



Levin.

PUBLIC SERVICE. LEADERSHIP. CHANGE.

Course: African American Image on Film (UST 251/Section 1)

Term: FALL 2022

Course Credit Hours: 3

Instructor: Prester Pickett, M.F.A.

Instructor Office Location: Main Classroom Building, Room 137

Instructor Email: p.pickett@csuohio.edu

Instructor Phone Number: (216) 687-3656

Instructor Office Hours: Tuesdays 6:00-8:00 PM

Monday-Friday, 9:00 am-5:00 pm (By appointment only)

Class Meeting Times: Tuesdays and Thursdays, 12:30 PM – 1:45 PM

Class Meeting Location: Berkman Hall, Room 443

Course Description:

This course will examine classic and contemporary films that engaged Black actors in the depiction of the Black (African, African American, and African Diasporic) experience in Urban America and review them from an interdisciplinary perspective framed in the fields of Africana and Urban Studies. It is designed to introduce students to an approach to analyzing the image of Blacks on film that were created by Blacks as well as by others with special attention to their Black aesthetic value, social function, and concerns about epistemic injustices detected in the filmmaking industry. Attention to the accuracy in the reflection of the Black experience will be established through the contrast of viewing feature films and documentaries and engaging in research about the response of Black people to films that depict their lives. Rationale will also be explored to determine why some of the early stereotypical images still have a lasting presence on the silver screen and television through an examination of various media theories. Supplemental readings and viewings of feature films and documentaries will explore debates about certain films. Additionally, the agency in the Black community through the production of films will be investigated to determine influences on city programming and urban politics.

Learning Outcomes:

Students will be engaged with assignments designed to fulfill the requirements for the General Education requirements for an African American experience course in addition to develop information literacy and critical thinking skills. Hence, the following are the learning outcomes associated with this course for students who acquire at least a C grade in this course:

1. Students will be able to recognize in their examination of films the elements of Black culture and consider the social, economic, and political factors that are depicted in those films in addition to various interests that led to their development.
2. Students will be able to evaluate a film's ability to reflect Black aesthetic values as well as have a social relevancy that explores intersectionality through both inter and intra-cultural dynamics.

3. Students will employ the use of interdisciplinary terms and concepts from the disciplines of Africana Studies and Urban Studies to categorize certain films according to a particular methodological approach that explores the countering or continuance of stereotypes and epistemic injustice in the film industry.
4. Students will be able to locate and incorporate scholarly material in their evaluation of historical references in films as factual, speculated, or fictional information as they analyze historical and contemporary portrayals of the Black experience produced by challenged and privileged groups.
5. Students will be able to employ critical thinking and information literacy skills as they examine reviews of films, commentaries by film makers, actors, and cultural critics as well as code particular films and write analytical summaries in accord with APA guidelines.

Course Requirements:

1. Students are required to afford access to NetFlix or other on-line services through a computer to view movies and documentaries within and outside of Michael Schwartz Library.
2. Students are expected to have a knowledge of how to establish a Personal Identification Number (PIN) to access material in the Michael Schwartz Library including Films on Demand, Kanopy, Course Reserves/ECR (with the appropriate code: **6416**), and Citation Guides to understand APA guidelines (which are required for all writing assignments in this course).
3. Students should understand how to access Blackboard in order to receive course updates, supplemental instructional material as well as utilize Blackboard Collaborate as an option to attend class electronically when approved.
4. Professionalism at all times is required with a special sensitivity for discussing very controversial material that deals with race and other serious issues. Material that will be screened in this class will have both PG and R-Rated warnings, where explicit behavior, language, and content will be examined. Writing assignments and in-class discussions should refer to the “N-Word”, “F-Word”, “B-Word” or substitutions for other offensive terms instead of using the actual words that can be perceived as derogatory. There is an expectation that a level of respect and cultural awareness are exhibited at all times. Otherwise, disclaimers prior to utilizing any objectionable language that is being quoted to substantiate a point during a discussion should be made. Overall, the instructor has a right to terminate any discussion and ask for inconsiderate students to leave the classroom if they continue rude expressions after receiving a warning that their behavior is disrupting student learning.
5. Attendance to all classes are mandatory and are accounted for through the collection of classwork and homework assignments. Any absences or consistent tardiness must be announced with an email to the instructor as soon as possible. More than two requests to submit late assignments can result in the denial of the acceptance of work or the deduction of points at the discretion of the instructor. Penalties for late work beyond two assignments are determined based on documented emails received from the student and have responses from the instructor. All late assignments must be turned in to the instructor during a class period or during an in-person office visit when a student returns to class after an absence with a late submission form attached to the assignment (Avoid sliding late work under a door. If work is presented to an office worker, you should acquire the name of that person).
6. All homework and classwork assignments must be presented as a hard copy to the instructor in accord with its due date. It is not the instructor’s responsibility to print out any assignments submitted electronically through emails. **No electronic submissions of assignments will be graded.**

General Education Requirement:

This class is approved as a General Education 08 course meeting the requirements for the African-American Experience. Skill areas for this class include Critical Thinking and Information Literacy.

African-American Experience Criteria:

1. This course has a primary focus on the contemporary experience of African-Americans and maintains the perspectives, experiences and/or achievements of African-Americans themselves as central to the course.
2. This course provides students with knowledge of how the field of Urban Affairs studies and analyzes the African-American experience.
3. This course provides students with a theoretical and empirical framework for understanding inequality and distinguishing aspects of the African-American experience.

Skill Area: Critical Thinking Criteria

1. This course requires that at least 15% of the student's grade in the course is based on an evaluation of critical thinking.
2. This course requires students to attain skills beyond lower-level knowledge, thereby requiring skills that involve the use of content knowledge (e.g. finding information to solve a problem).

Skill Area: Information Literacy

1. This course designates at least 15% of the student's grade based on an evaluation of information literacy.
2. This course requires students to evaluate the accuracy, authority, currency, objectivity, and reliability of information sources.
3. This course directs students to respect the ethical and legal uses of information. Quoted material must be placed within quotation marks and paraphrased information must be documented in accord with American Psychological Association (APA) guidelines through required in-text citations that announce page numbers or time markers. Plagiarism may result in a student receiving a failing grade for the piece of work involved.

Plagiarism

Plagiarism is stealing and/or using the ideas or writings of another in a paper or report and claiming them as one's own. This includes but is not limited to paraphrase or direct quotation of work (including data) derived by another person without full and clear acknowledgment of the original source.

The penalties for plagiarism are found in full in the Student Handbook (Office of Student Life) under Academic Regulations (Policy on Academic Misconduct) at the following link:

<https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf>

Student Code of Conduct

In order to carry out its mission, the CSU community shall promulgate and enforce appropriate rules, regulations and policies and act when violations of such rules, regulations and policies occur. Also, see the Viking Creed.

SUPPORT RESOURCES:**CSU Counseling Center**

1836 Euclid Avenue
UN 220
Cleveland, Ohio 44115
Phone: (216) 687-2277
Fax: (216) 523-7219

Office Hours

Mon. – Fri. 9am to 5pm

The Office of Disability Services

In accordance with federal law, if you have a documented disability, you may be eligible to request accommodations from The Office of Disability and Testing Services. For more information regarding available accommodations and registration, please call 216.687.2015 or stop by their office in Rhodes West 210. Please keep in mind that accommodations are not retroactive.

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services which is located in Rhodes Tower West, Room 210 and accessible by telephone by calling (216) 687-2015. Accommodations need to be requested in advance and will not be granted retroactively. Students should notify the instructor as soon as possible if they have been granted an accommodation through the Office of Disability Services.

Testing Services**For scheduling exams:**

(216) 687-2272 testingservices@csuohio.edu

Web Contact:

Jeffrey Dell
Phone: (216) 687-2015
j.dell@csuohio.edu

Writing Center

The CSU Writing Center offers a variety of services to students and faculty/staff. Information on our services can be found on the website - <https://www.csuohio.edu/writing-center/writing-center>.

Dr. Mary McDonald
216-687-6981
Phone: 216-687-6982

Fax: 216-687-6943

CARE (Community Assessment Response & Evaluation) Team

All students, faculty, and staff are valuable members of the CSU Community. For you to know you are not alone in addressing concerns or barriers in your life; CARE is here for you. Community Assessment Response & Evaluation, better known as CARE works collaboratively to support your wellbeing and safety, while promoting a culture that encourages reporting of concerns. CSU is a community and we support each other.

Phone: (216) 687-2048

Email: magnusacts@csuohio.edu

Division of Campus Engagement, Diversity, Equity, and Inclusion

This office on campus houses all the student and staff affinity groups. For a full list see -

<https://www.csuohio.edu/sites/default/files/2021%20Student%20and%20Employee%20Cultural%20and%20Affinity%20Group%20Organizations.pdf> 8.

Counseling Center The mission of the CSU Counseling Center is to support and empower our diverse student community through the provision of psychological services. Their services are confidential and include individual, couples and group counseling, crisis intervention, consultation, psycho-education, and referrals. These services are designed to help students cultivate their strengths and overcome obstacles to obtain their personal, academic, and career goals.

Office of Institutional Equity

The Office of Institutional Equity (OIE) promotes student success by administering the University's Policy Against Harassment, Discrimination, Sexual Violence and Retaliation, and the University's Equal Opportunity policy statement. OIE oversees the University's compliance with federal and state laws, including Title VI, Title VII, Title IX and ADA, that prohibit discrimination and harassment based on race, sex, pregnancy, religion, color, age, national origin, veteran and/or military status, genetic information, disability, sexual orientation, gender identity or expression, marital status or parental status.

Federal law, including Title IX, and University policy require that CSU address discrimination, harassment and sexual violence and enable students affected by these issues to have the same opportunity to succeed as other students. To do this, the CSU Office for Institutional Equity (OIE) provides information, identifies resources (counseling, medical, advocacy, safety planning), issues academic accommodations (excused absences, extended deadlines, late withdrawals, alternative assignments) and other accommodations (No Contact Directives, changing living arrangements). Any student affected by discrimination, harassment and/or sexual violence and seeking assistance, should contact the Office for Institutional Equity by calling 216-687-2223, sending an email to r.lutner@csuohio.edu or m.vogelgesang@csuohio.edu, or visiting AC 236.

Administration Center

Room 236

2300 Euclid Avenue

Phone: 216-687-2223

Fax: 216-687-9274

OIE@csuohio.edu

Evening and weekend urgent matters (text or call)

Phone: 216-369-9445

UST 251 Course Schedule for Fall 2022

Week of Course	Reading and Viewing Assignments	Homework (HW) and Classwork (CW) Assignments
Week 1: Course Intro, Methodology, & History of Race Movies August 30, September 1	Course Syllabus “The Color Line: Black and White Aesthetic Values” talk by Barbara Shae-Jackson (Accessible on-line) “Towards a Model to Consider the Social Function of Art” (Accessible on-line) <i>Racial Stereotypes in the Media</i> (Accessible through Films on Demand) <i>Black Hollywood: The Way It Was</i> (Parts I & II)	CW 1: Survey on awareness of course terms and concepts (Due: September 1, 2022) PowerPoint on the student’s career interest represented in a Black film (Due: October 20, 2022) HW 1: <i>Black Hollywood: The Way It Was</i> (Parts 1 & 2) Worksheet (Due: September 6, 2022)
Week 2: Content Analysis/Coding & Media Theories September 6, 8	<i>Uncle Tom’s Cabin</i> (1987—Accessible on-line) <i>Nature of Stress</i> (Accessible through Films on Demand) Note: Media Theories employed in this course include Cultivation Theory, Hypodermic Needle Theory, Two Step Flow Theory, Uses and Gratification Theory, and Reception Theory	CW 2: Identify ten coping mechanisms discussed I the documentary <i>Nature of Stress</i> (Due: September 6, 2022) HW 2: Code scenes in <i>Sankofa</i> that display manifest examples of behaviors that correspond with list of psychological terms (PTSD, Stockholm Syndrome, Stereotype threat, Cognitive dissonance, Survivor’s Syndrome) (Due: September 13, 2022)
Week 3: Content Analysis/Coding with specific film genre (docudramas, sociodramas, and biopics) September 13, 15	<i>Sankofa</i> (Accessible through Netflix) Kanye West and Snoop Dogg quotes about slavery and slave films (Accessible on-line)	CW 3: Acquire a quote from a fellow student in response to comments by Dogg and West to be used as a personal communication in accord with APA guidelines. (Due: September 15, 2022) HW 3: Identification of elements of Black culture observed in <i>Daughters of the Dust</i> (Due: September 20, 2022)
Week 4: Elements of Black culture, 20 th Century Mindsets, and Double-consciousness September 20, 22	<i>School Daze</i> (Accessible through an on-line service) <i>Burning Sands</i> (Accessible through Netflix) <i>Black Ethnicity</i> (Chapter 4—Accessible through Electronic Course Reserves) <i>Souls of Black Folk</i> by W.E.B. DuBois (Chapter 1: “Of Our Spiritual Strivings”) (Accessible on-line)	CW 4: Complete a chart that aligns characters in <i>School Daze</i> with the trajectory of mindsets associated with the interests of Booker T. Washington (accommodation), W.E.B. DuBois (integration), and Marcus Garvey (separation) (Due: September 22, 2022) HW 4: Identification of an element of Black culture observed in <i>The Language You Cry In</i> that corresponds with the same element in <i>Daughters of the Dust</i> (Due: October 4, 2022)

Week 5: Cultural Relativism and Social Stratification September 27, 29	<i>Daughters of the Dust</i> (Accessible through Kanopy) <i>Herskovits at the Heart of Blackness</i> (Accessible through Films on Demand)	CW 5: Identification of a classmate's engagements with the elements of their culture (Due: September 29, 2022)
Week 6: Research and Information Literacy Skills October 4, 6	<i>Daughters of the Dust</i> (Accessible through Kanopy) <i>The Language You Cry In</i> (Accessible through Films on Demand) (Note: On Oct.4 the class will be held in the Computer Lab on the 1 st Floor of the Michael Schwartz Library)	HW 5: Identification of 2 sources from the Michael Schwartz Library that corresponds with the element of Black culture researched in <i>The Language You Cry In</i> and <i>Daughters of the Dust</i> and add it to a list of references in accord with APA guidelines (Due: October 11, 2022)
Week 7: Background of the Filmmaker October 11, 13	<i>Black Hollywood: The Way It Was</i> (Parts 3-4— Accessible in Films on Demand) Introduction to Black Studies by Maulana Karenga (Chapter 7: Black Creative Production accessible through Electronic Course Reserves/Access Code: 6416) <i>Ethnic Notions</i> (Accessible on Films on Demand)	CW 6: <i>Ethnic Notions</i> Worksheet (Due: October 13, 2022) HW 6: <i>Black Hollywood: The Way It Was</i> (Parts 3 & 4) Worksheet (Due: October 18, 2022)
Week 8: Epistemic Injustice and Alternative Value Systems October 18, 20	<i>Solving Black Inner-City Poverty: William Julius Williams</i> (Accessible through Films on Demand)	CW 7: <i>Color Adjustment</i> Worksheet (Due: October 20, 2022) PowerPoint on the student's career interest represented in a Black film (Due: October 20, 2022)
Week 9: October 25, 27	<i>Midterm Break</i>	
Week 10: Supreme Court rulings November 1, 3	<i>A Raisin in the Sun</i> (Accessible on-line) <i>Thug Notes on A Raisin in the Sun</i> (Accessible on-line)	CW 8: Write a developed paragraph with a sentence that includes an informative signal phrase and a quote from <i>Solving Black Inner-City Poverty</i> that conceptualizes an alternative value system. (Due: November 3, 2022)
Week 11: National Reports November 8, 10	<i>Claudine</i> (Excerpts--Accessible on-line) <i>I Know Why the Caged Bird Sings</i> (Excerpts-- Accessible on-line) <i>Cornbread, Earl and Me</i> (Excerpts--Accessible on-line) <i>Superfly</i> (Excerpts— Accessible on-line)	HW 7: Correspond films that have scenes in alignment with the following national reports: Moynihan(The Price of Fairness), Kerner Commission (Bill Moyer's Journal: Race and Politics in American Cities), Coleman (The Price of Fairness), and Nixon's War on Drugs (Due: November 15, 2022)

Week 12: Intra and Inter-cultural violence November 15, 17	<i>Moonlight</i> (Accessible in Kanopy) “What’s Behind Black-on-Black Violence at Movie Theaters” (Accessible in the Michael Schwartz Library) <i>The Game</i> (Hollywood Segment—Accessible in Films on Demand) “Streih Up Menace” (Accessible on-line) <i>This Changes Everything</i> (Accessible in Kanopy)	CW 9: Analysis of the lyric “Streih Up Menace” from the soundtrack of <i>Menace II Society</i> (Due: November 17, 2022) HW 8: Identify statistical data in <i>This Changes Everything</i> that is derived from an announced source in the documentary that conducted research (Due: November 22, 2022)
Week 13: The People’s response to a film November 22, 24	<i>Do the Right Thing: Making Of</i> (Accessible on YouTube) <i>Bell Hooks Cultural Criticism and Transformation</i> (Accessible on-line)	CW 10: Identify sites in Cleveland where scenes from <i>Do the Right Thing</i> could have been filmed (Due: November 24, 2022)
Week 14: Critical Race Media Literacy Analysis November 29, December 1	<i>The Hate U Give</i> (Accessible for screening in the Howard A. Mims African American Cultural Center) “White Washing Through Film: How Educators Can Use Critical Race Media Literacy to Analyze Hollywood’s Adaption of Angie Thomas’ <i>The Hate U Give</i> ” (Accessible in the Michael Schwartz Library)	HW 9: Create character profiles for the characters from <i>The Hate U Give</i> that are highlighted in “White Washing Through Film” and can be used to explain the continuation or countering of stereotypes (Due: December 6, 2022)
Week 15: Unified Film Population Identification Methodology (UFPIM) December 6, 8	<i>The Hate U Give</i> “The Criminological Cultivation of African-American Municipal Police Officers: Sambo or Sellout” <i>Life of Black Cop</i> (Accessible in Films on Demand)	HW 10: Create a survey to collect qualitative data with five questions for someone who watched <i>The Hate U Give</i> . (Due: December 8, 2022)
Week 16: Final Exam December 12, 15	FINAL EXAM Administered in Class Tuesday, December 13, 2022 12:30 PM-2:30 PM	

Weighting of Assignments

Final Exam	30% (300 points)
PowerPoint Presentation	20% (200 points)
Homework Assignments	30% (300 points or 10 assignments @ 30 points each)
Classwork Assignments	20% (200 points or 10 assignments @ 20 points each)
Maximum Extra Credit	10% (Maximum 50 points without instructor approval)

Student Grading

CSU uses the following letter grades with plusses and minuses. In the Levin College the letter grades follow this numeric scale:

A	= 94-100%
A-	= 90-93
B+	= 87-89
B	= 83-86
B-	= 80-82
C+	= 77-79 (there is no C+ grade for graduate students; C = 70-79 for grad students)
C	= 70-76 for undergraduates, 70-79 for grad students
D	= 60-69 (there is no D for graduate students)
F	= 59 and below for undergraduates, 69 and below for graduate students

Grades of "I" and "X"

- **X – Effective Fall 2016, for undergraduate courses the grade of "X" can only be administratively assigned by the Office of the University Registrar to indicate a grade has not been assigned by an instructor. For undergraduate students who have stopped attending/participating without notification and have not completed all assignments for reasons that cannot be determined, instructors should assign the earned grade. Any grade of "X" will become a grade of "F" at 11:59 PM the day following the grading deadline.**
- **I - Incomplete.** The "I" grade is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student.

An "I" grade can be assigned by the instructor when all three of the following conditions are met:

1. Student is regularly attending/participating in the class and has the potential to pass the course;
2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor; and
3. Student has notified the instructor prior to the end of the grading period and signed a written notification about the terms needed to complete the course requirements.

IMPORTANT DATES

First Weekday Class	August 29, 2022
Last Day to Drop with Full Refund	September 2, 2022
Last Day to Join a Course Waitlist	September 2, 2022
Last Day to Add (CampusNet Registration)	September 4, 2022
Last Day to Drop	September 9, 2022
Course Withdrawal Period Begins - 'W' Grade Assigned	September 10, 2022

Labor Day (University Holiday)	September 5, 2022
University Census Date	September 12, 2022
Indigenous Peoples' Day / Columbus Day Observed Tuesday (No Classes - Offices Open)	October 11, 2022
Mid-Semester Grading Deadline (Monday)	October 24, 2022
Last Day to Withdraw from Courses	November 4, 2022
Veterans Day (University Holiday)	November 11, 2022
Thanksgiving Recess (No classes Thursday to Sunday) <i>November 25, Columbus Day observed for employees.</i>	November 24-25, 2022
Last Day of Classes	December 9, 2022
Exam Week (Monday - Saturday)	December 12-17, 2022
Commencement	December 18, 2022
Final Grades Submission Deadline (All Sessions)	December 20, 2022
Final Grades Available to Students	December 21, 2022
Fall Semester Student Incomplete Work Deadline	May 5, 2023
Fall Semester Incomplete Grade Submission Deadline	May 9, 2023