Scott Chandler, Chair
General Education Governance Committee
A265 Murphy Hall, MC 157101
Attention: Myrna Dee F. Castillo, Program Representative
Re: Afro-Am GE course proposal, Afro-Am 6, Black Intellectual Thought

May 1, 2013

Dear Dr. Chandler:

We submit this proposal for a new General Education course, Afro-Am 6, Black Intellectual Thought. This course will introduce students to literature that has been foundational to debates regarding diversity in the twentieth century and into our contemporary period. Given that UCLA does not have a diversity requirement, this course will be ideal for students to get a clear idea of the seminal thought and ways of knowing that have shaped the development of African American communities as part of the ongoing experiment in democracy that continues to this day.

Since we have entered a period of discussion in this country about the "browning" of America, which now includes areas comprised of "majority minorities," it is important for UCLA students to graduate with a good sample of material that speaks to the racialization of great segments of the U.S. After taking this course, our students will take with them a solid understanding that will allow them to better participate in policy debates and political arenas where they can model what it means to be a productive citizen.

The course will have a significant writing component. It will also provide students with a valuable understanding of literary analysis and synthesis, which will enhance their critical thinking skills, no matter what their major might be. The writing assignments will not only give students badly needed practice in analysis, but also the opportunity to hone their understanding of relationships between issues of race, class, gender, ethnicity, and intersectionality. Providing students with a better understanding of the many ways in which race shapes U.S. society even today will also hopefully help improve relations between students on this campus itself. Thank you for your consideration.

Best wishes,

Mark Sawyer, Professor and Chair
Afro-American Studies IDP
General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number
Afro-American Studies 6

Course Title
Black Intellectual Thought

Indicate if Seminar and/or Writing II course

1. Check the recommended GE foundation area(s) and subgroup(s) for this course

   **Foundations of the Arts and Humanities**
   - Literary and Cultural Analysis  
   - Philosphic and Linguistic Analysis
   - Visual and Performance Arts Analysis and Practice

   **Foundations of Society and Culture**
   - Historical Analysis
   - Social Analysis

   **Foundations of Scientific Inquiry**
   - Physical Science
     With Laboratory or Demonstration Component must be 5 units (or more)
   - Life Science
     With Laboratory or Demonstration Component must be 5 units (or more)

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

   This course will introduce students to literature that has been foundational to debates regarding diversity in the twentieth century and into our contemporary period. Given that UCLA does not have a diversity requirement, this course will be ideal for students to get a clear idea of the seminal thought and ways of knowing that have shaped the development of African American communities as part of the ongoing experiment in democracy that continues to this day. The course also will have a significant writing component. It will also provide students with a valuable understanding of literary analysis and synthesis, which will enhance their critical thinking skills.

3. "List faculty member(s) who will serve as instructor (give academic rank):
   Caroline Streeter, Ph.D., Associate Professor, English/Afro-American Studies

   Do you intend to use graduate student instructors (TAs) in this course? Yes  x  No __

   If yes, please indicate the number of TAs 2

4. Indicate when do you anticipate teaching this course over the next three years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Enrollment</th>
<th>Semester</th>
<th>Enrollment</th>
<th>Semester</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>Fall</td>
<td>Enrollment</td>
<td>Winter</td>
<td>Enrollment</td>
<td>Spring</td>
<td>Enrollment</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Fall</td>
<td>Enrollment</td>
<td>Winter</td>
<td>Enrollment</td>
<td>Spring</td>
<td>Enrollment</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Fall</td>
<td>Enrollment</td>
<td>Winter</td>
<td>x</td>
<td>Spring</td>
<td>Enrollment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>75</td>
<td></td>
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<td></td>
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</tbody>
</table>

5. GE Course Units
   Is this an existing course that has been modified for inclusion in the new GE? Yes  x  No __
Discussion sections have been added to enhance the training in writing and analysis.

<table>
<thead>
<tr>
<th>Present Number of Units:</th>
<th>Proposed Number of Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>04</td>
<td>05</td>
</tr>
</tbody>
</table>
6. Please present concise arguments for the GE principles applicable to this course.

- **General Knowledge**
  Since we have entered a period of discussion in this country about the "browning" of America, which now includes areas comprised of "majority minorities," it is important for UCLA students to graduate with a good sample of material that speaks to the racialization of great segments of the U.S.

- **Integrative Learning**
  The writing assignments will not only give students badly needed practice in analysis, but also the opportunity to hone their understanding of relationships between issues of race, class, gender, ethnicity, and intersectionality.

- **Ethical Implications**
  After taking this course, our students will take with them a solid understanding that will allow them to better participate in policy debates and political arenas where they can model what it means to be a productive citizen.

- **Cultural Diversity**
  Given that UCLA does not have a diversity requirement, this course will be ideal for students to get a clear idea of the seminal thought and ways of knowing that have shaped the development of African American communities as part of the ongoing experiment in democracy that continues to this day.

- **Critical Thinking**
  The course will have a significant writing component. It will also provide students with a valuable understanding of literary analysis and synthesis, which will enhance their critical thinking skills, no matter what their major might be.

- **Rhetorical Effectiveness**
  Three Thought Papers will allow students to develop their own voice, as they learn the basic components of how to write an effective paper.

- **Problem-solving**
  Providing students with a better understanding of the many ways in which race shapes U.S. society even today will also hopefully help improve relations between students on this campus itself.

- **Library & Information Literacy**
  Students will have hands-on experience in learning how to use library resources, including electronic databases and retrieval techniques.

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### (A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lecture:</td>
<td>3</td>
</tr>
<tr>
<td>2. Discussion Section:</td>
<td>1</td>
</tr>
<tr>
<td>3. Labs:</td>
<td>N/A</td>
</tr>
<tr>
<td>4. Experiential (service learning,</td>
<td>N/A</td>
</tr>
<tr>
<td>internships, other)</td>
<td></td>
</tr>
<tr>
<td>5. Field Trips:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**TOTAL Student Contact Per Week:** 4 (HOURS)

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### (B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Review &amp; Preparation:</td>
<td>1</td>
</tr>
<tr>
<td>Reading</td>
<td>4</td>
</tr>
<tr>
<td>Group Projects:</td>
<td>N/A</td>
</tr>
<tr>
<td>Preparation for Quizzes &amp; Exams:</td>
<td>1</td>
</tr>
<tr>
<td>Information Literacy Exercises:</td>
<td>1</td>
</tr>
<tr>
<td>Written Assignments:</td>
<td>2</td>
</tr>
<tr>
<td>Research Activity:</td>
<td>2</td>
</tr>
</tbody>
</table>
(B) TOTAL Out-of-class time per week

GRAND TOTAL (A) + (B) must equal at least 15 hours/week

<table>
<thead>
<tr>
<th></th>
<th>(HOURS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>
SECTION LEADERS: Melody Frierson frierson.melody@gmail.com
Section 1A: M, 12-12:50, Public Affairs 1343
Section 1B: M, 4-5:00, Rolfe 3108
Alexcia Jenkins alexcijay@ucla.edu
Section 1C: W, 12-12:50, Public Affairs 1329
Section 1D: W, 3:30-4:20, Bunche 3117

Office Hours: For Prof. Streeter and Melody Frierson: Monday, 10 - 11:15 am, 236 Humanities
For Alexcia Jenkins: Tuesday, 12:00-1:00 pm, 178 Haines

NO CLASS ON Monday January 21 – Martin Luther King Jr. Day
NO CLASS ON Monday February 18 – President’s Day

Description

This course focuses on the development of black intellectual thought, beginning with the decades immediately after the Emancipation through the late 20th century.

Books: In the order they will be read

1. The Souls Of Black Folk by W.E.B. Du Bois
2. Ida in Her Own Words : The Timeless Writings of Ida B. Wells
3. A Testament of Hope : The Essential Writings of Martin Luther King, Jr.
4. The Autobiography of Malcolm X (based on interviews with Alex Haley)
5. Assata by Assata Shakur
6. The Fire Next Time by James Baldwin

Additional required readings, to be announced, are available online and/or will be posted on the course website.

Grades are determined as follows:
Attendance and participation in section: 10%

Three Thought Papers, two pages long 30%
Due Wednesday January 23; Monday February 4; Monday March 4

Midterm Paper, five pages long 30%
Due Wednesday February 13

Final Paper, eight pages long 30%
Due Wednesday, March 20
COURSE SCHEDULE COMPLETE READINGS BY THE DAY THEY ARE ASSIGNED

Week 1:  
Monday January 7: Course introduction.
Wednesday January 9: Course Readings posted on website.
"Reconstruction," (Frederick Douglass); "The Awakening of the Negro," and "The Case of the Negro," (Booker T. Washington); "Strivings of the Negro People," (W.E.B. Du Bois); Interview with W.E.B. Du Bois.
Handout: Chronology, Life of W.E.B. Du Bois

Week 2:  
The Souls of Black Folk  
Monday 1/14: "The Forethought," essays 1, 2 and 3.
Wednesday 1/16: Essays 4-10.

Week 3:  
The Souls of Black Folk and Ida In Her Own Words: The Timeless Writings of Ida B. Wells  
No class on Monday 1/21
Wednesday 1/23: Remaining essays by Du Bois and Ida In Her Own Words, first half of book
WEDNESDAY JANUARY 23: FIRST THOUGHT PAPER IS DUE

Weeks 4  
Monday 1/28: Ida in Her Own Words, all of book
Wednesday 1/30: Course readings to be announced.

Week 5  
MONDAY FEBRUARY 4: SECOND THOUGHT PAPER IS DUE

Week 6  
MONDAY 2/11: PROMPT FOR THE MIDTERM IS DISTRIBUTED.
WEDNESDAY FEBRUARY 13: MIDTERM IS DUE

Week 7  
No class on Monday February 18

Week 8:  
Wednesday 2/27: Assata, all of book.

Week 9:  
Monday 3/4: The Fire Next Time "My Dungeon Shook"
MONDAY MARCH 4: THIRD THOUGHT PAPER IS DUE

Week 10:  
Monday 3/11: Reading to be announced.
Wednesday 3/13: Reading to be announced. LAST DAY OF CLASS.
PROMPT FOR THE FINAL IS DISTRIBUTED.

2
THE FINAL IS DUE WEDNESDAY MARCH 20.
Course Revision Proposal

Afro-American Studies 6
Trends in Black Intellectual Thought

Requested revisions that apply:
- ☐ Renumbering  ☑ Title  ☐ Format  ☐ Requisites  ☐ Units  ☐ Grading  ☑ Description

Multiple Listing:  ☐ Add New  ☐ Change Number  ☐ Delete
Concurrent Listing:  ☐ Add New  ☐ Change Number  ☐ Delete

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>PROPOSED</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Number</strong></td>
<td>Afro-American Studies 6</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td>Trends in Black Intellectual Thought</td>
</tr>
<tr>
<td><strong>Short Title</strong></td>
<td>BLACK INTLCTL THGHT</td>
</tr>
<tr>
<td><strong>Units</strong></td>
<td>Fixed: 4</td>
</tr>
<tr>
<td><strong>Grading</strong></td>
<td>Letter grade only</td>
</tr>
<tr>
<td><strong>Instructional Format</strong></td>
<td>Primary Format</td>
</tr>
<tr>
<td>Lecture</td>
<td>Lecture - 3 hours per week</td>
</tr>
<tr>
<td>Discussion</td>
<td>Secondary Format</td>
</tr>
<tr>
<td></td>
<td>Discussion - 1 hour per week</td>
</tr>
<tr>
<td><strong>TIE Code</strong></td>
<td>LECN - Lecture (No Supplementary Activity) [T]</td>
</tr>
<tr>
<td>GE</td>
<td>No</td>
</tr>
<tr>
<td><strong>Requisites</strong></td>
<td>Lecture, three hours; discussion, one hour. Overview of major intellectual trends that have shaped ways in which Afro-American thinkers have interpreted experiences of blacks in U.S., drawing from such fields as history, philosophy, and literature. Letter grading.</td>
</tr>
<tr>
<td><strong>Justification</strong></td>
<td>This course will introduce students to literature that has been foundational to debates regarding diversity in the twentieth century and into our contemporary period. Given that UCLA does not have a diversity requirement, this course will be ideal for students to get a clear idea of the seminal thought and ways of knowing that have shaped the development of African American communities as part of the ongoing experiment in democracy that continues to this day. The course also will have a significant writing component. It will also provide students with a valuable understanding of literary analysis and synthesis, which will...</td>
</tr>
</tbody>
</table>
enhance their critical thinking skills

File AfAm6_Syllabus-GE 5 units.doc was previously uploaded. You may view the file by clicking on the file name.

Intensive writing assignments bring this course up to the 5-unit level.

Fall 2013

Afro-American Studies

Name
LISBETH GANT-BRITTON

E-mail
lbritton@bunche.ucla.edu

ROUTING STATUS

Role: FEC School Coordinator - Castillo, Myrna Dee Figuracion (mcastillo@college.ucla.edu) - 45040
Status: Pending Action

Role: Department/School Coordinator - Gant-Britton, Lisbeth (lbritton@bunche.ucla.edu) - 53776
Status: Approved on 5/9/2013 4:29:41 PM
Changes: TIE Code
Comments: On behalf of Afro-American Studies IDP Chair Mark Sawyer, I approve this course.

Role: FEC School Coordinator - Castillo, Myrna Dee Figuracion (mcastillo@college.ucla.edu) - 45040
Status: Returned for Additional Info on 5/9/2013 4:12:08 PM
Changes: TIE Code
Comments: Routing back to Lisbeth for dept chair approval.

Role: Initiator/Submitter - Gant-Britton, Lisbeth (lbritton@bunche.ucla.edu) - 53776
Status: Submitted on 5/9/2013 2:18:48 PM
Comments: Initiated a Course Revision Proposal