

## Flipped IN-CLASS Lesson Plan Template

<b>Topic or concept:</b> Defining the Field and Objectives of the Black Studies Discipline	
<b>Basic objectives for preparatory work:</b> <ol style="list-style-type: none"> <li>1. Identify the fundamental ideas/theories that ground the field of study.</li> <li>2. Identify the four key external movements that influenced the formation of the discipline.</li> <li>3. Give examples that demonstrate the experiences of students while attempting to create African American History/Studies as a discipline.</li> </ol>	<b>Advanced objectives for classwork &amp; after class work:</b> <ol style="list-style-type: none"> <li>1. Recall how African American History/Studies originated as a discipline.</li> <li>2. Illustrate the perspectives of disciplinary difference between African American and Pan-African Studies.</li> <li>3. Outline the ideological debates about the objective of African American History/Studies.</li> <li>4. Summarize the ways in which Black Studies offers a counter history to “traditional” American History.</li> </ol>

	Time planned	Activity and rationale	Resources needed
0:00 – 0:03	3 Minutes	Outline Key Concepts and Learning objectives	Paper: Students will record key learning objectives
0:04 – 0:09	5 Minutes	Student Presentations	3 – 4 students will share w/class research news articles
0:10 – 0:15	5 Minutes	Reading Quote Analysis/5 minute “Think Paper”	PPT slide w/analytical quote/Paper to record thoughts
0:16 – 0:19	3 Minutes	Think-Pair-Share	Students will pair up w/one another and discuss
0:20 – 0:30	10 Minutes	Mini-lecture:	Lecture prep/PPT slides
0:31 – 0:35	4 Minutes	In-class video	YouTube: In-class Video
0:36 – 0:40	4 Minutes	Chalk Talk	Chalk – students at board, create word cloud
0:41 – 1:00	19 Minutes	Mini-lecture:	Lecture prep/PPT slides
1:01 – 1:10	9 Minutes	Prediction	Assigned reading articles
1:11 – 1:15	4 Minutes	Wrap-up: Muddiest Point	Paper: record thoughts/share/discuss as an entire class

## Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
<p>Illustrate the perspectives of disciplinary difference between African American and Pan-African Studies.</p>	<p>Critical Response Paper. Within the assigned reading, <i>Black History: An African Background</i> by Maulana Karenga and 8 by Martha Biondi, the authors outline several viewpoints/objectives of African American Studies and Pan-African Studies as a field of study/discipline. For the short response paper, select two objectives outlined in the reading and explain each objective in detail. This provides practice in identifying and explaining the continued importance of studying this academic field as well as give students a basis/threshold of what we will continue to study throughout course.</p>	<p>On Canvas there is a Critical Response Paper prompt (listed under week 2 folder); read this prompt and respond utilizing the assigned reading: <i>Black History: An African Background</i> by Maulana Karenga. Once your critical response paper is complete (2-3 pages), upload your document to the link provided by the listed deadline date/time.</p>

## GUIDED PRACTICE

Class: PAS 1510 – Introduction to African American History

Date assigned: June 3, 2019

Date due: June 5, 2019 (Submit online via Canvas and bring hardcopies to class)

Time estimate to complete this assignment: 45 – 60 Minutes

### Overview/Introduction

This lesson examines how the discipline of African American Studies originated and its purpose.

What we'll examine today is the creation and evolution of African American History/Studies as a discipline. We'll talk about the disciplinary formation; the way ideas and thoughts as well as dominant ideologies and truths have been historically formed and, the role various strains of thought played into shaping African American Studies. Basically, what this means is African American History/Studies was not a discipline that was "welcomed" in the academy, it was demanded by students wanting to challenge the way people of African descent were studied and included within academia. This is important because the struggle is on-going and students and Black Studies departments are still fighting for their existence –funding, the hiring of qualified people to teach the subject and recruitment of Black students. To that end, it is important to understand the origins of the discipline, what it was attempting to explore, why we study it from multiple perspectives (Africana/African American History/Black Studies/Pan-African Studies) and the role student activism played in shaping the university curriculum.

### Learning Objectives

Basic objectives

1. Identify three people who were instrumental in creating the discipline.
2. Explain two challenges institutions and students faced in forming the discipline.
3. Give two examples that demonstrate the experiences of students while attempting to create African American History/Studies as a discipline.

Advanced objectives

1. Identify the fundamental ideas/theories that ground the field of study.
2. Identify the four key external movements that influenced the formation of the discipline.
3. Explain the philosophical ideology of Sankofa; summarize the role Sankofa played in forming the discipline.
4. Give examples of the ways in which the Third World Liberation Front was central in demanding the creation of the African American History/Studies discipline.

## Preparatory Activities and Resources:

- a. In preparation of our class meeting, please read the two assigned articles (listed on the reading list for week two) and take Cornell Notes for each reading assignment (see an example of Cornell Notes posted on the Canvas site).
- b. Watch video: Left of Black with Martha Biondi. This short video will be helpful in thinking about the origins of the Black Studies movement. This video will help you discuss/think about the Third World Liberation Front organization and will provide examples that demonstrate the experiences of students as they organized for African American History/Studies within the university setting at San Francisco State University.

### Playlist of resources

#### **Article**

Biondi, Martha. "Moving Toward Blackness: The Rise of Black Power on Campus" in *The Black Revolution on Campus*. Berkeley, CA: University of California Press, 2012.

Karenga, Maulana. "Black History: An African Background" in *Introduction to Black Studies*. Los Angeles, CA: University of Sankore Press, 1993.

#### **Video**

Left of Black with Martha Biondi: <https://www.youtube.com/watch?v=aiBo53ZoVYQ>

## Exercises: Please complete by June 5, 2019 (prior to first class meeting).

- Upload your Cornell Notes assignment to the appropriate link prior to our in-class meeting. You might also find it helpful to print the Cornell Notes out and bring to class as this will help facilitate discussion within class.
- Within your Cornell Notes from the readings, make sure you have identified scholars instrumental in creating the discipline, explain challenges institutions and students faced in forming the discipline and provide examples that demonstrate the experiences of students while attempting to create African American History/Studies as a discipline

## Questions?

If for some reason you need help, make sure to post a question to the Q & A Discussion Board on Canvas. This way, anyone can "chime" in and help and, if others also have questions, it will benefit the entire class. As always, feel free to e-mail me directly.

## ADVANCED PRACTICE

Class: PAS 1510 – Introduction to African American History

Date assigned: June 3, 2019

Date due: June 8, 2019 (Submit online via Canvas)

Time estimate to complete this assignment: 60 – 75 Minutes

### Learning Objectives

#### Advanced objectives

1. Recall how African American History/Studies originated as a discipline.
2. Illustrate the perspectives of disciplinary difference between African American and Pan-African Studies.
3. Outline the ideological debates about the objective of African American History/Studies.
4. Summarize the ways in which Black Studies offers a counter history to “traditional” American History.

### Activities & deliverables

For our post-class meeting, student groups assigned in class will engage in a reflective critical response paper/summary. Responses need be typed (double-spaced; font size-12; margins 1 inch around;.pdf or .doc) and integrate ideas from a variety of the course readings and videos for that week. Critical responses need to identify the main objectives/points of the articles/videos and engage what the authors commonly agree upon and/or state as their central focus around the creation of the Black Studies discipline. How are these articles and videos “speaking” to one another or, are divergent ideas presented? Work together to analyze central point’s made by authors while developing a thesis and constructing a central claim. Submit this assignment to the group link no later than Saturday, June 8<sup>th</sup> online via the link on Canvas.

### Resources:

#### Articles:

Biondi, Martha. “Moving Toward Blackness: The Rise of Black Power on Campus” in *The Black Revolution on Campus*. Berkeley, CA: University of California Press, 2012.

Karenga, Maulana. “Black History: An African Background” in *Introduction to Black Studies*. Los Angeles, CA: University of Sankore Press, 1993.

#### Videos:

Left of Black with Martha Biondi: <https://www.youtube.com/watch?v=aiBo53ZoVYQ>

"The Turning Point" The San Francisco State '68 Strike: <https://www.youtube.com/watch?v=Qd6-P3kHRBY>

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