Africology 215
INTRODUCTION TO BLACK SOCIAL AND CULTURAL TRADITIONS
Spring 2016
Monday and Wednesday 2:00pm-3:15pm
MIT 195

Professor Ermitte Saint Jacques
Office: MIT 214B
Email: saintjac@uwm.edu
Office Hours: Monday and Wednesday
11:00am-12:30pm and by appointment

COURSE DESCRIPTION

This course provides students with an informed understanding of the cultural traditions and social organization of African American communities in the United States. The selected topics covered include family structure, social institutions, religious forms, musical genres, folklore and oral histories. The course explores the cultural continuities from a shared African heritage and emphasizes the regionally distinctive cultural practices resulting from local transformations through cultural adaptation.

COURSE OBJECTIVES

Through this course, students will

1. define key concepts for theorizing African American social and cultural traditions;
2. identify cultural traditions of African Americans in relation to major historical events;
3. delineate Africanisms in African American cultures and traditions and their transformation in the Americas;
4. and analyze of the adaptability and functionality of cultural productions in black social structures.

REQUIRED IN-CLASS FILMS

The films shown in class are considered required texts for the course. This means that you are responsible for carefully viewing them, taking notes and thinking critically about their content, in the same way you are responsible for carefully reading and thinking critically about your reading assignments. You are expected to engage in discussion about the films and readings in class, and your written assignments require that you incorporate course readings, films, and lectures.

COURSE ASSIGNMENTS

For every hour spent in class, students are expected to spend about 3 hours outside of class in study and homework.

1. QUIZZES (25% OF GRADE): To ensure that students read the assigned text, ten random multiple-choice quizzes are scheduled. Each quiz will be given at the beginning of class.

2. IN-CLASS LEARNING ACTIVITIES (10% OF GRADE): Active class participation is expected. Students cannot actively participate in class activities and discussions if they are absent. Everyone must engage actively in group-based discussion and activities. Learning how to
articulate your ideas, support them with evidence and engage in respectful conversation with others about those ideas is essential. To receive credit for in-class learning activities, you must be **PRESENT, PREPARED** and **ACTIVELY PARTICIPATING**. In-class work cannot be made-up at a later date.

3. **FIVE SHORT REFLECTION PAPERS (25% OF GRADE):** Students are required to submit two short written assignments in which they reflect on and develop specific course topics. The reflection papers must be submitted through D2L.

   The reflection papers should be between 2-3 pages in length, typed in 12-point Times New Roman font and double-spaced with one-inch margins. Remember to cite quotations, paraphrases and ideas. Since the written assignments are short, long quotations are not permitted. Citations and references must follow either MLA, APA or CMS style guide. No works cited or reference section/page is necessary.

4. **TWO EXAMS (40% OF GRADE):** There are three multiple-choice exams. Each exam is 20% of the course grade.

**COURSE TEXTS**

The following two required texts can be purchased at the UWM Virtual Bookstore or other online outlet:


The following course readings are available on D2L:


GRADING SCALE

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COURSE AND UNIVERSITY POLICIES

More university policies and information can be found at

1. **Attendance:** Arrive on time and stay for the entire class. If you anticipate arriving late or leaving early, please discuss it with me ahead of time.

2. **Email:** The best way to contact me is email. When emailing me, include “Global 2002” in the subject line, use a proper address (such as “Hello Prof. Saint Jacques”), and sign your e-mails with your first and last names.

   Students are required to check their email on a regular basis to receive information regarding the course. Emails will be sent to your “@uwm.edu” email address. If you primarily use another account, you should have your UWM email forwarded to that account. Due to confidentiality regulations, I can only send/respond to emails at “@uwm.edu” email address.

3. **D2L:** Students are required use the course D2L site to submit their class assignments. The course D2L site is also a great resource where you can access course documents (such as the course syllabus, lecture slides, assignments, etc.). Any changes to the course will be posted on the D2L main page, “news,” and will be emailed to your “@uwm.edu” email address.

4. **Electronic Devices:** Cell phones, laptops, tablets, and all other electronic devices must be turned off or silenced during class, unless I give permission.

5. **Disability Accommodations:** Please contact me immediately (saintjac@uwm.edu) if you have a disability that needs to be accommodated. The information you share is confidential. To be accommodated, you must provide me with appropriate documentations. Please review the university’s policies at the Accessibilities Resource Center website, http://www4.uwm.edu/arc

6. **Academic Honesty:** Cheating (actual or attempted use of resources not authorized by the instructor), plagiarism (representing another person’s work or ideas as your own) and fabrication (falsifying or making up data or research) is strictly prohibited and will result in failure. **Plagiarism counts as cheating even if it is unintended! Be very careful to always cite your sources!** If you have questions about how to properly cite your sources, please ask me. Please review UWM’s policy on academic misconduct, http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/
7. **Stress Management and Counseling Services:** College can be an emotional and stressful time for students. If stress or emotional crisis is impairing your ability to function, I encourage you to contact UWM Mental Health, [www.uwm.edu/mentalhealth](http://www.uwm.edu/mentalhealth).

8. **Estimated Workload:** This class meets twice weekly for 75 minutes, for a total of 36.25 hours of required lecture time. You should expect to take at least 60 hours over the course of the semester reading the required texts. For the two exams, you should reserve at least 7 hours to study. The five short written assignments require an estimated 3 hours to complete for each. In total, this class is likely to take 125.5 hours of your time.

9. **Emergency Operations Plan:** In the event of disruption of normal classroom activities due any kind of disease outbreak or other emergency, the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to this syllabus that will supersede this version.
COURSE SCHEDULE

Any changes in the course schedule will be announced in class, via email, and on D2L. Please bring readings to class with you.

WEEK 1: Introduction to the African Diaspora

**January 25:** *Readings:* Course Syllabus

**January 27:** *Readings:* Chapter 1: Diaspora (Manning, *The African Diaspora*, 2009)

WEEK 2: A Diasporic People

**February 1:** *Reading:* Chapter 3: A Diasporic People (Painter, 2007)

**February 3:** *Reading:* Chapter 4: Those Who Were Free (Painter, 2007)

*Screening and Discussion:* The African Americans: Many Rivers to Cross: The Age of Slavery (1800-1860)

WEEK 3: A Diasporic People

**February 8:** *Reading:* Chapter 5: Those Who Were Enslaved (Painter, 2007)

**February 10:** *Reading:* WPA Slave Narrative Collection

*Screening and Discussion:* Unchained Memories (Bell and Lennon, 2003)

First short-written assignment due on Friday, February 12th on D2L at 11:59pm.

WEEK 4: African American Culture on the Plantation

**February 15:** *Reading:* Chapter 4: Festive Spirit in the Development of African American Style (Abrahams, 1992)

**February 17:** *Screening and Discussion:* Ethnic Notions (Riggs, 1987)

WEEK 5: Black Family Structures

**February 22:** *Readings:* The Myth of the Absent Family (Genovese, 1974)

The Negro Family in America (Frazier, 1948)

**February 24:** *Reading:* Why Won’t African Americans Get (and Stay) Married? Why Should They? (Hill, 2009)

Second short-written assignment due on Friday, February 26 on D2L at 11:59pm.
WEEK 6: Emergence of African American Religion

**February 29:** Reading: Chapter 1: The Cultural Background (Baer and Singer, 1992)
*Screening and Discussion:* History Detectives: Slave Songbook (PBS)

**March 2:** EXAM 1

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WEEK 7: Africanisms in the Diaspora

**March 7:** Reading: Chapter 1: The Haiti-New Orleans Vodou Connection (Turner, 2009)
*Screening and Discussion:* Zora Neale Hurston: Jump at the Sun (Pollard, 2008)

**March 7:** Reading: Chapter 2: Mardi Gras Indians and Second Lines, Sequin Artists and Rara Bands (Turner, 2009)

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WEEK 8: SPRING BREAK March 14-18

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WEEK 9: (Re)Constructing Black Lives and Communities

**March 21:** Reading: Chapter 7: The Larger Reconstruction (Painter, 2007)

**March 23:** Reading: Chapter 8: Hard Working People in the Depths of Segregation (Painter, 2007)
*Screening and Discussion:* The African Americans: Many Rivers to Cross: Making a Way Out of No Way (1897-1940) [Part 1]

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WEEK 10: The New Negro

**March 28:** Reading: Chapter 9: The New Negro (Painter, 2007)

**March 30:** Reading: Chapter 10: The Second World War and the Promise of Internationalism (Painter, 2007)
*Screening and Discussion:* The African Americans: Many Rivers to Cross: Making a Way Out of No Way (1897-1940) [Part 2]

**Third short-written assignment due on Friday, April 1st on D2L at 11:59pm.**

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WEEK 10: Race Music and Civil Rights

**April 4:** Reading: Chapter 5: We Called Ourselves Modern (Ramsey, 2003)

**April 6:** Reading: Chapter 12: Cold War Civil Rights (Painter, 2007)
WEEK 11: Music and Protest

**April 11:** *Reading*: Chapter 13: Protest Makes a Civil Rights Revolution (Painter, 2007)

**April 13:** *Reading*: Chapter 9: Praise and Protest (Baer and Singer, 1992)

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WEEK 12: Black Power

**April 18:** *Reading*: Chapter 14: Black Power (Painter, 2007)

**April 20:** *Screening and Discussion*: The African Americans: Many Rivers to Cross: Rise! (1940-1968)

**Fourth short-written assignment due on Friday, April 22nd on D2L at 11:59pm.**

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WEEK 13: Hip-Hop Culture and the Urban Reality

**April 25:** *Reading*: Chapter 15: Authenticity and Diversity in the Era of Hip-Hop (Painter, 2007)

**April 27:** *Screening and Discussion*: The African Americans: Many Rivers to Cross: It’s Nation Time (1968-2013)

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WEEK 14: Hip-Hop Culture and the Urban Reality

**May 2:** *Reading*: Chapter 7: Scoring a Black Nation (Ramsey, 2003)

*Screening and Discussion*: Do the Right Thing (Lee, 1989)

**May 4:** *Reading*: Epilogue (Painter, 2007)

*Course Evaluations*

**Fifth short-written assignment due on Friday, May 6 on D2L at 11:59pm.**

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WEEK 15: Conclusion

**May 5:** EXAM 2