

# AFA 2000: INTRO TO THE AFRICAN AMERICAN EXPERIENCE

Spring 2019, Tuesday and Thursday 9:30 – 10:45AM

Class #: 18

Bellamy Building (BEL)

Dr. Shantel Gabrieal Buggs (call me Dr. Buggs or Professor Buggs)

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Office Location: Bellamy Building (BEL) 518

Office Hours: T 1:00 - 2:30PM, W 11:30AM – 1:00PM (or by appointment)

## COURSE DESCRIPTION

Welcome to Introduction to the African American Experience! Over the semester, this course will introduce central themes, concepts, and debates within the broader field(s) of African American, African Diaspora, Africana, and Black Studies. As a class, we will explore various understandings of the origins and history of the discipline, as well as develop a critical understanding of processes that characterize the individual and collective experiences of Black people in the Americas, from chattel slavery through to the present day. Through course assignments and discussions, students will advance their understanding of the ways that Black people have historically and presently shaped politics, economies, cultures, and intellectual spheres of thought within the Americas.

Through this course, students will develop communication skills, critical thinking skills, empirical and analytical skills, and social responsibility as they engage with theories and evidence about social forces and social experience, fulfilling [the social sciences component of the University core curriculum](#).

## COURSE PHILOSOPHY

This course will be grounded in the principles of participatory and collaborative learning; this means that you will be encouraged to participate actively in your own learning. To facilitate successful active learning, we will engage in a variety of activities such as group/team discussions, class exercises, art, films, etc. Your active participation in the learning process is essential to enhancing your understanding and retention of the topics and issues that we will explore together this semester.

## COURSE REQUIREMENTS

Students are required to attend lectures and complete **all** reading and written assignments by the date they appear on the syllabus. **Assignments will not be accepted late without prior permission; be cognizant of deadlines.** Readings for this course will either be located in the required textbook (see below) or posted on the course Canvas website, so students should plan their reading schedules accordingly. All students are expected to abide by the University Academic Honor Policy (<http://fda.fsu.edu/Academics/Academic-Honor-Policy>) in order to uphold academic integrity and combat academic dishonesty.

**TEXTBOOK:** Johnson, Mat. (2018 or 2009 edition) *Incognegro: A Graphic Mystery*.  
Berger Books. ISBN-13: 978-1506705644

All other required readings are available on Canvas and/or via the Florida State Library system.

## COURSE ASSIGNMENTS

**EXAMS (40%):** Students will take **three (3) short answer/essay exams** over the course of the semester based on course readings, lectures, films, and other texts. **Exams are indicated on the course schedule** and students will have the **opportunity to drop their lowest exam grade**.

**RESPONSE PAPERS (30%):** Students will submit **two (2), two to three page papers** over the semester. **The first will be due by Thursday, February 28<sup>th</sup>, 2019 at 12PM (noon) and the second by Thursday, April 25<sup>th</sup>, 2019 at 12PM (noon)**. One of these papers will be a response to a video or other visual aid shown in class; the other will be a reflection on one of major themes/units of the semester. These papers will be submitted via Canvas; formatting and content guidelines will be provided.

**DISCUSSION/PARTICIPATION (20%):** Students will be expected to participate in in-class discussions of materials, including both the readings and the film, docuseries, and television shows I will screen in class. This class is small, therefore, participation in class conversations and activities is necessary to its function. Participation will be primarily graded on student-led presentations on the readings. In pairs, students will lead one (1) class discussion; a sign-up sheet will be distributed during the first week of the semester. I will provide guidelines for what these presentations should contain.

**ATTENDANCE (10%):** Though I will not be keeping daily attendance, **I will take attendance on six random days during the semester**. Students will be allowed to miss one with no impact on their grade; however, it will be in your best interest to attend class regularly. Lectures will contain information not located in the readings and the quizzes will feature questions based on class discussion and lecture materials, **so do not rely solely on the course readings to prepare**. Come to class having read the readings and be prepared to contribute to class discussions.

**GRADING:** Final grades will be determined based on the percentages above. **Scores will not be rounded up or down**. Thus, a B- will include all final scores of 80.000 through 82.999.

A (100-93)	B+ (89-87)	C+ (79-77)	D+ (69-67)	F (59 and below)
A- (92-90)	B (86-83)	C (76-73)	D (66-63)	
	B- (82-80)	C- (72-70)	D- (62-60)	

## COURSE POLICIES

**ACCOMODATIONS:** Students who will be requesting accommodations from the Student Disability Resource Center (SDRC) should make arrangements at the earliest possible point in the semester. Please reach out to me as soon as possible if you need to miss class for religious observance or some other reason that is excused by university policy, as well as for any other needs or concerns.

**COMMUNICATION:** The best way to contact me is via email. I will strive to respond within 24 hours during the week (Monday-Friday), though students should not expect a response earlier than 9am. Should you have questions or issues that cannot be addressed via email, I am also available during office hours or by appointment. If there are any updates, reminders, last minute instructions, or emergencies pertinent to the course, **the class will be contacted, so please, check your FSU email/Canvas**.

Further, I will not respond to emails that lack proper etiquette. Emails – particularly initial ones – should have an address (“Dear Professor”) a clearly stated question or comment, and a sign-off (“Sincerely” or “Thanks”). A polite, clearly structured email is the best way to have your concerns taken seriously and to make answering your questions easier. **I prefer to be addressed as Dr. Buggs or Professor Buggs**.

**DISCUSSION RULES:** Class discussions of the issues we study can stimulate strong feelings and heated debate. Because this is a college classroom, all discussions must be scholarly and respectful of all members of the class. Students who are repeatedly disrespectful may be removed from the class and may fail the course. **Scholarly comments are:** respectful of diverse opinions and open to follow up questions and/or disagreement; related to the class and course material; advance the discussion about

issues related to the course and/or course material rather than only personal beliefs.

**LATE WORK:** All assignments will be due by the due date. **There will be no late submissions for assignments without prior permission.** Make-up exams will **only** be available for those with approved excuses and should be arranged for **in advance** of the exam date when possible.

**iANYTHINGS:** Cell phones should not be out during class nor should I hear them ring. Ringers should be on silent – no vibrating, either. Laptops are allowed for note-taking purposes but I recommend taking notes by hand. Studies have actually proven that we retain information better when we write, rather than type, our notes! Should it be discovered that students are on Facebook, Twitter, Instagram, Reddit, or any online shopping site rather than actively contributing to class, laptops will be ruined for everyone.

**SPECIAL CIRCUMSTANCES:** If you are experiencing any difficulty with this course or in some other area of your life, please get in touch with me. I will do my best to assist you and, if needed, can direct you to resources on campus that could be useful. Please note that Florida State University provides a variety of services to support students in achieving academic success and a healthy work-life balance:

- **Academic Center for Excellence:** Links to all of the academic support services across campus that can help you be a better student and cope with the stress of college, particularly tutoring services. (<https://ace.fsu.edu/tutoring/academic-support>)
- **Student Disability Resource Center:** Coordinates reasonable accommodations for students with documented disabilities (medical, learning or psychological). Any student who feels they may need an accommodation based on the impact of a disability should follow the university's accommodation procedure by contacting SDRC (850-644-9566; located in the Student Services Building). (<http://dos.fsu.edu/sdrc/services/>)
- **Office of Student Counseling Services:** Provides high quality integrated health, counseling, and wellness services to support our diverse student population in achieving their highest potential. (850-645-8256; located in Medical Science Research Building). (<http://med.fsu.edu/index.cfm?page=StudentCounseling.home>)
- **Victim Advocate Program (VAP):** Provides access to emotional support, instructor notification, referrals, and crisis intervention and assistance with student conduct, legal and medical matters in the event of victimization of and/or by FSU students, faculty, and staff. Services are available 24 hours a day, including holidays. To reach a confidential advocate, call 850-644-7161. Office is located in University Center A (<https://dos.fsu.edu/vap>).

**MANDATORY REPORTER:** I am happy to provide whatever support students need. Please know that if you disclose an incident of sexual harassment or assault to me (even in confidence), under the FSU Sexual Misconduct Policy I am mandated to report the information to the University Title IX office. For confidential support, you may disclose to the Victim Advocate Program or University Counseling Center.

**EMERGENCY EVACUATION PLANS:** Emergency evacuation routes are marked on each floor of this building. Should an emergency situation arise and we need to evacuate the classroom, please calmly, and in a moderately organized fashion, make your way to the nearest exit, using only marked doors and stairwells. Note that the nearest exit may not be the door by which you entered this building.

## COURSE SCHEDULE

Readings marked with an asterisk (\*) are located as PDFs (or posted as hyperlinks) on Canvas. Please note that some weeks have recommended texts that **are not** required but can provide additional context.

DATE	TEXTS
<b>UNIT I: Why Do We Need Black Studies?</b>	
Tue, Jan 8	<p><b>Introduction</b></p> <p>*Ikard, David. "The Dangers of Whitewashing Black History." <i>TEDxNashville</i>, 13 June 2018. [viewed in class]</p> <p><i>Recommended Text(s):</i></p> <p>*Martin, Michel. "More College Students Choosing to Major in Black Studies." <i>Tell Me More, NPR</i>. 3 February 2010.</p>
Thur, Jan 10	<p><b>Miller, Karen K. 1990. "Race, Power and the Emergence of Black Studies in Higher Education." <i>American Studies</i>, 31(2); 83-98.</b></p> <p><i>Recommended Text(s):</i></p> <p>Rojas, Fabio. 2006. "Social Movement Tactics, Organizational Change and the Spread of African-American Studies." <i>Social Forces</i>, 84(4); 2147-2166.</p>
Tue, Jan 15	<p><b>Rojas, Fabio. 2011. "Institutions and Disciplinary Beliefs About Africana Studies." <i>The Western Journal of Black Studies</i>, 35(2); 92-105.</b></p> <p><i>Recommended Text(s):</i></p> <p>Olzak, Susan, and Nicole Kangas. 2008. "Ethnic, Women's, and African American Studies Majors in U.S. Institutions of Higher Education." <i>Sociology of Education</i>, 81(2); 164-188.</p>
Thur, Jan 17	<p>*Hull, Gloria T. and Barbara Smith. 1982 [2015]. "Introduction: The Politics of Black Women's Studies," pp. 17-28 in <i>But Some of Us Are Brave: Black Women's Studies</i>, 2<sup>nd</sup> Edition. Feminist Press: New York.</p> <p>*Cooper, Brittney. 2015. "Afterword," in <i>But Some of Us Are Brave: Black Women's Studies</i>, 2<sup>nd</sup> Edition. Feminist Press: New York</p> <p>**"The Combahee River Collective Statement." April 1977.</p>
<b>UNIT II: Survival and Resistance Under Chattel Slavery</b>	
Tue, Jan 22	<p>*Equiano, Olaudah. 2009 [1789]. "Chapter II" pp 48-72 in <i>The Interesting Narrative of the Life of Olaudah Equiano</i>. The Floating Press.</p> <p>*Jacobs, Harriet/Brent, Linda. 2008 [1861]. "A Perilous Passage in the Slave Girl's Life" and "The New Tie to Lie" pp. 103-121 in <i>Incidents in the Life of a Slave Girl</i>. The Floating Press.</p> <p><i>Recommended Text(s):</i></p>

Tue, Jan 22	*United States Library of Congress. <i>Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936 to 1938</i> [digital collection].
Thur, Jan 24	<b>Wood, Betty. 1987. "Some Aspects of Female Resistance to Chattel Slavery in Low Country Georgia, 1763-1815." <i>The Historical Journal</i>, 30(3); 603-622.</b>
Tue, Jan 29	<p>*Douglass, Frederick. 1845. "Chapter XI" in <i>Narrative of the Life of Frederick Douglass, an American Slave</i>.</p> <p>*Goodheart, Adam. 2015. "The Secret History of the Underground Railroad." <i>The Atlantic</i>.</p> <p>*LaRoche, Cheryl Janifer. 2013. "Introduction" pp. 1-18 in <i>Free Black Communities and the Underground Railroad: The Geography of Resistance</i>. University of Illinois Press.</p> <p><i>Recommended Text(s):</i></p> <p>*Bresler, Joel. "Collection Story of 'Follow the Drinking Gourd.'"</p> <p>LaRoche, Cheryl Janifer. 2013. "Family, Church, Community: Pillars of the Black Underground Railroad Movement" pp. 127-144 in <i>Free Black Communities and the Underground Railroad: The Geography of Resistance</i>. University of Illinois Press.</p>
Thur, Jan 31	*Higginson, Thomas Wentworth. 2013 [1861]. "On This Day in 1831, a Bloody Uprising in the Virginia Countryside." <i>The Atlantic</i> .
Tue, Feb 5	<b>Wolper, Mark. 2016. "Part 3" of ROOTS [viewed in class]</b>
Thur, Feb 7	<p>*Douglass, Frederick. 1852. "The Meaning of July Fourth for the Negro."</p> <p>*Truth, Sojourner. 1851. "Speech to the Women's Rights Convention in Akron, Ohio – May 29, 1851."</p> <p>*Lincoln, Abraham. 1863. "The Emancipation Proclamation"</p>
Tue, Feb 12	<b>EXAM #1</b>
<b>UNIT III: Reconstruction, Revolution, and the Aftermath of Emancipation</b>	
Thur, Feb 14	<p>*Du Bois, W.E.B. 1963 [1935]. "The Propaganda of History," pp. 711-729 in <i>Black Reconstruction in America</i>. Russell &amp; Russell: New York.</p> <p>Kelly, Brian. 2015. "Du Bois's Prolific 'Error' and the Break with 'Color-Blind' Orthodoxy." <i>Labor: Studies in Working-Class History of the Americas</i>, 12(4); 11-15.</p> <p><i>Recommended Text(s):</i></p>

Thur, Feb 14	<p>*Greene II, Robert. "The Legacy of Black Reconstruction." <i>Jacobin Magazine</i>, 27 August 2018.</p> <p>*Jackson, Jesse L. "New Year's Day Is Also Emancipation Day." <i>The New York Times</i>, 30 December 2018.</p> <p>*McDaniel, W. Caleb. "History's Echoes in the Policing that Made Eric Garner Say 'Enough'." <i>TIME Magazine</i>, 5 December 2014.</p>
Tue, Feb 19	<p><b>Sepinwall, Alyssa Goldstein. 2013. "Still Unthinkable? The Haitian Revolution and the Reception of Michel-Rolph Trouillot's 'Silencing the Past'." <i>Journal of Haitian Studies</i>, 19(2); 75-103.</b></p> <p><b>*Trouillot, Michel-Rolph. 2012. "An Unthinkable History: The Haitian Revolution as a Non-Event (excerpts)" pp. 33-54 in <i>Haitian History: New Perspectives</i>. Routledge.</b></p>
Thur, Feb 21	<b>Johnson, Mat. 2018 [2008]. <i>Incognegro: A Graphic Mystery</i>. Vertigo/Berger Books. [first half]</b>
Tue, Feb 26	<b>Johnson, Mat. 2018 [2008]. <i>Incognegro: A Graphic Mystery</i>. Vertigo/Berger Books. [second half]</b>
<b>UNIT IV: Civil Rights, Pan-Africanism, and Reclaiming Identity and Memory</b>	
Thur, Feb 28	<p><b>*King, Jr., Martin Luther. 1963. "Letter from Birmingham Jail" and 1967. "America's Chief Moral Dilemma" [excerpt].</b></p> <p><b>PBS. 1987. "Part I: Awakenings," <i>Eyes On The Prize</i>. [viewed in class]</b></p> <p>Recommended Text(s):</p> <p>Olsson, Göran. 2011. <i>The Black Power Mixtape 1967-1976</i>.</p> <p>PBS. 1987-90. "Parts II-VI," <i>Eyes On The Prize</i>; "Parts I-VIII," <i>Eyes On The Prize II</i></p> <p><b><u>FIRST RESPONSE PAPER DUE</u></b></p>
Tue, Mar 5	<p><b>*Carmichael, Stokely. 1971. "From Black Power to Pan-Africanism."</b></p> <p><b>*Farmer, Ashley, Mary Phillips, Robyn C. Spencer, and Leela Yellesetty. 2018-19. "Women in the Black Panther Party: A roundtable." <i>International Socialist Review</i>, 111.</b></p> <p><b>*Garvey, Marcus. 1920. "Declaration of the Rights of the Negro Peoples of the World." <i>The Principles of the Universal Negro Improvement Association</i>.</b></p> <p>Recommended Text(s):</p>
Tue, Mar 5	

	<p>*Lewis, Rupert. "Marcus Garvey's Vision of Pan-Africanism." <i>Black Perspectives</i> (AAIHS), 14 September 2018.</p> <p>M'bayo, Tamba E. 2004. "W.E.B. Du Bois, Marcus Garvey, and Pan-Africanism in Liberia, 1919-1924." <i>The Historian</i>, 66(1); 19-44.</p>
Thur, Mar 7	<p><b>*Hartman, Saidiya. 2007. "An excerpt from <i>Lose Your Mother: A Memoir</i>." <i>Black Renaissance/Renaissance Noire</i>, 7(2); 85-91.</b></p> <p><b>Yankholmes, Aaron and Dallen J. Timothy. 2017. "Social distance between local residents and African-American expatriates in the context of Ghana's slavery-based heritage tourism." <i>International Journal of Tourism Research</i>, 19; 486-495.</b></p> <p><i>Recommended Text(s):</i></p> <p>Yong, Ed. "How African Americans Use DNA Testing to Connect With Their Past." <i>The Atlantic</i>, 27 June 2017.</p>
Tue, Mar 12	<p><b>Browne, Stephen H. 1999. "Remembering Crispus Attucks: Race, rhetoric, and the politics of commemoration." <i>Quarterly Journal of Speech</i>, 85(2); 169-187.</b></p> <p><b>*Slevin, Peter. "'You can't just gloss over this history': The movement to honor Ida B. Wells gains momentum." <i>The Chicago Tribune</i>, 18 June 2018.</b></p> <p><i>Recommended Text(s):</i></p> <p>Fitz, Karsten. 2005. "Commemorating Crispus Attucks: Visual Memory and the Representations of the Boston Massacre, 1770-1857." <i>American Studies</i>, 50(3); 463-484.</p> <p>*McDonald, Brent. "Taking a Knee and Taking Down a Monument." <i>The New York Times</i>, 3 February 2018.</p>
Thur, Mar 14	<b>EXAM #2</b>
<b>MAR 18-22</b>	<b>NO CLASS – SPRING BREAK</b>
<b>UNIT V: Queer(ing) Blackness and Diaspora</b>	
Tue, Mar 26	<p><b>Livingston, Jennie. 1990. <i>Paris is Burning</i>. [viewed in class]</b></p> <p><i>Recommended Text(s):</i></p> <p>*Clark, Ashley. "Burning down the house: why the debate over Paris is Burning rages on." <i>The Guardian</i>, 24 June 2015.</p> <p>*Green, Jesse. "Paris Has Burned." <i>The New York Times</i>, 18 April 1993.</p> <p>Jordenö, Sara. 2016. <i>KIKI</i>.</p>

Thur, Mar 28	Bailey, Marlon M. 2011. "Gender/Racial Realness: Theorizing the Gender System in Ballroom Culture." <i>Feminist Studies (Race and Transgender Issues)</i> , 37(2); 365-386.
Tue, Apr 2	*Adjepong, Anima. "'Doing supi' or something else to be." <i>HOLAAfrica!</i> 19 June 2018.  *Wekker, Gloria. 1999. "What's Identity Got to Do With It? Rethinking Identity in Light of the Mati Work in Suriname," pp. 119-138 in <i>Female Desires: Transgender Practices Across Cultures</i> . Columbia University Press.
Thur, Apr 4	*Lorde, Audre. 1984. "Scratching the Surface: Some Notes on Barriers to Women and Loving" pp. 45-52, "Uses of the Erotic: The Erotic as Power" pp. 53-59, "Man Child: A Black Lesbian Feminist's Response" pp. 72-80 in <i>Sister Outsider: Essays and Speeches</i> . Ten Speed Press.
Tue, Apr 9	Gill, Lyndon K. 2012. "Chatting Back an Epidemic: Caribbean Gay Men, HIV/AIDS, and the Uses of Erotic Subjectivity." <i>GLQ: A Journal of Lesbian and Gay Studies</i> , 18(2-3); 277-295.
<b>UNIT VI: Blackness and the Future/The Hope of Afro-futurism</b>	
Thur, Apr 11	<b>NO CLASS – READING DAY</b>
Tue, Apr 16	*Broadnax, Jamie. "What The Heck Is Afrofuturism?" <i>The Washington Post</i> , 16 February 2018.  *Lillis, Kristen. 2017. "Afrofuturist Aesthetics in the Works of Erykah Badu, Janelle Monáe, and Gayl Jones," pp. 58-78 in <i>Posthuman Blackness and the Black Female Imagination</i> . University of Georgia Press.  <i>Recommended Text(s):</i>  Delany, Samuel R. 1984. "The Necessity of Tomorrows" pp. 23-35 in <i>Starboard Wine: More Notes on the Language of Science Fiction</i> . Dragon Press.
Thur, Apr 18	Davis, Angela. 2016. "From Michael Brown to Assata Shakur, the Racist State of America Persists," pp 77-80 and "Ferguson Reminds Us of the Importance of a Global Context," pp 13-30 in <i>Freedom is a Constant Struggle: Ferguson, Palestine, and the Foundations of a Movement</i> . Haymarket Books.  *Laymon, Kiese. 2018. "Terrors" [excerpt] in <i>Heavy: An American Memoir</i> . [from <i>Granta Magazine</i> ]
	*Reed, Adolph L. 2000. "'What Are the Drums Saying, Booker?': The Curious



<p>Tue, Apr 23</p>	<p><b>Role of the Black Public Intellectual” pp. 77-90 in <i>Class Notes: Posing as politics and other thoughts on the American scene</i>. New Press.</b></p> <p><b>*Perry, Imani. “Putting the ‘Public’ in ‘Public Intellectual’.” <i>The Chronicle of Higher Education</i>, 6 June 2010.</b></p> <p><b>*Isoke, Zenzele. “Black Intellectualism Is More Than Big (Male) Egos.” <i>The Chronicle of Higher Education</i>, 1 June 2015.</b></p> <p><b>*De León, Concepción. “Ta-Nehisi Coates and the making of a public intellectual.” <i>The Independent</i>, 5 October 2017.</b></p> <p>Recommended Text(s):</p> <p><b>*Carby, Hazel. 1998. “The Souls of Black Men” pp. 9-41 in <i>Race Men</i>. Harvard University Press.</b></p>
<p>Thur, Apr 25</p>	<p><b>*Biondi, Martha. 2011. “Controversial Blackness: The Historical Development and Future Trajectory of African American Studies.” <i>Daedalus</i>, 140(2); 226-237.</b></p> <p><b>*Patton, Stacey. “Black Studies: ‘Swaggering Into the Future.’” <i>The Chronicle of Higher Education</i>, 12 April 2012.</b></p> <p><b><u>SECOND RESPONSE PAPER DUE</u></b></p>

**FINAL EXAM: TUESDAY, APRIL 30<sup>TH</sup>, 10AM – 12PM IN BEL 243**