



Introduction to Africana Studies

Online Asynchronous Courses

Section: 172, Credits: 3

Office Hours:

By appointment only via Zoom

Table of Contents

[1. Instructor Information](#)

[2. Course Description](#)

[3. Learning Outcomes](#)

[4. Learning Resources](#)

[5. Learning Assessment](#)

[6. Course Calendar](#)

[7. Course Policy Document](#)

- [Course-Specific Policies](#)
- [UD Standard Course Policies](#)

1. Instructor Information and Introduction

Instructor Contact Information

Instructor name: Dr. Alicia M. Fontnette

Instructor pronouns: she/her

Email address: afontnet@udel.edu

Canvas course site:

Website: <https://www.africanastudies.udel.edu/people/afontnet>

Office location: Memorial Hall 205

Phone number: 302-831-6307 (office)

About the Instructor, Dr. Fontnette:

I am a native of New Orleans, Louisiana where I studied at Dillard University. After completing my Bachelor of Arts degree in History with a minor in English I moved to Atlanta, Georgia to attend Clark Atlanta University for both my Master of Arts degree in African and African-American Studies and my Doctor of Philosophy (Humanities,

Africana Women's Studies, and English). My research interests include Black women and development in America, the impact of Hurricane Katrina on Black women in New Orleans, and the use of Black women's voices in literature as tools for liberation, as well as the decolonization of the American K-12 education system. I currently serve as the Executive Director for the National Council for Black Studies.

Course Catalog Description

Component: Lecture

Assesses the status of Black America in the modern technological order through an examination of the major spheres of institutional life, including employment, education politics, criminal justice and the military.

Repeatable for Credit: N Allowed Units: 3 Multiple Term Enrollment: N Grading Basis: Student Option

About This Course

Given its subject matter, many people may suspect that a degree in Africana Studies is only for those who can lay a biological claim to Africa. However, Africana Studies is not just for Africans or people of African descent, though it certainly holds special meanings for those groups. Consider the following benefits of an Africana Studies major or minor:

- **Understand the World from an Africana-informed Perspective**
- **Connect and Critique Various Forms of Inequality**
- **Achieve Your Personal, Professional, and Academic Goals**

Understand the World from an Africana-informed Perspective

Africana is for anyone interested in how histories and ideas related to Africa, Blackness, and race have shaped our world. It is for people who want to make sense of reality from the perspective of all the information that we have gained from African-descended thinkers, experiences, and cultures. Our core battery of courses in Africana theory, history, and literature provides a foundation for processing contemporary events and historical formations from an Africana perspective.

Connect and Critique Various Forms of Inequality

Present debates about race provide a powerful motivation for Africana Studies. But even beyond our present moment, Africana studies and related fields have been the home for pioneering critiques of perhaps the single most important social problem that affects us all: inequality. Black Studies helped to open a space for Women's Studies and other identity-based programs, and it continues to debunk myths about white privilege, male power, and ethnocentrism. When done in a compassionate and thoughtful way, Africana Studies also has the ability to offer effective challenges to heterosexism, ableism, and other forms of discrimination that threaten to stigmatize a range of human differences.

We will do the 'work' while keeping in mind that we are all working together in this space of higher education in America and that meeting one another in this space is necessary.

It is my hope that this course is something that is or becomes an actual human interest rather than just another standardized form of language, writing, and presentation.

Let's get to the 'work!'

Dr. Fontnette (Doc)

Prerequisites

None

Course Delivery

- **Delivery mode:** This course is asynchronously taught.

Due to the nature of this course, student participation is paramount. As a result, the class is structured to initiate student participation via online discussion posts and to provide opportunities to engage in meaningful online dialog regarding specific historical circumstances and events related to African American history. Individuals who actively participate in course online discussions will benefit the most from this course.

University/College/Department Requirements this Course Meets

University Breadth: History and Cultural Change College of Arts and Sciences Breadth: GROUP B: A&S History & Cultural Change Requirement Designations: Multicultural Course Typically Offered: Fall and Spring

General Education Objectives:

GE1A: Read Critically GE1B: Analyze Arguments and Information GE1C: Engage in Constructive Ideation GE2A: Communicate Effectively in Writing GE2B: Communicate Orally GE2C: Communicate Through Creative Expression GE3B: Work Independently Across Cultures GE4: Critically Evaluate Ethical Implications

3. Learning Outcomes

Through oral, written, visual, and digital media, students will be able to do the following upon completion of this course:

1. Critically evaluate and use feminist and other revolutionary theories and concepts pertinent to the field of Diaspora Studies to explain, analyze and interpret historical, philosophical, artistic, scientific, and environmental developments.
2. Critically evaluate and explain how internal and external power relations have shaped and impacted Africa and its diasporas.
3. Examine, interrogate, and deconstruct dominant knowledge systems about Africa and its diasporas.
4. Analyze historical and modern diasporas in terms of international migration and community formation.
5. Identify and explain how communities of the African Diaspora have shaped the modern world.
6. Analyze categories of identity in relation to difference and the construction of gender, race, nation, social class, and citizenship.
7. Identify multiple exploitations observable in the context of Africa and its diasporas.
8. Identify diverse forms of resistance practiced by Africans and African descendants striving to bring about social change.

By the end of this course you will be able to do the above in the following manner:

1. Develop well-informed questions about course content and respond to such questions in written, oral, and digital form.
2. Complete a variety of short response, reflective response, free-response, and other pieces of writing.
3. Explain and link ideas in informal discussions, as well as formal class presentations.
4. Produce at least one artistic / performance group project which expresses a course objective, concept, or theory.
5. Identify select significant countries and/or routes of dispersal on a map of the African Diaspora.

4. Learning Resources

- *For this course you will use a combination of provided class readings, videos, and documentary videos.*

- *I will conduct class via CANVAS using PowerPoints, and other forms of media, such as visual and listening aids.*
- *Note that since this is an online course that CANVAS will be used daily; this platform is very essential to your success in this course.*

Technology

Canvas: In this class, Canvas, UD's online learning management system, will be used for all course activities and communication channels. All assignments will be posted through the Canvas course site unless otherwise directed. Information on how to use Canvas is available through the [Canvas Student Guide](#). Canvas can also be accessed via [MyUD](#).

Poll Everywhere: We will use this online polling platform to collect real-time responses from everyone attending class. Access to Poll Everywhere is possible by using any computer or mobile device with internet access. Poll Everywhere is a UD licensed tool and there is no cost to you to use this tool. Please read over the [UD student guide](#) that will demonstrate how to log in and how to respond to polls. As a reminder, the [UD academic honesty policy](#) applies to the use of educational technology tools such as Poll Everywhere.

Zoom: In this class, Zoom will be used for video conferencing. You will receive a meeting invitation with a specific web link and meeting ID number for use in this class. Zoom is a web-based application that can be used from a computer, tablet, or phone. From a computer, click the class web link and be sure to install the small program that will download to your computer. You only need to install the program once. From a mobile device, download the free Zoom app and type in the class meeting ID number. A microphone and camera are recommended for online meetings. Information on how to test your computer's audio and video can be found on [Zoom's website](#). Learn more info about [Zoom at UD](#).

Office Hours

Dr. Alicia Fontnette

By appointment only via zoom

T.A. OFFICE HOURS: Be sure you meet with the T.A. assigned for your class section.

Additional Learning Resources

- *For writing assignments contact the UD Writing Center for assistance. In fact, this is STRONGLY encouraged! - [UD Writing Center](#)*
- *For student presentation ideas and oral assignments, you can get help from an [Oral Communication Consultant \(OCC\)](#). OCCs provide free one-to-one and group consultations specific to the goals, challenges, and skills necessary for students to be successful with the assignment.*
- *If you need assistance with note-taking, time management, or study strategies, you can contact the [Office of Academic Enrichment](#) for one-on-one academic coaching, tutoring, and study skills workshops.*
- *For presentations, if you want to be more creative with your multimedia production, you can get support (e.g. [podcasts](#), [audio](#) or [video](#) projects, [infographics](#), etc), [equipment](#) or [multimedia literacy support](#).*
- *Please be sure to cite and research for assignments with fidelity. You can get support for- [research support](#), [help identifying primary resources](#), or information about [citing sources](#) using the links.*
- *For library for research, consult with a [librarian](#) about available resources and collaboration on your information literacy objectives.*

5. Learning Assessments

1. **About Quizzes / Summaries / Assignments:** *About seven to ten brief quizzes, summaries, and other assignments will be given throughout the term.*

Map Quiz- There will be a map quiz of Africa, as well as of other countries throughout the Diaspora. These will be given to you prior to the quiz, so that you can study and prepare. This quiz will also cover slave routes involved in the making of the global African Diaspora, including major points of departure and arrival.

2. Library Audio Narrative Project: A document will be made available on CANVAS detailing the guidelines for this assignment.

3. About the Critical Essay: A separate document will be made available CANVAS detailing the guidelines for this assignment.

4. About Discussion Posts:

Discussion Post Etiquette

- How you post a message to a topic is just as important as what you post. If your behavior does not follow the course etiquette standards stated below, the grade you receive for a posting may suffer.
- The professors reserves the right to remove any discussion messages that display inappropriate language or content. Do not use offensive language.
- Rudeness and disrespect to anyone will not be tolerated.
- Show respect for your fellow students, even if you disagree with something that was stated.
- Clearly state what you believe, even if it means that you are disagreeing with someone. Never, however, respond in anger-take care to discuss ideas, not the person.

Professors' Role

- As your professor, I will serve as a "guide" in terms of feedback. While I will not respond to every post, I will read what is posted (after the first week), and reply when necessary. Expect me and T.A.s to post in the following situations:
 - To assist each of you when it comes to making connections between discussion, lectures, and textbook material.
 - To fill in important things that may have been missed.
 - To re-direct discussion when it gets "out of hand."
 - To point out key points or to identify important posts

Discussion Post Expectations

- **Timeliness:** Discussion topics will be posted each Monday by 5 p.m. (EST) during the semester. Your original post must be posted no later than Thursday of each week by 11:59 p.m.; and reply posts to your two peers are due by Sunday 11:59 p.m., prior to the start of Monday's class the following week. This gives your classmates time to respond and critically discuss each topic. *The earlier you write your original post, the more time you and classmates have to respond to each other.
- Discussion posts that are posted after the specified due date and time will not be graded.

Length of Post (Quantity)

- You are required to post one original message for each topic (i.e., "replies" to other students do not count in this regard). I will subtract points for insignificant postings ("I agree with___") that do not contribute to the understanding of each topic.
- In addition to your one, original post, you must reply to at least two other classmates for each topic. In your replies to other students, you can state whether you agree or disagree with their perspective.
- Original posts should consist of at least 700 characters or more (not including spaces; roughly 150 words).
- Replies to other students should consist of at least 350 characters or more (not including spaces; roughly 75 words).

Quality of posts

- Each of your posts (original posts & replies) must demonstrate your understanding of the topic.
- Connections between lecture content, textbook content, and discussion should be exhibited.
- Relate new information with material previously covered in the class as well as with personal experience.
- Discuss at a critical level. Critical discussion includes your opinion of items mentioned, but also includes the reasons you hold that opinion, and why it may be inconsistent or consistent with what you've learned. Wherever possible, justify your reasoning with facts.
- Posts that are replicates of other student's posts will result in a lower grade

Overall:

A.B.C.

- A. Acknowledgement-** Acknowledge the contributions of the person to whom you are responding.
 - B. Build-** Build on your peers' ideas by adding content, perspectives, experiences, reference to the readings, etc.
 - C. Contribute-** Contribute to the discussion by asking a probing question that deepens understanding of the material and/or provide a supplemental resource.
- These are a weekly grade!

5. About Attendance and Classroom Rules and Etiquette: SEE CLASS POLICIES BELOW #7.

6. About Final Examination:

7. About Extra Credit Opportunities: *For the curious students who like to go the extra mile and who want to pursue knowledge related to theories, concepts, and/or themes examined in this course, there will be opportunities throughout the semester to attend various talks and events hosted by the Africana Studies Department and friends of the department. These opportunities will be announced and posted in CANVAS. Students must write a response paper that they will submit me to for extra credit. Guidelines will be posted on CANVAS.*

Final Grade Breakdown

The final course grade will be calculated using the following components:

Course Component	Percentage of Total
Quizzes, Summaries, Discussion Posts, and/or Assignments	30%
Library Audio Narrative Project	15%
Critical Essay	20%
Attendance and Classroom Rules and Etiquette	10%
Final Examination	25%

Grading Scale

Students will be assigned the following letter grade based on the calculation coming from the course assessment section.

Grade	Interval
A	[[94.0 and above]]
A-	[[90.0 to <94.0]]
B+	[[87.0 to <90.0]]
B	[[84.0 to <87.0]]
B-	[[80.0 to <84.0]]
C+	[[77.0 to <80.0]]
C	[[74.0 to <77.0]]
C-	[[70.0 to <74.0]]
D+	[[67.0 to <70.0]]
D	[[64.0 to <67.0]]
D-	[[61.0 to <64.0]]
F	[[<61.0]]

6. Course Calendar

*All readings must be read the week prior to the classes they will be discussed in on your own. Remember that this is a heavy 'discussion' based class.

Week 1	Course Introduction
Week 2	Construction of Knowledge, Revolutionary Pedagogy, and Critical Consciousness

Week 3	Framing and Defining Diaspora
Week 4	The Complexity of Identity Formation: Race
Week 5	The Complexity of Identity Formation: Gender and Sexuality
Week 6	Old World Provenance (Part I)
Week 7	Old World Provenance (Part II)
Week 8	The Indian Ocean Diaspora (Part I)
Week 9	The Indian Ocean Diaspora (Part II)
Week 10	The Transatlantic Moment
Week 11	Enslavement
Week 12	Asserting the Right to Be: Slavery and Resistance (Part I)
Week 13	Asserting the Right to Be: Slavery and Resistance (Part II)
Week 14	The Emancipation and the Aftermath of Slavery (Part I)
Week 15	Scientific Racism in Post-Emancipation Societies in the Americas

	Reading Day
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TBA	Final Examination
<u>Reminder:</u> If you are a student with paperwork on file at the Office of Disability Services that specifies accommodations relevant to the final exam, please remind me prior to the final. Any accommodations <u>must be arranged and confirmed with me well before exam day.</u> <u>Warning:</u> Anyone caught cheating on the final exam will automatically receive a <u>ZERO</u> and may face <u>FURTHER DISCIPLINARY CONSEQUENCES</u> for violating university's standards for academic honesty.	

Be able to locate the following on a map for your Diaspora Map Quiz.

Routes:

Directions of dispersal out of Africa for Indian Ocean and Trans Atlantic Trades, plus directions for "Triangular Trade"

Africa:

Egypt
Ethiopia
Kenya
Tanzania
Angola
Nigeria
Senegal
Ghana
South Africa
Zimbabwe
Mali
Algeria
Benin
Ivory Coast

Middle East / Far East:

Oman
Yemen
Iran
India
Pakistan

Bodies of water:

Indian Ocean
Atlantic Ocean

Latin America:

Brazil
Argentina
Venezuela
Colombia
Mexico
Panama
Costa Rica

Caribbean:

Cuba
Haiti
Jamaica
Barbados
Trinidad and Tobago
Martinique
Puerto Rico

Europe:

Spain
Portugal
Britain
France
Netherlands
Ireland
Belgium

***For your Map Quiz on Africa, be able to identify each country!**

7. Policies

Course-Specific Policies

1. Students are expected to do all assignments the week assigned and adhere to deadlines.
2. Students should make meaningful, respectful, and informed contributions to online class discussions.
3. Students should know, be mindful of, and follow all university policies on rules and etiquette at all times.
4. Students are expected to follow the proper protocol for addressing concerns and grievances. Students should first speak with their professor (Me) about their concerns or grievances. If not satisfied with the professor's response, students should make an appointment with the department chair, Dr. Kimberly Blockett at <blockett@udel.edu>

Attendance

This is an online asynchronous course. Submission of your work in a timely manner (by the deadline) counts towards your attendance.

Absences on religious holidays listed in university calendars are recognized as an excused absence. Nevertheless, you are urged to remind me of your intention to be absent on a particular upcoming holiday. Absences on religious holidays not listed in university calendars, as well as absences due to athletic participation or other extracurricular activities in which you are an official representative of the university, shall be recognized as excused absences when you inform me in writing during the first two weeks of the semester of these planned absences for the semester.

***NOTE: Failure to submit work does impact attendance.**

Communication

- Note that all communication will be sent via CANVAS.
- All emails will be responded to within 48 hours, except those sent on Fridays.
- Be sure to always copy the class T.A. to all emails sent to me.
- If you have a question specifically for the class T.A., be sure to always copy me to the email.

Use of Advanced Automated Tools

Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.

Student Mental Health & Wellbeing

College students often experience things that may interfere with academic success such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. If you are experiencing any of the above in a way that is negatively impacting your ability to participate fully in the learning activities for this class, I strongly encourage you to get in touch with me. Additionally, I have provided information from other campus-wide units below.

- Contact me
 - If you are struggling with this class, please check-in during office hours or contact me by email at afontnet@udel.edu
- Check-in with your academic advisor or the Assistant Dean for Student Services in your college.
 - If you are struggling in multiple classes, unsure whether you are making the most of your time at UD, or unsure what academic resources are available at UD.
 - For a complete list of advisors, check out <https://www.advising.udel.edu/academic-advisor-directory/>
- UD's Center for Counseling & Student Development (CCSD), TimelyCare, and UD Helpline
 - UD's Center for Counseling & Student Development (CCSD) provides cost-free and confidential mental health services promoting psychological wellbeing so that students can be more successful in their academic, personal, and career pursuits. CCSD provides in-person services including walk-in urgent visits, scheduled individual and group counseling, and consultation for students, parents, and faculty.
 - CCSD partners with [TimelyCare](#) to provide scheduled counseling and health coaching via telehealth.
 - For 24/7 mental health support, students have the option of calling the UD Helpline at 302-831-1001 or accessing TimelyCare's Talk Now service through the TimelyCare app or online. Visit [CCSD's website](#) for additional information and resources.
- Student Wellbeing- Division of Student Life
 - Our three wellbeing units—Student Health Services (SHS), Student Wellness and Health Promotion (SWHP) and the Center for Counseling and Student Development (CCSD)—are here to help you thrive both mentally and physically in your time as a Blue Hen and beyond. Come visit us on the South Green for all of your wellness needs!
 - Explore the [Student Life's Wellbeing webpage](#) for a comprehensive listing of well-being resources, activities, and services available to all students.

UD Academic Policies

The Safety of Our Learning Environment

Student learning can only occur when students and their instructors feel safe, respected, and supported by each other. To ensure that our learning environment is as safe as possible, you are expected to abide by the most up-to-date [University of Delaware's COVID-19 Guidelines](#),

Academic Honesty

Please familiarize yourself with UD policies regarding academic dishonesty. The [Academic Honesty Policy](#) states: "Students must be honest and forthright in their academic studies. Students are expected to do their own work and must give proper credit for any work not their own. Students may neither give nor receive unauthorized assistance. Engaging in academic dishonesty, or allowing other students to do the same, corrupts the educational process and diminishes the quality of a University of Delaware degree." View the [university's procedures](#) for resolving academic dishonesty concerns. Contact Community Standards & Conflict Resolution at communitystandards@udel.edu or (302) 831-2117.

Harassment, Discrimination, and Sexual Misconduct

The University of Delaware works to promote an academic and work environment that is free from all forms of discrimination, including harassment and sexual misconduct. As a member of the community, your rights, resources and responsibilities are reflected in the Non-Discrimination, Sexual Misconduct, and Title IX policy. Please familiarize yourself with this policy at the [University's Office of Equity & Inclusion's website](#). You can report any concerns to the University's Office of Equity & Inclusion (302) 831-8063 or at titleixcoordinator@udel.edu. you can report anonymously through UD Police (302) 831-2222 or the [EthicsPoint Compliance Hotline](#).

- Read the [full policy](#)
- [File a report](#)

Faculty Statement on Disclosures of Instances of Sexual Misconduct

If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am a responsible employee, which means I am directed to report any incident of sexual harassment or misconduct to the University's Title

IX Coordinator. The Title IX Coordinator will then meet with the student to discuss how the University will respond to the report and the student's rights and options, to offer resources, and to ensure that the student and the campus community are safe. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy--I will not disclose the incident to anyone but the Title IX Coordinator in a confidential manner.

For more information on Sexual Misconduct policies, where to get help, and reporting information, please refer to www.udel.edu/sexualmisconduct. You can also send an email to the Title IX Coordinator at titleixcoordinator@udel.edu. At UD, we provide 24/7/365 crisis assistance and victim advocacy and counseling. Contact 302-831-1001 to get in touch with a sexual offense support advocate, as well as confidential and anonymous counseling services for other concerns.

Accommodations for Students with Disabilities

Any student who may need disability-related accommodations should contact the Office of Disability Support Services (DSS) office as soon as possible. For more information, please visit [Getting Registered at DSS](http://www.udel.edu/dss). Contact DSS by phone: 302-831-4643; fax: 302-831-3261; website: www.udel.edu/dss; email: dssoffice@udel.edu; or visit 240 Academy Street, Alison Hall Suite 130 during business hours (8-5 M-F).

Non-Discrimination

The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.

For inquiries or complaints related to non-discrimination policies, please contact: Office of Equity & Inclusion-
oei@udel.edu, (302) 831-8063

For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact: Office of Disability Support Services, dssoffice@udel.edu, Alison Hall, Suite 130, Newark, DE 19716 (302) 831-4643 OR contact the [U.S. Department of Education - Office for Civil Rights](http://www.ed.gov)



Consider a Major in Africana Studies! Explore more of our courses!

AFRA 107: History of Rock

AFRA 110: Introduction to Africana Studies

AFRA 134: History of Africa

AFRA 203: Art, Power and Architecture in Africa

AFRA 205: Contemporary Afro-American Issues

AFRA 220: American Civil Rights Movement

AFRA 306: History of Black America Since the Civil War

AFRA 313: African American Literature

AFRA 331: History of Caribbean

AFRA 336: American Slavery

AFRA 352: Black Feminist Theory

AFRA 416: Psychological Perspectives on the Black American

AFRA 418: Race, Gender and Poverty

AFRA 420: Race and Sexuality

AFRA 455: Youth Street Outreach

AFRA 490: Senior Project



Study Abroad with Africana....

For more information on how to study abroad with Africana, contact Dr. Brandon Stanford at [<bstan@udel.edu>](mailto:bstan@udel.edu).