University of Wisconsin-Whitewater

Curriculum Proposal Form #3

## New Course

**Effective Term:**

**Subject Area - Course Number:**  **POLISCI 261 Cross-listing:** **AFRIAMR 261**

(See Note #1 below)

**Course Title:** (Limited to 65 characters) African-American Politics

**25-Character Abbreviation:** AfricanAmericanPolitics

**Sponsor(s):**  Paul G Adogamhe

**Department(s):** Political Science/Race & Ethnic Studies Program

**College(s):**

# **Consultation took place**: NA Yes (list departments and attach consultation sheet)

Departments:  Race & Ethnic Studies Program

**Programs Affected:**  **Race & Ethnic Studies Program**

**Is paperwork complete for those programs?** (Use "Form 2" for Catalog & Academic Report updates)

NA  Yes  will be at future meeting

**Prerequisites:** None

**Grade Basis:**  Conventional Letter  S/NC or Pass/Fail

**Course will be offered:**  Part of Load  Above Load

On Campus  Off Campus - Location

**College:**  **Dept/Area(s):** Political Science

**Instructor:** Paul G. Adogamhe

*Note: If the course is dual-listed, instructor must be a member of Grad Faculty.*

**Check if the Course is to Meet Any of the Following:**

Technological Literacy Requirement  Writing Requirement

Diversity  General Education Option:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Credit/Contact Hours:** (per semester)

Total lab hours: 0 Total lecture hours: 48

Number of credits: 3 Total contact hours: 48

**Can course be taken more than once for credit? (Repeatability)**

No  Yes If "Yes", answer the following questions:

No of times in major: 0 No of credits in major: 0

No of times in degree: 0 No of credits in degree: 0

**Course justification:**

The new course will help to prepare our students to deal with issues of diversity within the context of African-American experience of race, ethnicity, class and gender, and thus enhances their educational preparation to live and work in a more complex world. The theoretical approach to diversity courses is based primarily on understanding the concepts and theories of race/ethnicity, class and gender as dynamic social constructs through which we can understand the American society. In addition to satisfying a diversity course offering, the course is also necessary for three reasons.First, it enables students to explore how political science has approached issues of race/ethnic relations and, consequently, how the discipline often structured examinations of African-American communities, political interests, and African-American participation. Second, it exposes students to a variety of epistemological and methodological approaches for examining the specific sociopolitical experiences of African-Americans. And third, given the “who gets what, when, and how” definition of politics, it provides students with an intellectual framework to assess whether the attitudinal, structural, and historic dimensions of American politics have either facilitated or impeded positive gains for African-Americans given their unique social, economic, and political experiences.

**Relationship to program assessment objectives:**

The proposed course will facilitates the program assessment objectives: (1). This new course on African–American politics fits nicely into the current political science curriculum that expects all our majors to have an understanding of the American political system including knowledge of the U.S. Constitution, Federalism, institutions and of operation, an understanding of basic constitutional rights, and the role of parties and groups. (2). In addition, all our majors are expected to have **analytical skills** for the analysis of political phenomena. Students in the course will also be heavily exposed to a variety of theoretical and methodological approaches to studying African-American political participation. (3)The course will help students to develop an understanding of **cognitive content and ability** to apply it in the areas of inequality and diversity. (4) Through the various writing assignments, this new course will also meet the objective that students in political science exhibit writing proficiency. (5) This course is consistent with the objective of the Race/Ethnic Studies Program and the university strategic plan of fostering diversity through the study of underrepresented race/ethnic groups in the US as well ascompatible with the intent of inclusive excellence initiatives program.

**Budgetary impact: This is part of the instructor’s course rotation.** Departmental and library resources will be required to purchase instructional materials (e.g., books, films, DVD, etc.). The Department library budget will be able to cover the cost of these materials.

**Diversity Component:**

About 80% of the course time and content focuses on diversity issues in the United States, especially issues of race/ethnicity and relationships involving other minorities in America and their interactions with one another and the majority European-American population and institutions. Of the five areas (see list below) evaluated to qualify as a diversity course, this course’s objectives address items #1, #2, #3 and #4; see below for which course’s objective addresses which diversity area.

1. Understanding that American society has been and continues to be shaped by the interaction of diverse groups. [see Courses Objectives[#1,#3 ];
2. Understanding or knowledge of cultures other than one’s own [see Course objective, for non-African-Americans [#5, #7];
3. Ability to reflect on one’s own perspectives and how these relate to others whom we perceive as different from ourselves [see course objectives #3,#6, #7];
4. Understanding of how growing differences are expressed, including cultural practices as well as differences in power or access [see course objectives#1; #2, #4];
5. Skill/facility/experience working with people who are different from oneself For example: travel study, guest speakers, experiential learning). Visit to Wisconsin Black Historical Society/ Museum, Milwaukee.

**General Education Component:**

The proposed course satisfies the philosophy and goals of the current General Education program in several areas and complements the current content of the Core courses especially the U.S. Experience in the World Context and Global Perspectives. The course readings are designed to provide students with a context for understanding African-American political behavior. In this regard, the proposed course begins by historicizing the unique sociopolitical concerns of African-Americans through exposing students to critiques of the theoretical, structural, and cultural foundations upon which the American political system is built. It therefore enhances student knowledge in this area that supports the Gen Ed goals of appreciating cultural diversity both at home and abroad. The course readings also meet the goals of Gen. Ed. in providing the students with breadth, and critical thinking skills by incorporating scholarship on race/ethnicity/gender and politics articulated by some of the prominent scholars in race-relations/stratification theory, political science, and critical race/legal studies. Why there are currently major academic disagreements over the meaning of these terms, their dynamic relationship helps us to understand the social composition and complexity that exist with our society. At all times the course will integrate various perspectives onblack feminism, gender discrimination, “the feminization of poverty,” the problems of homophobia and misogyny in the construction of black political activity, and the effects of class politics on black communities— areas of special interest to Gen Ed. The course will also examine contemporary debates within and across black communities regarding the appropriate direction of public policy and the role of social justice in American politics. It concludes by examining the African-American political interest in the affairs of African and Caribbean nations.

**Course description:** (50 word limit)

The course examines the African-American experience of race, ethnicity, class, and gender within the context of American political landscape. It will therefore explore the unique history, content and forms of African-American political participation as well as their struggle for freedom and equality as full citizen in the workings of various Amerian political institutions.

**Course Title:** **African-American Politics**

**Instructor’ name, office location, telephone number and office hours.**

**Professor: Dr. Paul G. Adogamhe**

**Email: adogamhp@uww.edu**

**Mondays 6:15- 8:45 p.m. Winter 1012**

**Office Hours: Mondays and Wednesdays 1-2 p.m. and by appointment**

**Office: White Hall 309**

**Phone: (262) 472-2634**

**Course description:**

The course examines the roles, intersections and influences of African-American experience of race, ethnicity, class, and gender within the context of American political landscape. It will therefore explore the unique history, content and forms of African-American political participation as well as their quest for freedom and equality as full citizen in the workings of various Amerian political institutions. Although the course will focus primarily on African-American politics, relevant comparisions and constrasts will made with other minority groups in the U.S.

**Course objectives and tentative course syllabus:**

This cross-listed course on African-American Politics seeks to explore two central concerns: the roles, intersections, and influences of race, ethnicity, class, and gender on the American political landscape and the operation of the American political system that affects the realization of the “democratic promise” for those individuals existing as ‘raced persons’ (i.e., individuals identified by racial characteristics) within American society. Upon completion of the course, students will be expected to achieve the following course objectives/goals:

1. Understand the continued significance of class, race and ethnicity in the study of American politics;
2. Describe and analyze the nature, scope and the complexity of African-American politics;
3. Understand the historical foundations of contemporary issues in African-American politics;
4. Understand and explain the key forces and determinants of African-American political behavior;
5. Describe the relationship between the African-Americans’ struggle for inclusion and the central institutions of American government;
6. Evaluate the role and significance of African-American elected officials, independent political organizations and social groups within the African-American community.
7. Develop analytical skills and critical writing skills in analyzing various political theories through a final research paper.

**INSTRUCTURAL PROCEDURES:**

This course will be conducted through class discussion/lecture and audio/video format, guest speakers (when possible) and student reports. It is important that when we are critical of ideas, we are not being of the persons expressing the ideas. **Engaging in casual conversation with other students during the class period is disruptive and will not be tolerated. Students are expected to be active participants in the classroom and to listen critically when others are talking. Conversely, I will do the same. If this is done respectfully, we’ll learn a lot from one another.** If you have any difficulty with the readings, class lectures or tests, confer with the professor immediately. The class may have opportunity to visit American’s Black Holocaust Museum or Wisconsin Black Historical Society/ Museum, Milwaukee, Wisconsin for historical and cultural enrichment.

**CLASS ATENDENCE:**

Students are expected to attend class regularly and participate in class discussions. To facilitate this, it is essential that all assigned readings be done prior to their discussion in class. More than two (2) classes missed without proper and adequate justification will negatively affect your final grade.

**UNIVERSITY STATEMENT**

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodation, Misconduct, Religious Beliefs Accommodation, Discrimination an Absence for University Sponsored Events. (For details please refer to the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the “Students Academic Disciplinary Procedures” [UWS Chapter14]; and the “Student Nonacademic Disciplinary Procedures” [UWS Chapter 17]).

### CRITERIA FOR ASSIGNING THE FINAL GRADING:

The mid-term and final examinations (20% each), a term paper ( 30%), a critical review of assigned articles *(*10%), portfolio of African-American news *(*10%), Class attendance and participation (10%) constitutes the basis for final grade. Grades are assigned according to criteria in the University Catalog.

**Grade Scale:**

A = 93 and above A- = 90-92

B+ = 87-89 B = 83-86 B- = 80-82

C+ = 77-79 C = 73-76 C- = 70-72

D+ = 67-69 D = 63-66 D- = 60-62

F = 59 and below

**Term Papers:**

Students are required to write a short term paper of about 10 pages on a significant topic directly related to African-American Politics. An abstract of the paper with a one-page bibliography will be required of each student during the fourth class session. All students will be required to present their research findings to the class. Students are encouraged to be creative in their presentation.

**PROPOSED REQUIRED TEXTS:**

Dawson, Michael C. *Behind the Mule: Race and Class in African American Politics.* Princeton:Princeton University Press 2010.

Walton, Hanes Jr. & Robert C. Smith *American Politics and the African-American Quest for Universal Freedom, 5th ed.* New York: Pearson Longman, 2010.

Marable, Manning, *Race, Reform, and Rebellion: The Second Reconstruction in Black America, 1945-2006, 3rd Edition.* Jackson: University Press of Mississippi, 2007.

Please, note additional supplementary readings will be made available from handouts, the internet, or placed in the Electronic Reserves located at the Anderson Library.

### COURSE CONTENT:

**PART ONE: INTRODUCTION AND THEORETICAL FOUNDATIONS TO STUDYING AFRICAN-AMERICAN POLITICS**

Week 1. Introduction: Why study African-American Politics

* 1. Review of Administrative Matters
  2. Meaning of Class, Race and Ethnicity
  3. Social Construction of Race-Ethnicity
  4. Prejudice, Discrimination and Stereotypes
  5. Dynamics: Assimilation, Pluralism and Group Competition
  6. The demography of African-American in the United States

Week 2. Theoretical Approaches to African-American Politics

Readings: Walton &Smith, Chapter 1 &2

Dawson, Michael C. *Chapter* 2

Week 3. The Nature of the Problem: Slavery, Race and Inequality in America

Readings- Lucius Baker et al, *Chapter*

Dawson, Michael C. *Chapter* 3

Week 4. The Nature of the American Political System

Readings- Walton &Smith, Chapter 1 &2

Dawson, Michael C. *Chapter* 4

**PART TWO: WHITE SUPREMACY, THE JIM CROW REGIME AND RESISTANCE**

Week 5. The Rise of Jim Crow

Readings: Marable, Chapter1

Week 6. The Civil Rights Movements Revisited: Assessing its Political and Policy Impact.

Readings: Marable, Chapter3

Walton &Smith, Chapter 7

Week 7. The Black Power Movement and Black Radicalism

Readings: Marable, Chapter 5&6

Week 8. The Black Power, White Backlash

Readings: Marable, Chapter 7&8

**MIDTERM EXAMINATION:**

**PART THREE: AFRICAN-AMERICAN POLITICAL BEHAVIOR**

Week 9. African-American Political Culture and Socialization

Readings- Walton & Smith, Chapters 3& 4.

Week 10. Interest Group Politics and Political Party Politics

Readings: Walton &Smith, Chapters 8& 9

Dawson, Michael C. *Chapter* 5

Week 11. African-American Voters andElectoral Politics

Readings- Walton & Smith, Chapter 10

**PART FOUR: AFRICAN-AMERICAN AND AMERICAN POLITCAL INSTITUTIONS**

Week 12. Judicial Arena and African-American Politics

Readings- Walton &Smith, Chapter 13

Week 13. Congress and African–American Representation,

Readings- Walton &Smith, Chapter 11

Week 14. Presidential Politics and the Bureaucracy and African Americans

Readings- Walton &Smith, Chapters 12 &14

Dawson, Michael C. *Chapter* 7

# **FINAL EXAMINATION:**

**Bibliography:** (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

Bonilla-Silva, Eduardo. *White supremacy and Racism in the Post-Civil Rights Era.* Boulder, Co: Lynne Rienner Publishers, 2001.

Cohen, Cathy J. *The Boundaries of Blackness: AIDS and the Breakdown of Black Politics*. Chicago: the University of Chicago Press, 1999.

Collins, Patricia Hill. *Black Sexual Politics.* New York: Routledge, 2005.

Coombs, Norman. *The Black Experience in America.* New York: Twayne Publishers 1972.

Conyers, James L. & Barnett, Alva P. (eds.) *African-American Sociology: A Social Study of the Pan-African Diaspora.* Chicago: Nelson-Hall Publishers. 1998.

Dawson, Michael C. *Behind the Mule: Race and Class in African American Politics.* Princeton:Princeton University Press 2010

------- *Black Visions: Roots of Contemporary African American Ideology.* Chicago: University of Chicago Press, 2001.

Foner Eric. *A Short History of Reconstruction, 1863-1877.* New York: Harper & Row 1990.

Franklin, John Hope & Alfred A. Moss, *Jr. From Slavery To Freedom: A History of African Americans 7th edition.* New York: McGraw-Hill, Inc., 1998.

Green, Robert, *The Urban Challenge: Poverty and Race.* Chicago; Follett, 1977.

Guinier, Lani. *The Tyranny of the Majority.* New York: The Free Press, 1994.

Hacker, Andrew. *Two Nations: Black and White, Separate, Hostile, Unequal*. New York: Scribner’s 1995.

Henry, Charles P. *Culture and African–American Politics.* Bloomington and Indianapolis: Indiana University Press 1990.

Johnson, Ollie and Karin L. Stanford. *Black Political Organizations in the Post Civil Rights Era*. New Brunswick, N.J.: Rutgers University Press, 2002.

Kitwana, Bakari. *Young and the Crisis in African-American Culture: The Hip Hop Generation*. New York: Basic *Civitas* Books, 2002.

Lucius Barker, J., Mack Jones H. & Katherine Tate, *African-Americans and the American Political System,* *4th Edition.* Englewood Cliffs, N.J. Prentice Hall, 1994.

Marable, Manning, *Race, Reform, and Rebellion: The Second Reconstruction in Black America, 1945-2006, 3rd Edition.* Jackson: University Press of Mississippi, 2007.

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McCartney John T. *Black Power Ideologies: An Essay in African-American Political Thought.* Philadelphia: Temple University Press, 1992.

Miller, Pastrick B., Therese Steffen Frey &Elizabeth Schafer-Wunsche, (eds.) *The Civil Rights Movement Revisited.: Critical Perspectives on the struggle for Racial Equality in the United States.* New Brunswick, N.J.: Transaction Publishers,2008

Morris, Aldon D. *The Origins of the Civil Rights Movement: Black Communities Organizing for Change*. New York: The Free Press.1984.

Myrdal, Gunnar. *The Negro problem and Modern Democracy.* New Brunswick, N.J.: Transaction Publishers. 1995.

Pohlmann, Marcus D. *Black Politics in Conservative America.* Sloan Publishing, LLC, 2008.

Robinson, Randall. *The Debt: What America Owes Blacks*? New Orleans: Dutton Press, 2000.

Salem, Dorothy C. *The Journey: A history of the African-American Experience*. Dubuque, Iowa: Kendall/Hunt publishing Company, 1997.

Skrentny, John David. *The Ironies of Affirmative Action: Politics, Culture and Justice in America*. Chicago: Chicago University Press, 1996.

Swain, Carol M. *Black Faces, Black Interests: The Representation of African-Americans in Congress.* Cambridge: Harvard University Press.1993.

Tabb, William K. *The Political Economy of the Black Ghetto*. New York: W.W. North & Company, 1970.

Walters, Ronald W. *White Nationalism, Black Interests: Conservative Public Policy on the Black Community.* Detroit: Wayne State University Press, 2003.

Walton, Jr. Hanes and Robert C. Smith. *American Politics and the African-American Quest for University Freedom, 4th ed.* New York: Pearson Longman, 2006.

Waren, Roland L. ed. *Politics and African-American Ghettos.* New Brunswick, N.J.: Transaction Publishers.

West, Cornel. *Race Matters.* New York: Penguium Books, 2002.

--------*Democracy Matters: Winning the fight Against Imperialism*. New York: Penguium Books, 2004.

Wilson, William Julius. *More than Just Race: Being Black and Poor in the Inner City.* New York: W.W. Norton &Company, 2010.

-----------*When work Disappears: The World of the New Urban Poor.* New York: Vintage book

White, Cottee J. and Obidike Kaman. *The African-American Experience: Issues and Analysis.* Dubuque, Iowa: Kendall/Hunt Publishing Company1993.

White, John. *Black Leadership in America: From Booker T. Washington to Jesse Jackson, Second Edition.* London: Longman, 1999