

Cover Sheet: Request 12302

African American Studies Senior Integrative Seminar

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending at PV - General Education Committee (GEC)
Submitter	Sharon Austin polssdw@ufl.edu
Created	2/13/2018 4:09:37 PM
Updated	4/30/2018 3:32:39 PM
Description of request	This is a request to have the AFA4936 course approved for S and 6,000 writing credit. This is not a rotating topics course.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - African American Studies 011601004	Sharon Austin		2/13/2018
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		2/23/2018
No document changes					
General Education Committee	Pending	PV - General Education Committee (GEC)			2/23/2018
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Gen_Ed|New-Close-Modify for request 12302

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Submitter: Sharon Austin polssdw@ufl.edu

Created: 4/30/2018 2:31:30 PM

Form version: 4

Responses

Course Prefix and Number

Response:
AFA4936

Enter the three letter prefix, four-digit course number, and lab code (if applicable), as the course appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog). If the course has been approved by the UCC but is still pending at SCNS, enter the proposed course prefix and level, but substitute XXX for the course number; e.g., POS2XXX.

Course Title

Enter the title of the course as it appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog, or as it was approved by the UCC, if the course has not yet been approved by SCNS).

Response:
African American Studies Senior Integrative Seminar

Delivery Method

Please indicate the delivery methods for this course (check all that apply). Please note that content and learning outcome assessment must be consistent regardless of delivery method.

Response:
Classroom

Request Type

Response:
Change GE/WR designation (selecting this option will open additional form fields below)

Effective Term

Enter the term (semester and year) that the course would first be taught with the requested change(s).

Response:
Fall

Effective Year

Response:
2018

Credit Hours

Select the number of credits awarded to the student upon successful completion. Note that variable credit courses are not eligible for GE or WR certification.

Response:
3

Prerequisites

Response:
AFA2000 Introduction to African American Studies

Current GE Classification(s)

Indicate all of the currently-approved general education designations for this course.

Response:
None

Current Writing Requirement Classification

Indicate the currently-approved WR designation of this course.

Response:
None

One-semester Approval?

Response:
No

Requested GE Classification

Indicate the requested general education subject area designation(s) requested for this course. If the course currently has a GE designation and the request includes maintaining that designation, include it here.

Response:
S

Requested Writing Requirement Classification

Indicate the requested WR designation requested for this course. If the course currently has a WR designation and the request includes maintaining that designation, include it here.

Response:

African American Studies Senior Integrative Seminar (AFA 4936)

Dr. Sharon Austin

**Director of the African American Studies Program and Associate Professor of Political Science
University of Florida**

Contact Information:

Office: 104 Walker Hall
Email address: polssdw@ufl.edu
Office number: 273-2360

Office Hours:

Tuesdays and Thursdays 10:45pm-1:45pm
Class Meeting Times: Tuesdays 1:55pm-2:45pm in FAC 120
Thursdays 1:55pm-3:50pm in FAC 120

Course Description: This interdisciplinary class is the African American Studies capstone that fulfills partial requirements for the African American Studies minor and/or major. This is a research intensive course that requires students to complete papers and a major research project. The course also seeks to develop in students an ability to apply concepts, methodology, and theories from more than one discipline in examining the issues, problems, and experiences of people of African descent in the Americas. During each class session, we will read scholarly books, journals, and other articles that can be used as a format for writing the final paper.

General Education Objectives

General Education Objectives (Social and Behavioral Sciences):

Social and behavioral sciences courses (S) provide instruction in the history, key themes, principles, terminology, theories, and methodologies of social and behavioral science disciplines. First, students learn to identify and to analyze social institutions, structures or processes. Second, social and behavioral sciences courses emphasize critical thinking by requiring that students use both qualitative or quantitative methods to understand the reasoning behind individual and group decisions in society. Finally, these courses emphasize communication skills because students learn to communicate their knowledge, thoughts and reasoning clearly and effectively.

The interdisciplinary African American Studies Senior Integrative Seminar course will meet these objectives by allowing students to learn and analyze research theories, issues, and methodologies in several social and behavioral sciences disciplines such as African American Studies, Criminal Justice, History, Education, Political Science, Public Health, Religion, Sociology, Urban Studies, and Women’s Studies.

General Education Student Learning Outcomes

Subject Area	Content	Critical Thinking	Communication
Social and Behavioral Sciences	Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions,	Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make	Communicate knowledge, thoughts and reasoning clearly and effectively. Students will communicate

structures and processes.

Students will identify, describe, and explain the history of the African American Studies discipline, theories and methodologies that have been used in African American Studies research.

Achievement of this learning outcome will be assessed by student performance on short papers, a final original research project, and either an oral history or special collections assignment. The instructor will provide written feedback on these assignments throughout the course of the semester.

personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.

Students will study articles that use both quantitative and qualitative research methodologies to examine the individual and group decisions made by African American citizens. They will examine ethical perspectives when issues such as racial microaggressions, interracial dating, and lgbtq issues. When discussing these issues, students will examine whether the views of African Americans and compare them to the views of other races of people.

Achievement of this learning outcome will be assessed by student performance on their assigned date as the discussion leader and during class discussions in which they read and analyze interdisciplinary articles that are written by several African American Studies' scholars.

knowledge, thoughts, and reasoning clearly and effectively in forms appropriate to the subject area of African American Studies in directed classroom discussions.

This learning outcome will be assessed through the instructor's formal observation of student discussions in the classroom. Second, at the end of the semester, students will present information from their final research project in a power point presentation.

Writing Requirement

This course also fulfills the 6,000 word writing requirement. The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory evaluation on the writing requirements of the course. The instructor will evaluate and provide feedback, on all written assignments with respect to grammar, punctuation, clarity, coherence, and organization.

Successful completion of these requirements will result in the student learning outcomes listed below.

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics. In the introduction, a clear thesis statement and research question(s) must be included. Each section of the paper should address the research question(s) and thesis statement.	Documents and paragraphs lack clearly identifiable organization, a thesis statement, and clear research questions. Sections of the paper fail to adequately answer the research question(s) and thesis statement.
ARGUMENT AND SUPPORT	Papers and other written assignments refer to scholarly articles and books to support the student's argument(s).	Assignments include less credible (non-academic) sources. Student fails to include references to sources to support his/her argument.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or

Sentences should display complexity and logical sentence structure.

discipline. Sentences may be overly long or short with awkward construction.

MECHANICS

Papers will feature correct or error-free presentation of ideas with few or no spelling, grammatical, and punctuation errors.

Papers contain many mechanical or grammatical errors and is poorly written.

Textbooks

Martha Biondi. *The Black Revolution on Campus*. University of California Press, 2014.

Shaun R. Harper. *Black Male Student Success in Higher Education: A Report from the National Black Male College Achievement Study*. Philadelphia: University of Pennsylvania, Center for the Study of Race and Equity in Education, 2012.

Educational Foundations. Volume 26. Nobu Press, 2010.

Eduardo Bonilla-Silva. *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America*. Rowman and Littlefield Publishers.

Other Required Readings

All required reserve articles are either on reserve on the www.uflib.ufl.edu website or available by clicking on the links under the articles. To read or print the articles from the uflib site, click on the course reserves link, type in my last name, and click on the article's title.

Recommended Writing Style Manuals

Serie McDougal III. *Research Methods in Africana Studies. Revised Edition*. Peter Lang Inc., 2017.

University of Chicago Press Editorial Staff. *Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers. Seventeenth Edition*. University of Chicago Press, 2017.

Assignment Evaluation and Descriptions

Assignment	Percent of Grade
Attendance	5%
Participation or Optional Paper	5%
Short Papers (worth 10% each)	30%
Oral History or Special Collections Assignment	20%
Research Paper	30%
Paper Presentation	5%
Discussion Leader	5%

Attendance Policy and Missed Work

After three unexcused classes are missed, you will not receive the percentage points for class participation (and will not have the option of submitting an optional paper). It is your responsibility to sign the attendance roster that will be given out at the beginning of each class session. If you forget to, sign it during the next class. Also, try to get to class on time. The policy for missed work in this class is consistent with the university's policy (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>).

Class Participation and the Optional Paper Assignment

We will discuss a number of issues pertaining to African Americans and the discipline of African American Studies during the course of the semester. I understand that some students are more comfortable participating in class discussions than others. Therefore, I am giving you the option of either participating in our class discussions on a regular basis or writing a paper.

If you participate verbally (or attempt to and I don't call on you for some reason), email me on the day that you've participated so that I can keep a record of it. Throughout the semester, I will email the class listserv to let each of you know if you have participated regularly. If you participate in our discussions, you will not have to write a paper. If not, a 5-8 page typed, double-spaced paper is due on the last day of class. You can write an analysis which gives your opinion on any topic(s) we've discussed in class.

Three Short Papers (3,000-3,500 words)

Write a four to six page typed, double-spaced paper (1,000-1,500 words) on **one** of the two topics below. In the paper summarize the main themes of the articles. If there are more than three articles, summarize the main points of three of them. Don't summarize articles that have the names of presenters listed next to them. Your paper will be graded on the basis of your knowledge of the articles (proof that you read them). Also, did the author(s) support his/her arguments well?

The first paper is due September 12th. Write a paper on the Origin of African American Studies or the Academy.

The second paper is due October 3rd. Write a paper on Public Health or GLBT Research.

The third is due November 14th. Write a paper on Black Athletes or Black Immigrants.

The Oral History Assignment (1,000-1,500 words) is due October 31st.

Submit an approximately 4-6 page (1,000-1,500 words) typed, double-spaced paper. In the paper, first, refer to the "Oral History and Qualitative Research" reading, and explain the benefits of using oral history research. What steps need to be taken to conduct an effective oral history interview? Second, what five oral interviews did you listen to? What did you learn from them? What additional questions could the interviewer have asked, if any?

The Special Collections Assignment (1,000-1,500 words) is due October 31st.

Submit an approximately 4-6 page typed, double-spaced paper. In the paper, explain the contribution the person (A. Quinn Jones, James Haskins, or Judge John A.H. Murphree) made to the state of Florida. In the case of Haskins and Murphree, you may want to discuss the contribution of the person to the University of Florida. Second, what materials does the collection include and what did you learn from them? Finally, which of these materials were the most interesting to you? Information and links on each person are listed on canvas.

Original Research Paper (2,000-2,500 words) is due December 5th.

Your paper must be an original research project and be a minimum of 8-10 pages of text (not including an endnote page), an endnote page that lists citations, and a bibliography page. During each class session, we will discuss articles and book chapters that address a number of issues of concern to African Americans. These readings will give you ideas about possible topics, research questions, theoretical frameworks, and methods for writing your paper.

Your paper must be an original research project. In the past students, have examined topics such as: 1. How do black, white, Asian, and Latinx feel about interracial dating?; 2. What major benefits do students receive from the Institute for Black Culture?; 3. Do the views of African Americans and Caribbean students differ on affirmative action?; 4. Do UF athletes believe they are getting the necessary financial assistance they need to complete their education?; 5. Do black men prefer women with natural or processed hair?; 6. Are African Americans more conservative on issues of homosexuality than whites?; 7. Should NFL players express more support for Colin Kaepernick?; 8. Why are there fewer black men in college than black women?

The final paper should follow the guidelines below.

1. Be a minimum of 10-15 pages of text (not including an endnote page), an endnote page that lists citations, and a bibliography page.
2. Be typed, double-spaced using Times Roman 12 point font in MS Word. Use the style APA, MLA or Chicago. All pages should be numbered and stapled.
3. The paper should include: 1) a title page that includes your name, the title of your paper, the due date, and the name of this class, 2) an introduction that gives a description of the paper, the research question(s), and a thesis statement; 3) a theoretical framework/literature review that includes a summary of the literature you applied in your research; 4) subtitles that describe each section of the paper; 5) a bibliography page(s); and 6) survey questions (if applicable).
4. Use the same format as the journal articles we've read in class each week. You may want to select a paper topic that is similar to one we've discussed in class and refer to the articles in the theoretical framework section.
5. Your paper will be graded on the basis of the clarity of the analysis and the overall writing style (lack of grammatical, punctuation, and other errors).

Oral Presentation

Each student must give an approximately 10 minute power-point presentation. In the presentation, describe your research topic, explain its significance to the discipline of African

American Studies, provide a description of literature on this topic, and explain the data and methods you used to analyze this topic.

Discussion Leader

Each student will lead discussions of **one** article of their choice. Summarize three main points about the article, the significance of the research, the clarity of the writing, and the overall quality of the article – i.e., did the author(s) prove his point in a way that others can understand it?

Grading Scale

94-100 A	90-93 A-	87-89 B+	84-86 B	80-83 B-	77-79 C+
74-76 C	70-73 C-	67-69 D+	64-66 D	60-63 D-	Below 60 E

A C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or College Basic Distribution credit.

Academic Dishonesty

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Classroom Behavior (Cell Phones and Laptops)

In the past, several of my students have forgotten to turn off their cell phones in class. I am asking you to please turn off your phones before our class begins. Remember, a student who takes his/her work seriously will make sure that his/her phone is off during class meetings.

Also, if you engage in behavior such as texting, browsing the internet, sleeping, loud yawning, or any other behavior that I consider to be disrespectful to me or to your classmates, you may not receive all of the percentage points for class participation. I expect you to pay attention at all times in class.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given

specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

Materials and Supplies Fees

There are no additional fees for this course.

Missed Work Policy:

The policy for missed work in this class is consistent with the university's policy (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>). All required assignments must be submitted by their deadlines. Students will not be allowed to make up any assignments unless proper documentation is submitted to the professor.

Disabilities Statement:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Campus Resources:

Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 3921575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies. Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Academic Resources:

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

The writing studio is committed to helping UF students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 302 Tigert Hall for one-on-one consultations and workshops.

Class Schedule:

The Origins of African American Studies (Historiographies)

8-22 Introduction

8-24 Textbook Readings: Each are chapters in Martha Biondi. *The Black Revolution on Campus*.

“Introduction. The Black Revolution on Campus”

“Moving toward Blackness: The Rise of Black Power on Campus”

The Academy (Educational Research and Critical Race Theory)

8-29 Reserve Readings:

Critical Race Theory, Racial Microaggressions, and Campus Racial Climate: The Experiences of African American College Students

The Color of Success: African-American College Student Outcomes at Predominantly White and Historically Black Public Colleges and Universities

8-31 NO CLASS (APSA Conference)

9-5 Click on the links provided:

Black Male Student Success in Higher Education: A Report from the National Black Male College Achievement Study <http://works.bepress.com/sharper/43/>

They (Don't) Care about Education: A Counternarrative on Black Male Students' Responses to Inequitable Schooling (In the *Educational Foundations* textbook) <http://eric.ed.gov/?id=EJ968820>

9-7 Guest lecturer from the Samuel C. Proctor Oral History Program.

Reserve Reading: Oral History and Qualitative Research

Interracial Dating (Surveys)

9-12 **First Short Paper Is Due.**

Reserve Readings:

A Qualitative Study of Interracial Dating Among College Students

Ebony & Ivory?: Interracial Dating Intentions and Behaviors of Disadvantaged African American Women in Kentucky

Looking Beyond the Stereotypes of the ‘Angry Black Woman’: An Exploration of Black Women’s Responses to Interracial Relationships

Public Health (Focus Groups)

9-14 Reserve Reading:

The African American Minister as a Source of Help for Serious Personal Crises: Bridge or Barrier to Mental Health?

9-19 Reserve Readings:

African American Views on Research and the Tuskegee Syphilis Study

AIDS in Haitian Americans: A Reassessment

The Stigma of Being Named AIDS Carriers on Haitian-American Women

9-21 Presentation by Dr. Kevin Jenkins, Vice Provost's Postdoctoral Fellow and Fellow within the Leonard Davis Institute of Health Economics, the University of Pennsylvania and UF alumnus, "Whiteness as Property: The Quantitative Case for Critical Race Theory in Medicine"

African American Film and Popular Culture (Content Analysis)

9-26 Reserve Readings:

Spike Lee and the Fever in the Racial Jungle

Tyler Perry and the Weight of Misrepresentation

African American Athletes (Surveys, Self-determination, Intersectionality)

9-28 Film: 1968 Olympics Black Power Salute (55 minutes) includes a discussion of the backlash toward Tommie Smith and John Carlos after they exhibited the black power salute after winning Olympic medals. <https://www.youtube.com/watch?v=jnvCiKUILAw>

Reserve Readings:

Higher Education and the Plight of the Black Male Athlete

African American Football Athletes' Perspectives on Institutional Integrity in College Sport

10-3 **Second Short Paper is due tonight.**

Reserve Readings:

Listening to the Voices: The Experiences of African American Female Student Athletes

Gender and Racial Analysis in Sport: Are All the Women White and All the Blacks Men?

10-5 Reserve Readings:

Black Fists and Fool's Gold: The 1960s Black Athletic Revolt Reconsidered. The LeBron James Decision and Self-Determination in Post-Racial America

End Jim Crow in Sports: The Protest at NYU, 1940-41

Contemporary Activism (Ethnographies)

10-10 Reserve Readings:

#Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States

The Class Politics of Black Lives Matter

The Racial Hoax as Crime (Criminal Justice Research)

10-12 Presentation by the African American Studies Librarian

We will watch:

The Tawana Brawley Story (14 minutes)

<https://www.youtube.com/watch?v=T78DwdFUq0c>

Presumed Guilty: Due Process Lessons of the Duke Lacrosse Case (12 minutes)

<https://www.youtube.com/watch?v=mqt9OX-oAtU>

Reserve Readings:

Innocent Until Proven Innocent: In Defense of Duke Lacrosse and White Power (and Against Menacing Black Student-Athletes, a Black Stripper, Activists, and the Jewish Media)

The Racial Hoax as Crime

Black Women's Studies (Archival Research)

10-17 Click on the Link:

Evans, Stephanie. "I was one of the first to see daylight: Black Women at Predominantly White Colleges and Universities in Florida since 1959." *Florida Historical Quarterly*, 85 (2006): 42–63. Can be found at plaza.ufl.edu/drevans/Evans%20-%20First%20to%20See%20Daylight.pdf

Behar-Horenstein, Linda, Cirecie West-Olatunji, Thomas Moore, Diedre Houchen and Kellie Roberts, "Resilience post-tenure: The experience of an African American Woman in a PWI." *Florida Journal of Educational Administration and Policy* 5 (January 2013): 68-84. <http://education.ufl.edu/fjeap/spring-2012-volume-5-issue-2/>

Reserve Reading:

The Black Church: What's the Word

GLBTQ Research (Surveys and Focus Groups)

10-19 Reserve Readings:

The Attitudes of Black and White College Students toward Gays and Lesbians

Is the Black Community More Homophobic?

Staying in the Hood

We will watch: A Question of Fairness (45 minutes) examines the lawsuits challenging the undergraduate and law school admissions processes at the University of Michigan, Ann Arbor. In June 2003, the U.S. Supreme Court issued 2 landmark rulings in cases that will have a major impact on the future use of affirmative action in university admissions.

Black Conservatism (Philosophical Research)

10-24 Reserve Readings:

Black Conservatism in America

Myths, Distortions, and History: Affirmative Action by Ward Connerly

10-26 Reserve Reading:

Rights Behind Bars: The Distinctive Viewpoint of Justice Clarence Thomas

Black Immigrants (Political and Legal Research)

10-31 **Oral History or Special Collections Project is Due.**

Reserve Readings:

The Effect of Racial Group Consciousness on the Political Participation of African Americans and Black Ethnics in Miami-Dade County, Florida

Framing Haitians and Cubans in *The New York Times*: Enduring Imprints of Political History

11-2 Presentation by Breanne J. Palmer, Esq., UF alumnus and Attorney Advisor for the U.S. Department of Justice, Executive Office for Immigration Review

Reserve Reading:

The Crossroads: Being Black, Immigrant and Undocumented in the Era of #BlackLivesMatter

The Post-Racial Political Era (Public Policy Research)

11-7 Reserve Readings:

Race and Politics in the Age of Obama

When Whites Love a Black Leader: Race Matters in Obamerica

11-9 Reserve Reading:

Searching for the Black Trump Supporter

The Research of Multiracial Scholars (Sociological Research)

11-14 **Third Short Paper is due tonight.**

Textbook Readings (From the *Racism Without Racists* book):

I Didn't Get that Job Because of a Black Man. Color Blind Racism's Racial Stories

Reflections on Racial Patterns in America

The Style of Color-Blindness: How to Talk Nasty About Minorities Without Sounding Racist

UF Faculty Research (The Media, Crime, and Film Research by AFA Faculty)

11-16 Reserve Readings:

A Love Story: Media and an (New) Exceptional Haitian-American Political Subject Conclusion

Race, Crime and the Pool of Surplus Criminality: Or Why the War on Drugs Was a War on Blacks

11-21 Reserve Readings:

Representing African American Women in Hollywood Movies: An African Conscious Analysis

11-23 NO CLASS (Thanksgiving Break)

11-28 Presentations

11-30 Presentations

12-5 **Research Paper is due tonight;** Presentations