1. Course overview and objectives: The purpose of this course is to provide you with an in-depth analysis of the philosophies, methodologies, styles and impacts of leadership in African American communities. Specifically, this course will
   a. Survey the history of leadership in African American communities from the early 20th century through the present with particular focus on social contexts and the manner in which Black leadership has changed over time;
   b. Critically analyze the shifting goals of African American leadership and the changing ideologies, methods and styles of African American leaders;
   c. Evaluate the current leadership needs of African American communities with particular attention to the role of post-civil rights leaders;
   d. Analyze and evaluate personal leadership characteristics, potential and impact.

2. The nature of interdisciplinary inquiry: In taking an interdisciplinary approach to the study of African American leadership, this course represents the transfer of knowledge and information across several academic disciplines including history, sociology, psychology, political science and anthropology. You will have the opportunity to examine ideas and perspectives from these diverse fields.

3. Student learning objectives: The overall goal for student learning in this course is to strengthen critical analysis abilities and higher level thinking skills. Specifically, by the end of this course, you will be able to
   a. Define leadership and identify its various components
   b. Discuss the goals, methods, styles and ideologies of African American leadership
   c. Explain the influence of historical context on transformations that have occurred in the arena of African American leadership
   d. Evaluate the current leadership needs of African American communities and the effectiveness of contemporary African American leaders
   e. Analyze and evaluate your own leadership qualities, skills, strategies and effectiveness

4. Performance expectations: This course is totally on-line, with no requirements for face-to-face meetings or visits to campus. You will need to spend at least 6-8 hours per week on reading, research, writing, video viewing and on-line discussion assignments for this course. Please note these additional considerations:
   a. Critical thinking, reading and writing: I expect that you will think critically, read thoroughly and write well. My approach to this expectation is based on Bloom’s Taxonomy, a system that ranks learning behaviors from simple and concrete to more complex and abstract:
      i. Knowledge – recall or recognition of facts, ideas and information in the same form in which it was presented
      ii. Comprehension - understanding information well enough to translate, interpret or change it from one form to another
      iii. Application – using information, facts, rules or principles to produce certain results, to solve problems or to complete specific tasks
      iv. Analysis – separating a whole into its component parts for the purpose of examining the underlying structure
      v. Synthesis – combining and integrating ideas in new ways to create unique products, plans or proposals that include making predictions and/or drawing conclusions
      vi. Evaluation – making choices/judgments or forming opinions based on reasoned argument and assessment of evidence

   The “higher level thinking skills” mentioned in item #3 (above) are analysis, synthesis and evaluation. Their successful development depends on mastery of the preceding skills (knowledge, comprehension and application). This course will provide ample opportunities for you to practice, strengthen and demonstrate your ability to process at all levels. Student Learning Objectives correspond with the levels of Bloom’s Taxonomy.

   b. Reading assignments: Each and every class reading has been considered carefully, assigned intentionally and judged to be a necessary component of your learning experience. Since they will be the basis for on-line discussions, writing assignments and research, all are required. You may purchase these books through the NCSU bookstore or from on-line booksellers. These books are also on reserve @ DH Hill Library.
      
c. **Internet research**: It is necessary that you become familiar with the historical perspectives needed to understand contemporary African American leadership. Therefore, each module presents a list of people, events and/or social conditions for you to research. Contemporary considerations will also be researched on-line.

d. **Documentary films**: viewing these films is required. They will give you additional insights into historical and contemporary events, people and circumstances that shaped and continue to influence leadership in African American communities.

   i. These films are available for you to view on-line:
      1. For Jobs and Freedom (A. Philip Randolph)
      2. The Road to Brown (Charles Hamilton Houston)
      3. February One (The Greensboro 4)

   ii. These films are available on dVd through the D.H. Hill’s TripSaver service. Use your Unity ID to login and request that a copy of the film be sent to you via postal mail (http://www.lib.ncsu.edu/tripsaver) You will be given a postage paid return envelope so that you can send the dVd’s back to the library as soon as possible after you’ve viewed them:
      1. Unbought and Unbossed (Shirley Chisholm)
      2. Street Fight (Corey Booker)
      3. You can also get “For Jobs and Freedom”, “February 1” and “The Road to Brown” through TripSaver if you’re unable to access them on-line.

   iii. These films are available for you to view on-line through “NC Live”. You must use your Unity ID to login:  
       http://media.nclive.org/www.lib.ncsu.edu:2048/browse_videos.phtml
       2. Marcus Garvey
       3. Against the Odds: Artists of the Harlem Renaissance
       4. Scottsboro: An American Tragedy
       5. African American Lives (Episode 1): Listening to Our Past
       6. The Murder of Emmett Till
       9. America Beyond the Color Line (Episode 3): East Coast: Ebony Towers

   iv. One short film is available on YouTube: http://www.youtube.com/watch?v=rjy9q8VekmE
      1. A Girl Like Me

e. **Writing assignments**: For this on-line course, your writing is the most important way that you can demonstrate what you have learned and how you are thinking about the various issues and topics that will be addressed. It is imperative that you approach all writing assignments with the intention of displaying your best, most thoughtful and thorough analysis, synthesis and evaluation of the topic at hand.

   i. Brief statements about reading assignments, current events, films and/or personal experiences. These will be in response to “short answer” questions presented with each module.

   ii. Reaction papers will require more in-depth analysis and synthesis of current events, readings, films and/or personal experiences. These will be graded on the basis of how well you
      1. seem to understand course readings and films
      2. identify, define and analyze relevant issues
      3. demonstrate sound reasoning in reaching conclusions
      4. integrate course material with personal experiences and life in the “real” world

   iii. On-line discussions may be incorporated into some learning modules and will provide opportunities for you to express your opinions, share ideas and interact with me and your classmates. Discussions will focus on current events, reading assignments and films.

f. **Personal Leadership Profile**: This is an opportunity for you to analyze your personal leadership philosophy, style and preferred methods. Among other research strategies, you will explore local leadership opportunities and identify one that appears to match your leadership strengths and interests. The Personal Leadership Profile is worth 15 points (15% of your grade).

g. **Final Exam**: The final exam will be an opportunity for you to demonstrate your grasp of important concepts as well as your ability to synthesize and integrate what you have learned from the readings, films, and research. The final
exam is worth 15 points (15% of your grade) and will consist of multiple choice items. There will be no mid-term exam. Please note that the final exam will be administered on-line through the Vista system, the date and time to be announced.

h. Academic integrity: NCSU has very clear expectations about academic integrity with serious consequences for cheating, plagiarism and any other form of academic dishonesty. Please familiarize yourself with the Code of Student Conduct, paying particular attention to sections 7-13: http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php

5. Grading: Your grade in this course will be based on the total number of points that you earn for writing assignments, on-line discussion participation, one major project and the final exam. There will be a total of 100 available points. A letter grade will be assigned to the total number of points that you accumulate as follows:

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Grade</th>
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<th>Grade</th>
<th>Total Points</th>
<th>Grade</th>
<th>Total Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 97</td>
<td>A +</td>
<td>89 – 87</td>
<td>B +</td>
<td>79 – 77</td>
<td>C +</td>
<td>69 – 67</td>
<td>D +</td>
</tr>
<tr>
<td>96 – 94</td>
<td>A</td>
<td>86 – 84</td>
<td>B</td>
<td>76 – 74</td>
<td>C</td>
<td>66 – 64</td>
<td>D</td>
</tr>
<tr>
<td>93 – 90</td>
<td>A -</td>
<td>83 – 80</td>
<td>B -</td>
<td>73 – 70</td>
<td>C -</td>
<td>63 – 60</td>
<td>D -</td>
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</tbody>
</table>

6. Students with disabilities: I am responsible for providing reasonable accommodations for students with disabilities. Please let me know as possible if you have a disability and require accommodations. Check this link for NC State’s academic regulation for providing accommodations for students with disabilities: http://www.ncsu.edu/policies/academic_affairs/pols_regs/REG205.00.28.php

7. Class Evaluations: Online class evaluations will be available for you to complete during the last 2 weeks of class. You will receive an email message directing you to a website where you can login using your Unity ID and complete an evaluation survey. All evaluations are confidential.
   a. Evaluation website: https://classeval.ncsu.edu
   b. Student help desk: classeval@ncsu.edu
   c. More information about ClassEval: http://www2.acs.ncsu.edu/UPA/classeval/

8. Learning Modules: This course is organized into 7 learning modules, worth 10 points each for a total of 70 points (70% of your grade). Each module has a set of power point slides that provide background information and the historical context for the material to be covered. Each module also presents a combination of reading, research, film viewing, writing and on-line discussion assignments.
   a. Assignment submission
      i. Short Answer Items: type responses into submission box on assignment page
      ii. Reaction Papers: attach to assignment page.
      iii. Personal Leadership Profile: attach to assignment page
      iv. Submissions are not required for power point, internet research, reading and film viewing assignments.

   b. This semester’s schedule of module topics and assignments:

<table>
<thead>
<tr>
<th>Assignment Due Dates t.b.a</th>
<th>Module</th>
<th>Topics / Themes</th>
<th>Readings</th>
<th>Films/Media</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>Introductions &amp; Preliminary Considerations</td>
<td>Syllabus</td>
<td>Freedom: A History of Us (Episode 7): What is Freedom?</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>• The course</td>
<td>Obama Preface</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>• Obama’s early years</td>
<td>Bynoe Preface, Intro</td>
<td></td>
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<tr>
<td></td>
<td>1</td>
<td>• Hip Hop culture and the nature of post-civil rights leadership</td>
<td>Obama Ch 1-2</td>
<td></td>
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<tr>
<td></td>
<td>1</td>
<td></td>
<td>Bynoe Ch 1</td>
<td></td>
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<tr>
<td></td>
<td>2</td>
<td>Foundations of African American Leadership</td>
<td>Obama Ch 3-4</td>
<td></td>
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<tr>
<td></td>
<td>2</td>
<td>• African American leadership in the early 20th century</td>
<td>Bynoe Ch 4</td>
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<tr>
<td></td>
<td>2</td>
<td>• Racial identity development</td>
<td>Marcus Garvey</td>
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<td></td>
<td>2</td>
<td>• Black political agendas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment Due Dates t.b.a</td>
<td>Module</td>
<td>Topics / Themes</td>
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</table>
|                           | 3      | **Organizing for political, social and economic advancement**  
|                           |        | - African American leadership in the 1920’s  
|                           |        | - Obama’s college years  
|                           |        | - Black cultural revolutions  
|                           | 4      | **Black leadership and the US government**  
|                           |        | - African American leadership in the 1930’s and 1940’s  
|                           |        | - Obama as community organizer  
|                           |        | - Setting agendas for African American leadership  
|                           | 5      | **Leadership strategies**  
|                           |        | - African American leadership in the 1950’s  
|                           |        | - Obama re-connects with Kenyan roots  
|                           |        | - Elements of activism  
|                           | 6      | **Student activism and mass mobilization**  
|                           |        | - African American leadership in the 1960’s and 1970’s  
|                           |        | - Obama meets Rev. Wright; takes first trip to Kenya  
|                           | 7      | **Post-civil rights and the future of African American leadership**  
|                           |        | - African American leadership in the 1980’s, 1990’s and early 21st century  
|                           |        | - The influence of Obama’s past on his future as an African American leader  
|                           |        | - The “new” Black politicians and the influence of hip hop culture on contemporary Black leadership  

<table>
<thead>
<tr>
<th>Readings</th>
<th>Films/Media</th>
</tr>
</thead>
</table>
| Obama Ch 5-6 | A. Philip Randolph: For Jobs & Freedom  
| Bynoe Ch 2 | Against the Odds: Artists of the Harlem Renaissance  
| Obama Ch 7-10 | Scoot'sboro: An American Tragedy  
| Bynoe Ch 5 | African American Lives (Episode 1): Listening to Our Past  
| Obama Ch 11-12 | The Road to Brown  
| Bynoe Ch 5, Ch 7 | The Murder of Emmett Till  
| Obama Ch 13-16 | Freedom: A History of Us (Episode 15): Marching to Freedom Land  
| Bynoe Ch 3, Ch 10 | February One  
| Obama Ch 17-10 | Unbought and Unbossed  
| Bynoe Ch 6, Ch 13 | Street Fight  
| Obama Epilogue | Freedom: A History of Us (Episode 16): Becoming Free  
| Bynoe Epilogue | America Beyond the Color Line (Episode 3): East Coast: Ebony Towers  

<table>
<thead>
<tr>
<th>Last 2 weeks of class</th>
<th>Course Evaluation (available on-line)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last wk of class</td>
<td>Personal Leadership Profile: Self-analysis</td>
</tr>
<tr>
<td>Last day of class</td>
<td>Last due date for ALL late assignments</td>
</tr>
<tr>
<td>Final Exam</td>
<td>(available from 1-4 pm; 2 hrs to complete)</td>
</tr>
</tbody>
</table>

**Food for thought:**  
“...Make the effort to obtain information that will allow you to best guide your destiny. Make your voice heard in the world through your life and works and do not be cowered into inaction by status, tradition, race, ethnicity, gender or affiliation. Do not believe in anything simply because you have heard it. Do not believe in anything simply because it is spoken and rumored by many. Do not believe in anything merely on the authority of your teachers and elders. Do not believe in traditions because they have been handed down to many generations. But after observation and analysis, when you find that anything agrees with reason and is conducive to the good and benefit of one and all, then accept it and live up to it...”  
From the teachings of Buddha