type: none"> <li>"Black in Latin America"</li> <li>African identities of Latinos in Latino culture</li> </ul>	<ul style="list-style-type: none"> <li>BBTC: Ch 5 "Black Identities" pages 101-109</li> <li>Video documentary: Cuba, The Next Revolution.</li> </ul>
	10-21-2015	<ul style="list-style-type: none"> <li>"Being Black in Two Countries"</li> <li>Book lecture by Dr. Michelle Hay</li> </ul>	<ul style="list-style-type: none"> <li>BBTC: Ch 2 "Race, Racism, and Citizenship" pages 25-43</li> <li>Book lecture by Dr. Michelle Hay</li> </ul>

<b>Week # 11</b>	10-26-2015	<ul style="list-style-type: none"> <li>Self-Identification and social positioning</li> <li>Exploration of readings using dramatic techniques</li> </ul>	<ul style="list-style-type: none"> <li>BBTC: Ch 3 “Competing Perspectives on Ethno-Racial Identity and Social Mobility” pages 53-79</li> <li>Small groups critical reflection</li> </ul>
	10-28-2015	<ul style="list-style-type: none"> <li>Self-Identification: Being Black and Cuban</li> <li>Social consequences</li> </ul>	<ul style="list-style-type: none"> <li>BBTC: Ch 4 “Hyphenated Cubanida: Racism and It’s Socio-Economic Consequences” pages 75-96</li> <li>Small group discussion</li> </ul>
<b>Week # 12</b>	11-02-2015	<ul style="list-style-type: none"> <li>Afro-Latinos and Hip Hop music</li> <li>Latino cultural influence in Hip Hop</li> </ul>	<ul style="list-style-type: none"> <li>Vibe.com essay: “Latinos and the Gentrification of Hip-Hop” Juan Vidal (Brightspace)</li> <li>Video A Latino History of Hip-Hop: Part 1 Series to Air on NPR’s Latino USA</li> </ul>
	11-04-2015	<ul style="list-style-type: none"> <li>Afro-Latinos and Hip Hop music</li> <li>Cultural hybridity within Hip Hop music</li> </ul>	<ul style="list-style-type: none"> <li>Video A Latino History of Hip-Hop: Part 2 Series to Air on NPR’s Latino USA</li> <li>Music videos: “Don’t Wanna Be A Player” Big Pun and Joe – “Dammit Man” Pitt Bull Ft. Picallo</li> <li>Small groups Critical reflection</li> </ul>
<b>Week</b>	<b>Date</b>	<b>Class Topic</b>	<b>Readings/Assignments Due</b>
<b>Week # 13</b>	11-09-2015	<b>MFAC Presentations</b>	<ul style="list-style-type: none"> <li>MFAC papers due in Brightspace by 10:00 A.M.</li> </ul>
	11-11-2015	<b>MFAC Presentations</b>	
<b>Week # 14</b>	11-16-2015	<ul style="list-style-type: none"> <li>MFAC Peer Evaluations</li> </ul>	<ul style="list-style-type: none"> <li>Bring Peer Evaluation form (Brightspace)</li> </ul>
	11-18-2015	<p><b>Academic Extravaganza</b>  <b>University Rooms, Student Center</b>  <b>Time TBA</b></p>	
<b>**November 23th-29th: Fall Break (No Classes)**</b>			
<b>Week # 15</b>	11-30-2015	<ul style="list-style-type: none"> <li>Movie part 1 – Yoruba and Catholicism</li> </ul>	<ul style="list-style-type: none"> <li>“Patakin” 1 – Afro-Cuban religion and syncretism</li> </ul>
	12-02-2015	<ul style="list-style-type: none"> <li>Movie part 2 – Yoruba and Catholicism</li> </ul>	<ul style="list-style-type: none"> <li>“Patakin” 2 – Afro-Cuban religion and syncretism</li> </ul>
<b>Week # 16</b>	12-07-2015	<ul style="list-style-type: none"> <li>Course Wrap up</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> <li>Final Paper work shopping</li> </ul>
	12-09-2015	<b>Final paper due</b>	<ul style="list-style-type: none"> <li>Paper uploaded to Brightspace by 10:00 A.M.</li> <li>Final Paper workshop</li> <li>Bring draft and questions to class</li> </ul>



