



INTERDEPARTMENTAL PROGRAM IN
AFRO-AMERICAN STUDIES
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www.afro-am.ucla.edu

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,

A handwritten signature in black ink, appearing to read "Mark Sawyer".

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 subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis x _____
- Philosophic 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:

2010-2011	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2011-2012	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2013-2014	Fall	_____	Winter	<u>x</u>	Spring	_____
	Enrollment	_____	Enrollment	<u>75</u>	Enrollment	_____

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes x No _____

If yes, provide a brief explanation of what has changed. Discussion sections have been added to enhance the training in writing and analysis.

Present Number of Units: 04

Proposed Number of Units: 05

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.

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

1. Lecture:	3	(hours)
2. Discussion Section:	1	(hours)
3. Labs:	N/A	(hours)
4. Experiential (service learning, internships, other):	N/A	(hours)
5. Field Trips:	N/A	(hours)

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

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

1. General Review & Preparation:	1	(hours)
2. Reading	4	(hours)
3. Group Projects:	N/A	(hours)
4. Preparation for Quizzes & Exams:	1	(hours)
5. Information Literacy Exercises:	1	(hours)
6. Written Assignments:	2	(hours)
7. Research Activity:	2	(hours)

(B) TOTAL Out-of-class time per week

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

15	(HOURS)
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UCLA Winter 2013 African American Studies 6 Black Intellectual Thought

Monday and Wednesday, 2:00-3:15 pm, Broad 2100A Professor Caroline A. Streeter

**Office: 236 Humanities Hall Mailbox: 149 Humanities Hall Email:
streeter@ucla.edu**

**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 alexciajay@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

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Monday and Wednesday, 2:00-3:15 pm, Broad 2100A Professor Caroline A. Streeter

**Office: 236 Humanities Hall Mailbox: 149 Humanities Hall Email:
streeter@ucla.edu**

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 2/4:** A Testament of Hope: The Essential Writings of Martin Luther
 King, Jr. First half of book.
MONDAY FEBRUARY 4: SECOND THOUGHT PAPER IS DUE
Wednesday 2/6: A Testament of Hope, all of book.
- Week 6 **Monday 2/11:** Autobiography of Malcolm X, first half of book.
MONDAY 2/11: PROMPT FOR THE MIDTERM IS DISTRIBUTED.
Wednesday 2/13: Autobiography of Malcolm X, second half of book.
WEDNESDAY FEBRUARY 13: MIDTERM IS DUE
- Week 7 **No class on Monday February 18**
Wednesday 2/20: Autobiography of Malcolm X, all of book.
- Week 8: **Monday 2/25:** Assata, first half of book.
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
Wednesday 3/6: The Fire Next Time all of book.
- 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.

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Monday and Wednesday, 2:00-3:15 pm, Broad 2100A Professor Caroline A. Streeter
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streeter@ucla.edu

THE FINAL IS DUE WEDNESDAY MARCH 20.



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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

CURRENT

PROPOSED

Course Number Afro-American Studies 6

Course Number Afro-American Studies 6

Title Trends in Black Intellectual Thought

Title Trends in Black Intellectual Thought

Short Title BLACK INTLCTL THGHT

Short Title BLACK INTLCTL THGHT

Units Fixed: 4

Units Fixed: 5

Grading Basis Letter grade only

Grading Basis Letter grade only

Instructional Format Primary Format

Instructional Format Primary Format

Lecture

Lecture - 3 hours per week

Secondary Format

Secondary Format

Discussion

Discussion - 1 hours per week

TIE Code LECN - Lecture (No Supplementary Activity) [T]

TIE Code LECS - Lecture (Plus Supplementary Activity) [T]

GE No

GE Yes

Requisites None

Requisites None

Description 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.

Description 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.

Justification

Justification 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

Syllabus

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.

Supplemental Information

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

Effective Date Spring 2003

Fall 2013

Department Afro-American Studies

Afro-American Studies

Contact

Name

LISBETH GANT-BRITTON

E-mail

lbritton@bunche.ucla.edu

Routing Help

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 Figurac (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



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