



# ETHS 2410

## AFRICAN-AMERICAN CULTURE

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**Required Text:** *Social Work Practice with African-American Families: An Intergenerational Perspective*, by Cheryl Waites

*Explorations in Cultural Competence in Social Work Practice*, by Hilary N. Weaver

### Required Readings:

- Daly, A., Jennings, J., Beckett, J. and B. Leashore, 1995. Effective coping strategies of African Americans. *Social Work* 40(2) 240-248
- Scannapieco, M. and S. Jackson, 1996. Kinship Care: The African American response to family preservation. *Social Work*, 41 (2), 190-196
- Schiele, J. 1996. Afrocentricity: An emerging paradigm in social work practice. *Social Work*, 41 (3), 284-294
- Neblett, E. W., White, R. L., Ford, K. R., Philip, C. L., Nguyễn, H. X., & Sellers, R. M. (2008). Patterns of Racial Socialization and Psychological Adjustment: Can Parental Communications About Race Reduce the Impact of Racial Discrimination?. *Journal Of Research On Adolescence (Wiley-Blackwell)*, 18(3), 477-515. doi:10.1111/j.1532-7795.2008.00568.x
- Cultural Standards for Social Workers - [www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf](http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf)
- **Other handouts/readings as assigned**

**I. Course Description**

Social Work has always condemned prejudice and discrimination. As a helping profession, Social Work has developed a growing awareness of the importance of cultural competence. Through the use of Social Work concepts and frameworks the students in this course will gain culturally appropriate knowledge and thereby acquire culturally competent skills.

This course is designed to provide students an introduction and overview of cultural experiences for Americans of African American descent through a social work lens. Students will gain a broader understanding into the general threads of the African American culture as they explore ethnic identity, stereotypes, self-concept, family structure, public policy, economics, music, literature as well as prejudice, discrimination, and racism.

Essentially, this course will provide the student with a broader knowledge of the forces that shape the African-descended peoples in today's society. It is intended to create culturally sensitive professionals who can effectively relate to this specific minority-group experience and thus provide effective services, instruction and/or direction to individuals of African American descent.

**II. Learning Outcomes:**

The primary goal of ETHS 2410 is to introduce the student to historical, political, social and cultural experiences of African Americans in US society. The course will examine the impact of stereotypes, prejudice and discrimination as well as apply social work frameworks to increase competency in complex cultural & community issues. The learning outcomes of this course match the college-wide learning outcomes established by Salt Lake Community College in the following ways.

<b>SLCC Learning Outcomes</b>	<b>Course Outcomes (ETHS 2410)</b>
<b>SLCC Learning Outcome #1:</b> Upon successful completion of any program, students should acquire substantive knowledge in the discipline of their choice sufficient for further study, and/or demonstrate competencies required by employers to be hired and succeed in the workplace.	<b>ETHS 2410 Learning Outcomes:</b> At the end of this course students should be able to:  demonstrate substantive knowledge of the historical, political, cultural and social experiences of the African Americans living in the U.S.  demonstrate an awareness of civil rights, an understanding of historical discrimination and the challenges and pressures to assimilate in order to better understand the plight of African Americans and to more effectively provide services to members of the African American community

<b>SLCC Learning Outcomes</b>	<b>Course Outcomes (ETHS 2410)</b>
<p><b>SLCC Learning Outcome #2:</b> Upon successful completion of any program, students should be able to communicate effectively</p>	<p><b>ETHS 2410 Learning Outcome:</b> At the end of this course students should be able to:</p> <p>effectively discuss and write about events and/or practices prevalent among members within the African American community.</p> <p>effectively discuss and write about their understanding of issues specific to the African American community and utilizing effective problem solving skills to develop strategic interventions to address the challenges.</p>
<p><b>SLCC Learning Outcome #3:</b> Upon successful completion of any program, students should develop quantitative literacy's necessary for their chosen field of study:</p>	<p><b>ETHS 2410 Learning Outcome:</b> At the end of this course students should be able to:</p> <p>Interpret information represented in data, graphs, tables, statistics and research studies to more effectively understand individual and group patterns of behavior amongst the African American communities.</p>
<p><b>SLCC Learning Outcome #4:</b> Upon successful completion of any program, students should be able to think critically.</p>	<p><b>ETHS 2410 Learning Outcome:</b> At the end of this course students should be able to:</p> <p>demonstrate key aspects of critical thinking in comparatively and analytically assessing and articulating cultural patterns that have shaped the African American family and its members.</p> <p>demonstrate key aspects of critical thinking through the use of identifying applicable culturally acceptable interpersonal skills when working with African Americans.</p> <p>demonstrate key aspects of critical thinking through the understanding of racial development models of identity and self concept that will facilitate more effective interpersonal approaches when working with diverse groups in the community.</p>

<b>SLCC Learning Outcomes</b>	<b>Course Outcomes (ETHS 2410)</b>
<p><b>SLCC Learning Outcome #5:</b> Upon completion of any program, students should develop the knowledge and skills to be civically engaged, and/or to work with others in a professional and constructive manner.</p>	<p><b>ETHS 2410 Learning Outcome:</b> At the end of this course students should be able to:</p> <ul style="list-style-type: none"> <li>understand the complexity and differences embodied within the African American.</li> <li>demonstrate an awareness of the need for social justice amongst disenfranchised, discriminated and oppressed groups.</li> <li>demonstrate skills of cultural competence that will enable the student be civically engaged and work with others in a professional and constructive manner.</li> </ul>

### III. **Class Format**

Because learning involves not only the acquisition of facts and information, but the examination of prior knowledge, possible misconceptions and personal experience the format of this class will be largely open discussion. Through the learning of general African American cultural aspects students will learn how to apply this understanding through Social Work frameworks to clientele/populations of African American descent thereby creating more culturally sensitive professionals.

The course will also make frequent use of outside class activities, audiovisual material and structured exercises of comparison and contrast to the host culture. The learning experience will depend heavily on the commitment of the student to be prepared to participate in classroom discussions, exercises and activities. Attendance and participation are crucial to your learning and that of others in class.

### IV. **Additional communication with Students**

I will utilize **Instructure Canvas** *exclusively* (<https://slcc.instructure.com>) for this course. Please log into Canvas weekly to see what the course schedule and assignments will be. Announcements are posted often. It will be your responsibility to keep up to speed with course information. If there are any changes announced in class, they will be added to the Canvas Announcements as well.

### **Institutional & Classroom Policies**

#### **a. Students with Disabilities**

Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA, must contact the Disability Resource Center (DRC ). The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college. Please contact the DRC at the Student Center, Suite 244, Redwood Campus, 4600 So. Redwood Rd, 84123. Phone: (801) 957-4659, TTY: 957-4646, Fax: 957- 4947 or by

email: [linda.bennett@slcc.edu](mailto:linda.bennett@slcc.edu)

**b. General Education Statement**

This course fulfills the Social Science and Diversity requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

**c. Writing Expectations**

It is expected that all papers, essays and reports will be written on a scholarly level with attention to spelling, grammar, appropriate citations and coherent writing. Each product should follow APA guidelines and be written in a 12-point font, double-spaced with one inch margins on all sides.

**d. Late Work**

All work is expected to be completed and turned in on or before the day it is due. **Late assignments/papers are accepted under only dire circumstances and graded at 50% of the total grade.**

**e. Classroom Expectations**

- i.** Self –disclosure can often be an important part of the learning process and can lead to valuable personal insight. To encourage the learning process, all personal disclosures made in class will be *respected*, will be held in confidence by students and should not be repeated outside of the classroom.
- ii.** All feelings and opinions are valid, even negative ones. Although these feelings will differ from person to person, all feelings will be respected.
- iii.** Tardiness is disruptive to the learning process for both the teacher and the students. I expect that students will be punctual to class to ensure that the educational process will be maximized.
- iv.** Ringing cell phones, beeping pagers, and text messaging is not permissible during class. If your phone rings in class, you will be required to dance, sing, and remain standing until the end of the class meeting. You will also have to bring in a treat for the class at the next class meeting.

# Course Requirements

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## 1. Attendance & Participation (500 points)

In order to truly acquire the material disseminated in this class it is required that the student must attend class. Your participation is measured through the articulation of thoughts, opinions, comments and the application of knowledge to questions/comments/scenarios given in class. This will reflect your understanding of core concepts as well as your commitment to integrate the knowledge into interpersonal and professional skills.

Given this value, 500 points is available at the instructor's discretion based upon engagement in class discussions, demonstration of competence in understanding cultural aspects of African Americans and integration of this knowledge into applicable social work frameworks that promote positive changes for African Americans.

## 2. Weekly RICE Reading Responses – (100 points)

To ensure that you get your money's worth from the textbooks required in this course, and that you do the readings each week, there is a brief reading response assignment required every week. This assignment will guide class discussion, so it is in your best interests for optimum learning that you spend quality time reading, comprehending and reviewing the material contained in each text. This assignment follows a brief outline/rubric for you to follow, and it is worth 10 points. You will complete 16 RICE responses and the lowest 6 grades will be dropped.

A RICE response is completed as follows:

- R – Reaction: You will share your brief reaction or opinion to the reading in two to three sentences.
- I – Insight: You will share an insight, something that you learned that you did not know before or did not think of in a certain way, before completing the readings.
- C – Concept: You will identify a concept from the reading that you learned the most from. This can be a keyword or a section of the reading that taught you something new. Identify the keyword or section by page number
- E – Explore or Explain: This section is where you will ask a question about the reading that you would either like to explore in class through group discussion, or have explained as part of the class discussion because it was confusing or unclear to you.

An example RICE response is below:

- Reaction – This was a good review of social work history from the perspective of different ethnic groups in America. I was surprised by the examples of racism within social work. I didn't expect to see that social workers didn't all agree on how to work with minorities.
- Insight – An insight I gained was that even though social workers do the same kind of work, they can still hold biases and even be racist against groups that need social services. This really made me think about the kind of professional I want to be.

- Concept – The concept I learned the most from was “guardian classes” (p. xxx in Weaver) and how social work perspectives about minority groups were written by the people “in charge” of them and not necessarily by members of the groups until much later in history.
- Explore or Explain – Something that I would like explained in class is why social workers from different backgrounds (i.e. black social workers or Hispanic social workers) formed their own social work organizations. That seems like a contradiction to me and I would like to better understand it.

### 3. Examinations (100 points)

There will be two examinations – 50 points each. These examinations will be based on assigned readings, lectures, class discussions, videos and other class activities. They will be administered open book and open note on Canvas.

### 4. Social Issue Research Project (1300 points)

This course culminates in a social issue research project that you will complete in a series of steps outlined below.

Each class member will select one (1) social issue related to the African American community and create an intervention plan to address the social issue.

This project includes four (4) parts:

- 1) The research process & poster presentation (1050 points)
- 2) Research paper (100 points)
- 3) Learning Outcomes Reflective Paper (100 points)
- 4) Submission of Project and Paper on the General Education ePortfolio (50 points)

**Research Process:** *Identify a current social issue impacting the African American community that requires an organized intervention;*

#### A. Media Journal

Complete a 2-week media journal:

- 1) Keep a media journal for two weeks.
- 2) Collect at least 20 magazine/newspaper articles and/or advertisements that contain pictures or news about African Americans from mainstream media and black media outlets.
- 3) For each article or advertisement, record information on a chart with the headings shown below.
  - a) Source
    - i) include the internet web address:
    - ii) Article/Ad
    - iii) What is being reported/sold?
    - iv) What is the role of African Americans?

**b) Analysis**

- i)** Given the entries in your journal, do you notice any patterns in the images you observed?  
**(1)** For example, are the images of your individual primarily positive or negative?
- ii)** Are there any stereotypical roles associated with your individual/group?
- iii)** Are there other groups who might also be affected by the contents of each article/advertisement?

**Media Journal Reaction Assignment:**

- c)** Reaction: Share your thoughts before and after completing the media journal.
- d)** Insights: Share insights that you gained from reviewing media related to African Americans from different news outlets.
- e)** Concepts: Identify and discuss specific concepts that you learned through completing a media journal.
- f)** Explore or Explain: Based on insights from or related to your media journal, what social issue impacting the African American community are you interested in researching to explore or explain its impact?

**Due: February 6<sup>th</sup>  
200 points**

**Research Process:** *Brainstorm and then research ideas for intervention that will influence change in the community; Demonstrate how your research supports the reason for change or implementation using at least 3 scholarly references;*

**B.**

**C.**

**B. Scholarly Literature Review**

You will locate three (3) scholarly articles that address the social issue you identified from your media journal. Review each article and identify the following:

- 1. How does the article explain the history or background of the social issue?
- 2. Share two insights that you gained from each article
- 3. Identify and discuss 6 concepts that you learned from the article that help you understand the social issue you are researching
- 4. Share how your research supports the reason for change or implementation of an intervention.
- 5. How do you expect to use this information to address the social issue you are researching?

**DUE: February 27th  
150 Points**



## c. Outside of Class Activities

Attendance at two (2) African American or African community activities, art exhibits, guest lecturers and/or viewing murals in the community is required. A reaction paper for each event will be required using the RICE rubric (Reaction, Insight, Concept, Explore/Explain). At least one (1) activity must relate to your social issue. This can be a community event, an art exhibit, a performance, as well as online activities (radio shows), documentary screenings, etc. If you are wondering if something counts as an outside of class activity, ask.

When you submit the assignment, complete the following points for credit:

1. Identify the event you attended (date, location, attach a website if possible)
2. Why did you choose to attend this event?
3. What were your thoughts about the event before you went?
4. Reaction – Share three (3) reactions you had to this event
5. Insight – Share three (3) insights that you gained from this event
6. Concept – Identify three (3) concepts from the readings in this course that can be applied to the event and discuss how they apply
7. Explore – Choose three (3) things that you would like to explore about African American culture because of attending this event.

**DUE: March 6<sup>th</sup>**  
**200 Points**

## d. Book Review or Documentary Analysis

Select one (1) book or two (2) documentaries that address your identified social issue.

Complete a book review or documentary analysis that provides you with information to create a culturally appropriate, realistic strategy to bring about needed change in the African American community.

### ***Documentary Instructions***

Select **two (2)** documentaries to view for your social issue research. After you finish the documentaries, submit the following for this assignment:

- Summarize the documentary with a brief synopsis
- Select 3 scenes/moments that help you best understand your selected social issue.
- For each scene, share the following:
  - Share your reactions to each scene. Why did you react this way to what was shown?
  - Share insights you gained from each scene.
  - Identify and discuss a concept from the course that helps you understand the scenes you picked.
  - How did each scene help you understand the social issue you are researching?

### ***Book Analysis Instructions***

Select one (1) book (memoir, social issue, autobiography, history, etc) that to your selected social issue. To complete this assignment, do the following:

- Give a brief synopsis of the book (setting/location, time period, reason for writing the book, background, etc.)
- Summarize three major points of the book that relate to your selected social issue.
  - Share your overall **reaction** to reading the book.
  - Share **insights** that you gained from the major points of this book and how it helps you understand your selected social issue.
  - Select three (3) significant events from the book that help explain your social issue. Share **concepts** that you learned from these significant events.
  - **Explain** – what are three (3) things about your selected social issue that you feel you can better explain because of reading this book?

**Due: March 27th**  
**200 Points**

**Research Process:** Outline a realistic strategy for addressing the identified issue and bringing about needed change in that specific area to be shared during your cross cultural interview.

## **E. Cross Cultural Research & Interview**

For the first part of this assignment you will interview an African American person.

1. You may choose someone who was born and grew up in a country other than your own, or a U.S.-born African/African-American.
2. This person can also be a fellow student or a member of the faculty or staff.
3. This assignment is to be completed in 3 to 4 different meetings.

### **The Interview Process**

When interviewing someone, find a comfortable place to talk. Begin by getting acquainted and re-acquainted with each other (as necessary). Then focus your questions on the following topics related to the interviewee:

### **Suggested Interview Topics #1**

- i.** Family background
- ii.** Cultural background
- iii.** Educational background
- iv.** Community in which s/he was raised
- v.** Leisure activities as a child
- vi.** Religious background

- vii. Development of his/her diversity consciousness
- viii. Other areas of interest
- ix. Racial Identity Development
  1. Review relevant racial identity development models for African Americans & your ethnic or social identity group.
  2. As part of your interview, discuss the stages of identity development with your interviewee, sharing stories and experiences within relevant stages.
  3. Identify the current stages you and your interviewee are in and discuss your opinions on why you are in those stages and how/if you will move through others.

### **Interview #1 Analysis**

- Once the interview is completed, think through and respond to each question that you asked in your interview.
- Compare your responses with those of the interviewee.
  - i. List some of the major differences in your backgrounds.
  - ii. What are some of the major similarities?
  - iii. Write a brief paper discussing these differences and the implications on your understanding of African American Culture and how these differences and similarities will impact your intervention for the social issue you have identified.

**Due: March 20<sup>th</sup>**  
**200 Points**

## **F. Suggested Interview #2**

### **Prior to conducting your second interview:**

- i. Outline a realistic strategy for addressing your identified social issue and specific, realistic ways of bringing about needed change in that specific area;
  1. Create the cost of the proposed intervention;
  2. Identify and discuss possible areas of resistance;
  3. Identify and interview individuals in the community and/or community organizations that would be committed to the change.

Share your social issue research topic with your interviewee and discuss your ideas for intervention with them reviewing the strategy, costs, resistance and support. Ask for suggestions and consider any changes to your strategy based on the suggestions.

**Due: April 17<sup>th</sup>**  
**100 Points**

## **G. Electronic Presentation**

Prepare an electronic poster identifying the relevant social issue in the African American community and describing the individual plan of action. These posters will be submitted online via Canvas, shared and discussed as part of the final grade.

**Due: May 1<sup>st</sup>  
100 Points**

## **H. Research Paper**

Students will write a 5-7 page final paper explaining the information from the electronic poster. A bibliography consisting of at least 3 different scholarly sources in addition to the course texts, a book review/documentary analysis and interview reference is required. This should be attached on a separate page that does not count as a page of the text.

**Due: May 6<sup>th</sup>  
100 Points**

## **I. Learning Outcomes Reflective Paper**

Separate from your research paper, you will reflect on your work. The reflection should address the following question: *"Discuss in 2-3 paragraphs how your participation in this course and your completion of this research project demonstrated either **achievement** or **progress** towards at least 3 separate Student Learning Outcomes."*

**Due: May 8th  
100 points**

## **J. Submission of Project and Paper on the General Education ePortfolio**

1. Each student in General Education courses at SLCC will maintain a General Education ePortfolio. Instructors in every Gen Ed course will ask you to put at least one assignment from the course into your ePortfolio, and accompany it with a reflective writing piece. It is a requirement in this class for you to add to your ePortfolio.
2. For this course you will upload your ePresentation and Research Paper to your personal ePortfolio. You will submit the link to your ePortfolio to complete this assignment.

**Due May 1<sup>st</sup> – 100 points**

## Assignment Grading

Research Process: 3 Scholarly Articles	150
Research Process: Media Journal	200
Research Process: Cultural Interviews	300
Outside of Class Activity (50 points each)	100
Documentary (2) or Book (1) Analysis	200

**Total:** **950 points**

Final Project ePresentation	100
Final Project ePortfolio	50
Final project paper	100
Learning Outcomes Reflection	100

**Total:** **350 points**

Weekly Attendance/Participation	500
Weekly Reading Responses	100
2 examinations – (50 points each)	100

**Grand Total:** **2000 points**

## Grading Scale:

1880 - 2000	A	1540 - 1599	C+	1200 - 1299	D-
1800 – 1879	A-	1500 – 1539	C	and below	E
1740 - 1799	B+	1400 – 1499	C-		
1700 – 1739	B	1340 – 1399	D+		
1600 – 1699	B-	1300 – 1339	D		

# ETHS 2410 COURSE OUTLINE

Week	Topic	Readings
<b>Week 1</b>	<b>Week 1 - Welcome to Class</b> Introduce course, review assignments. Affirmation vs Promotion, Culture as an iceberg, Relational Cultural Theory in the Classroom	Weaver 1
<b>Week 2</b>	<b>Week 2 - History of American Slavery</b> Review and discuss history of American slavery within the context of the TransAtlantic slave trade, the impact on African American Cultural experiences. Introduce social work concept: person in environment fit	Weaver 6 Canvas Readings
<b>Week 3</b>	<b>Week 3 - Legislating the African American Experience</b> Overview of American legislation that defined the lived African American experience. Apply person in environment fit and discuss racism, oppression, systemic, institutional and personal power/prejudice.	Weaver 2 Weaver 3 Canvas
<b>Week 4</b> RICE 1	<b>Week 4 - Strengths of the African American Family</b> Introduce and discuss indigenous functioning within the African American family, specific roles of African American family members, general discussion of familial impact and racial socialization.	Weaver 4 Waites 1, Waites 2 Canvas
<b>Week 5</b> RICE 2	<b>Week 5 - Racial Identity Development and Racial Socialization</b> Discuss racial identity development models, apply to current events, apply impact of family as social buffer for youth development, tools to utilize in social work practice to value worth of relationships and dignity of people	Canvas Waites 3
<b>Week 6</b> RICE 3	<b>Week 6 - Influences of the African American Church</b> Introduce African American church history and experience; African American church as environmental system, functions of the church environment, Christianity, Black Liberation Theology, Black Muslims, Nation of Islam	Waites 5 Canvas
<b>Week 7</b> RICE 4	<b>Week 7 - History of African American Music</b> Introduce types of African American music as expressed through roots in the African American church. Introduce Hip Hop as an extension of expression within the context of black male identity	Waites 5 Waites 10 Canvas
<b>Week 8</b> RICE 5	<b>Week 8 - Exploring African American Literature &amp; Thought</b> Introduce Harlem Renaissance literature, authors, poets and leaders. Connect artistic expression of the Renaissance to contemporary artistic expression. Review and discuss poetry and song lyrics from the time period. Explore the context and backdrop of black thought in America	<b>Canvas</b>
<b>Week 9</b>	<b>Spring Break</b>	
<b>Week 10</b> RICE 6	<b>Week 10 - Addressing African American Power &amp; Politics</b> Review history of African American leadership, compare the qualities of a leader and the accomplishments, discuss civil rights movement leadership, discuss black panther party leadership, discuss hip hop activism and social work practice	<b>Canvas</b> <b>Waites, 10</b>
<b>Week 11</b> RICE 7	<b>Week 11 - Defining African American Beauty</b> Review and discuss the impact of media in creating the standard of blackness, masculinity, femininity and beauty, impact of standards on the African diaspora, cultural expectations within colorism, social work practice: self-	<b>Canvas</b>

	worth	
<b>Week 12</b> RICE 8	<b>Week 12 - Exploring African American Education</b> Challenges facing k through 12 curriculum, school to prison pipeline, history of black colleges and universities, black greek-letter organizations influence and impact, social work practice in the school setting	<b>Canvas</b> <b>Waites 7</b> <b>Waites 8</b>
<b>Week 13</b> RICE 9	<b>Week 13 - Understanding African American Language</b> Introduce and discuss scholarship around "the n-word," ebonics, African American Vernacular English (AAVE), and the impact of slang and layered meaning, how command of language shows up as artistic expression in hip hop, what it means to be a lyricist; discuss social work practice regarding linguistic flexibility.	<b>Waites 3,</b> <b>Waites 9</b> <b>Canvas</b>
<b>Week 14</b> RICE 10	<b>Week 14 - Engaging African American Health</b> Review health statistics impacting the African American community and the trajectory over time that contributes to current health issues, HIV, AIDS, diabetes; social work practice in the community health setting	<b>Waites 4</b> <b>Canvas</b>
<b>Week 15</b> RICE 11	<b>Week 15 - Being African American in Utah &amp; African American Latter Day Saints</b> Panel discussion of African Americans living in Utah in and outside of the LDS Church; Experiences and expectations along the life span; Share history of LDS members of African descent; impact of Church leadership on Black followership; Social Work practice and religious beliefs	<b>Canvas</b>
<b>Week 16</b> RICE 12	<b>Week 16 - Creating African American Promise and a African American Future</b> Conclude course with discussions of social issue research projects and the ability to make a local impact with the work that has been started, share examples of successful interventions in the United States and abroad.	<b>Canvas</b>
<b>Finals Week</b> <b>May 5<sup>th</sup> – 9<sup>th</sup></b>		

# Detailed Assignment Descriptions

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## **1. Outside of Class Activity (50 points – minimum of 2)**

For this assignment, you will attend an activity outside of the classroom meeting day and time. This can be a community event, an art exhibit, a performance, as well as online activities (radio shows), documentary screenings, etc. If you are wondering if something counts as an outside of class activity, ask.

- When you submit the assignment, complete the following points for credit:
  - Identify the event you attended (date, location, attach a website if possible)
  - Why did you choose to attend this event?
  - What were your thoughts about the event before you went?
  - Reaction – Share three (3) reactions you had to this event
  - Insight – Share three (3) insights that you gained from this event
  - Concept – Identify three (3) concepts from the readings in this course that can be applied to the event and discuss how they apply
  - Explore – Choose three (3) things that you would like to explore about African American culture because of attending this event.
- For each activity you attend and assignment you submit, the points you receive will accrue through the semester.
  - For example – when you attend the first two activities, you'll receive up to 100 out of 100 points. If you attend six activities, it will show up as up to 300 out of “100” points on Canvas, but it will count towards your favor.

## **2. Book Analysis (100 points)**

## **3. Documentary Analysis (50 points – Minimum of 2 – 100 points)**

## **4. Cross Cultural Interview (200 points)**

See syllabus for explanation

## **5. Media Journal (200 points)**

See syllabus for explanation

## **6. Scholarly Article Review of African Americans in your major (minimum 2 – 50 points each – 100 points)**

See syllabus for explanation