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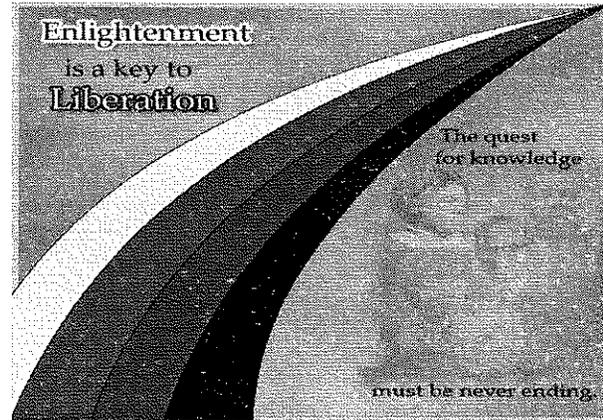
African and African American Studies Program Newsletter

Volume 12, Issue 1

Winter Quarter 2007

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DIRECTOR'S WORDS:

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AFS welcomes back all returning majors and minors and says greetings to all new students. I want to encourage all to stop by my office so that we can keep abreast of what is happening in your academic lives.

AFS recently began a pilot project—The First Grade Academic Improvement Initiative (FGAII)—along with Corinthian Baptist Church and the Dayton Public Schools. FGAII focuses on disadvantaged first grade students, providing

them with special tutoring in math, reading, and science.

Presently, students from the College of Liberal Arts and the Raj Soin College of Business are serving as tutors. If you would like to participate as a tutor, please contact Professor Alyce Jenkins or Ms. Nancy Buckheister at 775-5532.

I wish you all the best in your studies this quarter.

Dr. Paul R. Griffin

Director, African and African American Studies

AFS Winter Quarter Courses

African and African American Studies Program

Wright State University
144 Millett Hall
(937) 775-5532

A minor brings beginning knowledge

A major offers greater understanding

Choose one TODAY



Mary McLeod-Bethune



Malcolm X



Zora Neale Hurston



W.E.B. Dubois



Barbara Jordan



Martin Luther King

Darkness cannot drive out darkness;
only light can do that.

Hate cannot drive out hate; only love
can do that. Hate

multiplies hate, violence multiplies
violence, and toughness

multiplies toughness in a descending
spiral of destruction....The chain reaction
of evil-hate begetting hate, wars
producing more wars--must be broken,
or we shall

be plunged into the dark abyss of
annihilation."

Martin Luther King, Jr., Strength To
Love, 1963.

AFS 200-01 What is the African and African American Experience M,W,F (12:15 - 1:20) TBA Location-- Jones

A historical and methodological analysis of the Diaspora struggles of persons of African descent to create a life and distinct culture among world civilizations.

AFS 402-01 Idea of Race/Racism, 1619-1865 T, R (2:15-3:55) TBA Location -Griffin

This course studies the religious ideas that defined and sustained Anti-Black practices from 1619 to 1865.

AFS 499-01 Special Topics T, W, R (3:00-6:00) Off Campus

Independent Study for First Grade Academic Improvement Initiative. Department approval required.

ATH 447-01 (W) Peoples & Cultures of Africa- M,W,F (2:15-3:55) TBA Location-- Owens

Survey of the peoples and sociocultural systems of Africa with emphasis on sub-Saharan ecological and biocultural relationships. Writing Intensive.

COM 104 Intro to Human Communication- Various Days and Times TBA Location-- Antolik

This course surveys major concepts, theories, and research approaches in the study of human communication. The course assists students in developing requisite knowledge and skills in the development of their own communication competence.

COM 104 Intro to Human Communication Lab-- Various Days and Times TBA Location and Instructor

Required laboratory for COM 104.

COM 104-66 Intro to Human Communication M,T,W,R (9:00-12:00) 345 Oleman-- Antolik (During Intersession)

This course surveys major concepts, theories, and research approaches in the study of human communication. The course assists students in developing requisite knowledge and skills in the development of their own communication competence.

COM 432-01 Race, Class and Gender in Communication M, W, F (12:15-1:20) TBA Location and Instructor

Theoretical and pragmatic consideration of the impact of race, class, and gender on the communication process within society.

COM 457(W) Intercultural Communication T (7:10pm -9:50pm) TBA Location and Instructor

Study of communication in intercultural environments. Emphasis on research and theory to better understand the complexity of intercultural communication interactions. Writing Intensive.

AFS Winter Quarter Courses (Cont.)

HST 215-01 African American History M,W,F (12:15-1:05) TBA Location- Green

Survey of black people in American society from colonial slave trade to the present. African roots to 1877.

HST 475-02 The Civil War Era M,W,F (11:00-12:05) TBA Location- Haas

Courses offered under this number examine distinct periods in the 19th century (e.g., Civil War and reconstruction) and major topics such as slavery. Topics vary.

HST 490-01 Harlem Renaissance M,W,F (2:45-3:30) TBA Location- Green

This course surveys the development of African American music from a historical, sociological and cultural perspective. Included will be an analysis of the genres, influences and impact on American and world culture.

PLS 428-01 Contemporary African-American Problems W (6:05-9:25) TBA Location- Snipe

The critical pedagogy of this course allows for an in-depth exploration of many problematic issues that assail African Americans from outside and within the black community itself. Several possible explanations and solutions will be addressed.

MUS 290-01 (W) African American Music: America/Beyond T,R (2:15-3:55) M259 Creative Arts- Ellis

Survey of the development of African American music from a historical, sociological, and cultural perspective. Included will be an analysis of the genres, influences, and impact on American and world culture. Writing Intensive

RST 271 (W) Regional Studies: Africa Various Days and Times

Introduction to African environment; diversity of cultural heritages; changes due to modernization; colonialism, slavery, and independence; a brief survey of the relations of Africa to other non-western regions; and the contribution of Africa to world civilization. Writing Intensive.

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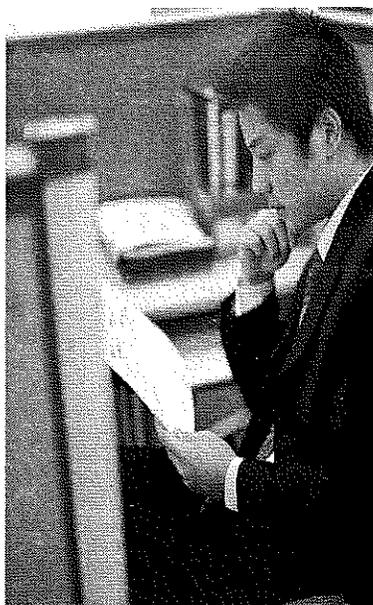
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multiplies toughness in a descending spiral of destruction....The chain reaction of evil-hate begetting hate, wars producing more wars-must be broken, or we shall

be plunged into the dark abyss of annihilation."

Martin Luther King, Jr., Strength To Love, 1963.

FACULTY REFLECTIONS



The Analytical Student:

Teaching Students to Think Beyond Their Own Communities

Mary L. Rucker, Ph.D.
Department of
Communication

Carol Morgan, Ph.D.
Department of
Communication

Dr. Mary Rucker and Dr. Carol Morgan are currently team-teaching *Race, Class and Gender* (COM 432) as a core requirement for the Department of Communication. Rucker and Morgan believe that students need to critically deliberate and analyze how controversial issues affect us all. Rucker received

an article, "Still Blind to the Poverty," written by Jonathan Alter in the September 4, 2006 issue of *Newsweek Magazine* from Reverend George D. Johnson of Hummelstown, Pennsylvania; who believes this article would be an appropriate piece to expose young minds to critical issues.

Alter brings to our attention some critical issues involving Hurricane Katrina with which the local government of Louisiana and our federal government are still facing. The article is timely and appropriate for student discussion on race and class issues that tend to politically, socially, and economically separate people from the negative conditions of others. Students were divided into groups and asked to answer the following questions.

They are as follows:

1.) What core issues does the article address? Explain.

We believe the article addresses broken promises that deal with a group of people who are continually being ignored and pushed to the side. The president and other government officials have done much less than they have promised to help the Katrina victims. We also believe that worker recovery accounts and homesteading never got off the ground, and there has been too much focus on the war in Iraq rather than our president and government focusing on issues at home. The

article also informs us of President Bush's lack of desire to help the poor, where he could seize the opportunity to improve his credibility.

2.) To which issues does the article speak: race, class, or gender?



This article definitely speaks to both race and class issues—where the poor (both black and white) are snubbed and the rich and powerful are favored by the government. It seems as though the government is more concerned with the rich getting richer rather than helping the poor. The author also discusses President Bush's Jackson Square Speech in which Bush proposed to use Katrina as an opportunity to fight poverty, using "worker recovery accounts," "The Urban Homesteading Act," and "The Gulf Enterprise Zone." These proposals have since been forgotten by Bush.

3.) Is our government

doing anything to ameliorate the problems of the Katrina victims?

The government gave a bunch of money away without direction or purpose. They didn't live up to any of their promises. They are still too concerned with the Middle East to care about America. In addition, Congress passed a bill to help the poor avoid freezing winters and a bipartisan coalition, which added \$7 billion for health, education, and other social programs. However, the GOP wants to make welfare reform more punitive.

4.) Do you believe our government cares about the poor? Why or why not? Explain.

No, at least not the poor in THIS country. The government would rather give its attention, resources, and assets to the Middle East. They would rather stick their noses in other country's affairs than take care of their own citizens. As for the poor, the politicians use them to get the votes and to appeal to as many people for votes. Helping the poor isn't in the government's best interests. After politicians get elected, they take poverty issues and move them to

Faculty Reflections (Cont.)

the end of their priority list. When students combine analytical thinking with logical thinking on controversial issues, they can achieve a whole new understanding of the subject matter. With analytical thinking, students sort things out by identifying and purposefully relating associated ideas to such matters.

Thinking beyond one's own community can help students become more knowledgeable and understanding about other people's needs and conditions in a hegemonic society that tells us what is good,

what is bad, or what is possible for us to achieve and how far society will permit us to go to achieve economic, political, and social success.

When race and class related issues are discussed without taking individuals' socio-economic status (SES) and what historical factors have contributed to their socio-economic status, there is likelihood that race and SES will be confounded. This reflects a disproportionate number of minority group

members who are low in SES and, similarly, a disproportionate number of majority group members who are high in SES. The end result of ignoring SES when reading about or watching some disastrous situation could evoke insensitivity toward the victims' plight.

Student Reflections-FGAI

FGAI Program



By Tiffany Darden

"Today will decide if I succeed or fail tomorrow, I am going to be very successful today in each and every way, I will do my best, I will pass life's test, I will not fail, and I am somebody. I Care! I Dare! I Share!"

-Mozelle Garcia

FGAI stands for The First Grade Academic Improvement Initiative program. FGAII recruits WSU/AFS students to tutor first graders from Dayton Public Schools in reading, math and science. These three subjects are the main components that can make or break a child's academic career. If these young students do not learn these fundamentals at a young age, then their potential to excel in life is cut short.

Reverend Perry E. Henderson, who is a pastor of Corinthian Baptist Church, along with Professor Paul R. Griffin, Director of Afri-

can and African American Studies at Wright State University, came together and thought that academics and church can go hand in hand. Together, these two powerful men were able to gather and form a program that is able to provide the youngsters with a friendly and safe environment that encouraged learning and understanding.

With a teaching staff of seventeen people, and six administrative personnel, Rev. Perry E. Henderson and Prof. Paul R. Griffin had a powerful team like no other. As a tutor, I was able to see the academic emergency that the Dayton

Public Schools were under at that time and I was glad to be apart of a tutoring service that was willing to help the underprivileged and overlooked.

There was an abundance of brilliant minds that were dying to shine and I was there to tap into their minds and push their academic limits. FGAII provided a religious environment, caring tutors, superb teachers, and great food! All in all, it was a worth while experience that I will never forget and hope to continue with in the next academic school year.

Faculty Participating in the African And African American Studies Program



African and African American Studies

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