

New Course Request

Indiana University

Indianapolis Campus

Check Appropriate Boxes: Undergraduate credit  Graduate credit  Professional credit

1. School/Division Liberal Arts 2. Academic Subject Code AFRO
3. Course Number A200 (must be cleared with University Enrollment Services) 4. Instructor R Henry
5. Course Title Research in African American and African Diaspora Studies
Recommended Abbreviation (Optional) Research in AAADS
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring, 2009
7. Credit Hours: Fixed at 3.0 or Variable from to
8. Is this course to be graded S-F (only)? Yes No X
9. Is variable title approval being requested? Yes No X

10. Course description (not to exceed 50 words) for Bulletin publication: Introduces students to basic tools, techniques and processes of scholarly research in African American and African Diaspora Studies. Students learn and apply technology as it pertains to research, address ethical issues, gain an understanding of basic statistical techniques in research, and gain proficiency in reading, writing, understanding, and critiquing research articles (abstracts, and proposals.)

11. Lecture Contact Hours: Fixed at 1.5 or Variable from to
12. Non-Lecture Contact Hours: Fixed at 1.5 or Variable from to
13. Estimated enrollment: 25 of which 0 percent are expected to be graduate students.

14. Frequency of scheduling: Semester Will this course be required for majors? Yes
15. Justification for new course: Introduce AAADS students to basic research tools and skills.
16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: Monroe H. Little, Jr. Date 1/3/08
Department Chairman/Division Director

Approved by:
Dean

Date
Dean of Graduate School (when required)

Date
Chancellor/Vice-President

Date
University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

# **Research in African American and African Diaspora Studies (A 200) Spring 2009**

**Instructor:** Dr. Ronda Henry

**Day/Time:** TBA

**Location:** TBA

**Required Texts:**

1. Writing Research Papers Across the Curriculum by Susan M. Hubbuch
2. Selections From Black Education: A Transformative Research and Action Agenda for the New Century edited by Joyce E. King
3. Other Readings Provided by Guest Faculty Lecturers From Different Disciplines

**Required Courses:**

As a prerequisite for this course, you must take A140, Introduction to the African Diaspora, or be taking this course and A140 concurrently (together).

**Course Description:**

The purpose of this course is to provide undergraduate students with a basic understanding of the research processes used to conduct research in African American and African Diaspora Studies and allied disciplines. Specifically this course will help students:

1. To gain an understanding of the research methods of inquiry used in African American and African Diaspora Studies and allied disciplines, how they are applied in the research process, and its importance to undergraduate research.
2. To learn and apply technology as it pertains to research (online searches, abstract submission, poster presentation, and oral presentations).
3. To learn about ethical issues in research and what the role of the IRB is.
4. To learn what the role of a faculty research mentor is and undergraduate research student can maximize faculty as a resource to research work
5. To gain an understanding of the basic statistical techniques used in research
6. To be able to read, write, understand, and critique research articles, abstracts, proposals, and so on.
7. To learn about undergraduate research opportunities at IUPUI.

Moreover, in keeping with the objectives of the African American and African Diaspora Studies curriculum, the goals of this course also includes enabling students to develop and strengthen critical writing and analytical skills, while challenging traditional

ways of thinking about difference; fostering a critical consciousness about global relations and how blacks play a constitutive and performative role in these relations; enabling students to understand how knowledge of the black experience will enhance their approach to contemporary social, cultural, educational, and political issues and prepare them for world citizenship; and giving an inter-cultural dimension to student understandings of information to further develop their breadth of knowledge.

### **Guest Faculty Lecturers**

This course will consist of two teaching components: the work students do with the instructor of the course and the opportunities for student interaction and development through guest faculty lecturers who will provide readings and their particular expertise, both in their specific research and disciplines. These lectures will not only help students establish a firm foundation in identifying, understanding, and conducting their own research, but will help them begin to recognize the various professional and research options available to them through African American and African Diaspora Studies. Moreover, it is hoped that student exposure to faculty actually *doing* research in AAADS will help them begin to make connections between AAADS and its relationship to "real world" lives.

These lectures will also help students begin to think through their own research interests as they start the process of proposing, defining, and engaging in their own research projects. And, further, if their research interests coincide with one of the faculty lecturers' interests/disciplines, that they may work with this faculty member to develop their own research project.

### **Course Objectives:**

This course is designed to assist students in achieving the goals outlined in IUPUI's Principles of Undergraduate Learning:

**Core Communication Skills** - Formal and informal written assignments, and oral presentations will afford students the opportunity to demonstrate and develop their abilities to read and critique relevant texts. Student class participation, small group work, and presentations provide the potential for developing oral communication skills.

**Critical Thinking** - Students will be urged to engage with the arguments set forth by authors in assigned readings. They will be encouraged to examine how specific authors/texts challenge traditional longstanding beliefs while constructing their own conclusions about African American history and culture. They will also be required to examine how texts and issues are interconnected.

**Integration and Application of Knowledge** - This course is designed to aid students in understanding the importance of cultural diversity and the multicultural society that they are a part of. New and/or developed knowledge

of the subject matter can aid students in their everyday life experiences and encounters with "cultural diversity."

**Understanding Society and Culture** - Required and recommended texts in the course will fully equip students with in-depth knowledge of African American literary works and cultural contributions to American culture.

**Values and Ethics** - Students will examine issues that urge them to compare their own personal beliefs and value systems with those of the writers/characters we encounter and evaluate the consequences of their multiple ethical positions.

To achieve the interdisciplinary goals of this course, professors from each of the disciplines covered will be brought in to discuss research methods in their discipline and Dr. Kathryn Wilson will also conduct two sessions on scientific method and basic statistical concepts.

### **Expectations:**

This course will, to a large degree, revolve around class discussions, written homework writing responses/activities, and lectures. For the class discussion portion of class, it is important that students be prepared to participate in an informal and open conversation about the assigned texts and the ideas they help to generate. (Keep in mind that participation can be anything from a simple question or request for clarification, to an interpretation of a text or the introduction of a new idea.) Everyone has something to contribute, and there are no "stupid" questions. We will talk to one another in an atmosphere of mutual respect and open-mindedness.

Being prepared for class means that you have read all of the assigned material and completed all written homework assignments. You will probably discover that some assignments will require more than one reading or more time than others so please be prepared to devote more time to the texts that need it because ultimately it is your responsibility to make sure you understand the critical themes and issues of the text and that you can discuss them, both in class and on the exams.

### **Requirements:**

**All work must be completed on time and students must turn in all assignments in order to pass this course. Extensions may be given depending on a student's good performance in class and on class assignments previous to the extension request.**

Participation in class discussions is also required to get a good grade in this course. A repeated lack of participation will be interpreted as an indication that the assigned work is not being completed so please participate as frequently in class discussions as possible. You should also plan to meet with me for a writing conference at least once during the semester before your final essay is due.

**Attendance is absolutely required.** Missing more than **ONE** class will jeopardize your final grade and can result in failure of this course. After an absence, be sure to get notes from someone else in class for the day you missed and, if needed, consult with the instructor if you have any questions about the missed material. However, please keep in mind that any in-class work you miss due to an absence or lateness cannot be made up.

**After your first absence, you must provide a written email explaining why you were absent.** Family emergencies or serious illnesses are excused; however, if you do not send an email with a valid excuse explaining why you are over the allowed absences, the absence will lower your **final** grade one letter grade at the end of the semester. And please keep in mind that for every absence thereafter, you may further lower your final grade.

You are also responsible for being able to access and use Oncourse. **If you cannot or you are having problems, it is your responsibility to get help.** You are also **responsible for any information, announcements, assignments, schedules, and mandatory events listed/included there.** All information and requirements for the course for the entire semester will be posted on Oncourse within the first two weeks of class so excuses will not be accepted. It is your responsibility to know what you must do, when it is due, what the reading schedule is, and the procedures/instructions for completing any assignments or projects for class. If you have specific questions about an assignment, instructions, or procedure that is not answered on Oncourse, the instructor will be happy to answer them.

### **Rules of Conduct for Class**

Please refrain from doing any of the following while attending this class:

**DO NOT come to class more than five minutes late.** After the first five minutes of class, late arrivals are disruptive and disrespectful and may result in: (1) the class being counted as an absence; and/or (2) an F being entered as the participation grade for that day.

**DO NOT bring entire meals to class.** Snacks such as chips and a drink are fine but do not bring bagels and cream cheese, breakfast sandwiches, entire lunches, dinner, etc. Please eat your meals before or after class.

**DO NOT come to class without your book or your own copy of the materials we will be discussing for the day.** Since this is a course in which the readings form an important part of the basis of the discussion and of our learning processes, you must bring the assigned texts to class so that you can discuss and interact knowledgeably with them. Students who come to class without course materials may receive an F for class participation for the day. (If you have any difficulty acquiring the class texts for any reason, please see me immediately.)

**Please turn off cell phones, ipods, and other electronic devices during class.** These should be placed inside your bag/purse/backpack for the duration of class.

Thus, there should be no cell phones ringing, no text messaging, etc. while class is in session.

### **Grades:**

**Research Assignments:** These written responses and projects will be assigned throughout the semester and will be used to reinforce the lectures, concepts, and procedures learned in class. These assignments are designed to help students interact with different aspects of the research process and disciplines, and prepare students for the research they will engage in both in AAADS and other disciplines throughout their collegiate experiences (both on the undergraduate and graduate level). Examples of these assignments include: electronic searches, writing abstracts, critiquing research articles, taking notes and writing a response to a faculty lecture, writing drafts of their final research paper, creating posters, and so on. All research homework assignments will be posted on Oncourse at the beginning of the semester.

**Research Paper and Oral Presentation:** You will be required to make an oral presentation of your research study using PowerPoint (computer will be provided). The presentation should last about 10 minutes. More specific instructions for this project and your research paper can be found on Oncourse.

Final grades will be calculated according to the following:

|                                      |     |
|--------------------------------------|-----|
| Attendance/Participation             | 10% |
| Research Assignments/Projects (8)    | 70% |
| Research Paper and Oral Presentation | 20% |

### **Academic Integrity:**

Discussing paper topics with your classmates and sharing drafts are encouraged because they are important to a writer's development. However, any writing that you turn in must be your own. Ideas taken from another source must be cited. Knowingly turning in someone else's work or work purchased on the internet (or anywhere else) as your own will be considered plagiarism and will result—at best—in failure of this course. Further, answers on exams must also be your own. Refer to the statements on plagiarism and cheating under Academic Misconduct in the "IU Code of Student Rights, Responsibilities, and Conduct" available online at <http://www.iupui.edu/code/#page> for more information.

**Assignment Schedule**  
**For**  
**Research in African American and African Diaspora Studies**

- Week 1** Introduction: What is Undergraduate Research and Why is it Important to Black Populations?  
**Readings for Today:** Hubbard: Section One "What is a Research Paper"  
King: "A Transformative Vision of Black Education for Human Freedom" and "Black Populations Globally: The Costs of the Underutilization of Blacks in Education"
- Week 2** How to Choose a Good Research Topic That Speaks to Black Interests and Experiences and How to Use the Guest Faculty Lectures to Help You Do This  
**Readings for Today:** Hubbard: Section Four "Reading Critically and Taking Notes"  
King: "A Declaration of Intellectual Independence for Human Freedom" and "Worldwide Conspiracy Against Black Culture and Education"  
**Research Assignment #1**
- Week 3** Research Methods/Possibilities in AAADS and Religion  
Dr. Edward Curtis  
[Reading for this class to be provided by guest lecturer]
- Week 4** Research Methods/Possibilities in AAADS and Sociology  
Dr. Najja Modibo  
[Reading for this class to be provided by guest lecturer]  
**Research Assignment #2**
- Week 5** Research Methods/Possibilities in AAADS and English  
Dr. Ronda Henry  
[Reading for this class to be provided by guest lecturer]
- Week 6** Research Methods/Possibilities in AAADS, Political Science, and Entrepreneurship  
Dr. Bessie House-Seremekun  
[Reading for this class to be provided by guest lecturer]  
**Research Assignment #3**

- Week 7** Research Methods/Possibilities in History and Museum Studies  
Dr. Modupe Labode  
[Reading for this class to be provided by guest lecturer]
- Week 8** Research Methods/Possibilities in Anthropology  
Dr. Gina Sanchez Gibau  
[Reading for this class to be provided by guest lecturer]  
**Research Assignment #4**
- Week 9** How to Write a Useful Research Proposal and Why Research, Learning, and Education are Particular Important to People of African Descent  
**Readings for Today:** Hubbard: Sections 2 "Where Do I Begin"  
King: "Intervention Research Based on Current Views of Cognition and Learning"  
**Research Assignment #5**
- Week 10** Ethical Issues in Research: IRB  
Dr. Susan Hyatt  
[Reading for this class to be provided by guest lecturer]
- Week 11** Online Searches  
Dr. Stephen Towne  
**Readings for Today:** Hubbard: Sections Three "Finding the Evidence" and Five "Writing Your Paper"  
King: "'Anayme Nti' – As Long As I Am Alive, I Will Never Eat Weeds: The Online Institute As a Catalyst for Research and Action in Black Education"  
**Research Assignment #6**
- Week 12** Writing Strong Research Bibliographies and Abstracts  
**Readings for Today:** Hubbard: Sections Six "How and How Not to Incorporate Your Evidence into Your Paper," Seven "Documenting Your Sources" and Review Appendices  
**Research Assignment #7**
- Week 13** Research Paper Draft Workshop #1
- Week 14** Research Paper Draft Workshop #2
- Week 15** Research Presentations Due

**\*\*Final Draft of Research Paper Due the day final exam for course scheduled (as the final research paper will serve as the final exam)**