

“It is a peculiar sensation, this double-consciousness, this sense of always looking at one’s self through the eyes of others, of measuring one’s soul by the tape of a world that looks on in amused contempt and pity. One ever feels his two-ness, an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder.

The history of the American Negro is the history of this strife- this longing to attain self-conscious manhood, to merge his double self into a better and truer self. In this merging he wishes neither of the older selves to be lost. He does not wish to Africanize America, for America has too much to teach the world and Africa. He wouldn’t bleach his Negro blood in a flood of white Americanism, for he knows that Negro blood has a message for the world. He simply wishes to make it possible for a man to be both a Negro and an American without being cursed and spit upon by his fellows, without having the doors of opportunity closed roughly in his face”

-W.E.B. DuBois *The Souls of Black Folk*

African American Studies

Charlie Moore

charlie.moore@pisd.edu

PESH: 1st Period MTWRF

PSHS: 3rd Period MTWRF

PWHS: 5th Period MTWRF

Course Abstract

African American Studies is a conceptually driven course that introduces students to the exploration of the rich and diverse history and culture of African Americans. The goal of this course is to broaden the knowledge and understanding of students interested in learning about history, citizenship, culture, economics, science, technology, geography, and the political realities of African Americans. These strands should not be taught in isolation but woven together in an integrated study that helps students understand the world in which we live. This course should provide students with an opportunity to engage with the social, economic, and political activities of African Americans in a way that allows them to make deep connections across the content. The historical content of this course should be taught with relevance to contemporary and current issues in order to ensure a deeper understanding for students.

(a) General Requirements.

Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

(1) In African American Studies, students learn about the history and cultural contributions of African Americans. This course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source materials, such as biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

*****CONTENT STATEMENT*****

This class, to be properly informative and enriching to students, will delve into controversial topics and emotional issues. All scholars will be expected to participate in the discussion of all topics in good faith, and in a respectful, appropriate manner consistent with the Student Code of Conduct.

Every instructor, scholar, and parent at this school holds some bias towards their own viewpoint. I will do my absolute best to present this course from as objective a viewpoint as possible. I hope to give scholars the facts, vocabulary, and context necessary to enable a view of the African American experience from a holistic perspective in hopes that they will be equipped to form their own thoughts and make their own decisions.

*****H.B. 3979 Statement*****

This course does not teach, and does not involve, Critical Race Theory. Full Stop.

Classroom Guidelines

Classroom Discipline Policy

Students will be expected to act in accordance with the applicable Plano ISD Student Handbook and Code of Conduct at all times. In addition, as this class will be dealing with sensitive content and current events, it is imperative that students approach the content, the instructor, and their fellow classmates with respect and civility in all situations. An environment in which mutual respect is both assumed and demanded will allow students to participate confidently in classroom discussions and activities. Consequences for disruptive or offensive behavior will be conducted in accordance with district policy.

Grading Structure

- Most daily grades (and selected major grades) will be posted, accessed, turned in, and graded through Google Classroom.
- In accordance with PISD Policy, grading will go as follows:
 - *9 weeks grade breakdown:* **60%** major grades, **40%** daily grades
 - *Semester grade breakdown:* 1st Quarter: **40%** Second Quarter: **40%** Midterm/Final: **20%**
- Official grades on minor and major assignments, which determine letter grades, grade point average, and matriculation, will only be accessible through Pinnacle.

Missed/Late Work

Students are responsible for completing all assignments on time and preparing adequately for tests, quizzes, etc. which may be given. Late work will be assessed a 20 point penalty with very rare exceptions. Work that will be missed, or has been missed, due to absence must be completed (or arrangements must be made to ensure completion) within one week of the student's return to classes. Work missed due to absence will not be subject to penalization except in very rare cases. Classwork missed due to a positive COVID test or other approved issue will be handled in accordance with district policy.

Academic Dishonesty

“A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.”-Plano ISD Academic Achievement: Grading/Progress Reports To Parents (2016)

Any students caught plagiarizing (or copying from another student) classwork, homework, or test material will receive a “0” in the gradebook REGARDLESS OF THEIR ROLE IN THE INCIDENT. Further consequences for academic dishonesty can and will be applied when appropriate, and in accordance with campus and district policies.

Technology

There will be usage of technology in the classroom setting through the Chromebooks issued to each student. **Students will be expected to have their Chromebook EACH CLASS MEETING.** Handheld devices may be used in the classroom setting in lieu of Chromebooks on a case-by-case basis as allowed by the instructor (or as dictated by curriculum). Students will be expected to use their technology (Chromebooks and/or handheld devices) responsibly at all times in accordance with the Code of Conduct and Student Handbook. Most daily grades (and selected major grades) will be posted, accessed, turned in, and graded through Google Classroom. Official grades on daily and major assignments, which determine letter grades, grade point average, and matriculation, will only be accessible through Pinnacle.

Most, if not all, other classroom matters will be dealt with in accordance with the applicable Student Handbook & Code of Conduct policies. Please refer to it for further classroom and school-wide policies and procedures.

Appropriate Technology Use

Teachers want to help you learn personal responsibility when using electronic devices during class time. That being said, if a class period demonstrates to their teacher that cell phones and other electronic devices are distracting to learning then cell phones will be picked up by the teacher as needed (see below for additional information).

- Objective: Ensure an effective learning environment and academic integrity.
- Purpose: Instructional time is lost, and your child suffers when the teacher has to stop and ask a student to put away their cell phone. Students are often unaware how many times they access their vibrating cell phone during a class period.
- Procedure: The teacher collects each cell phone at the beginning of class. Cell phones are kept in a designated "phone box." The teacher distributes cell phones 5 minutes before the end of class.
- Positive Consequence - Students are not distracted and are more successful in class.
- Negative Consequence – Students who refuse to hand in their phone and are caught using it during class will have their phone sent to sub school for a parent to pick up.
- *Teachers are not responsible for lost or stolen cell phones*

Research:

- <http://www.pbs.org/mediashift/2011/09/cell-phones-in-classrooms-no-students-need-to-pay-attention264>
- <http://www.facultyfocus.com/articles/effective-classroom-management/cell-phones-in-the-classroom-whats-your-policy/>
- http://articles.chicagotribune.com/2013-03-06/health/sc-health-0306-cell-phone-gpa-20130306_1_text-messages-researchers-smartphone