

A306:Globalization, Struggle and Empowerment in the African Diaspora ...Section ... TBA

Spring 2009
Days: TBA
Location: TBA
Time: TBA

Instructor:
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Course Description:

The aim of this course is to examine the comparative experiences of African/Black diasporic populations from four societies. Using an interdisciplinary lens, our aim is to provide an understanding of the impact that colonialization, racialized-sexist imperialism, and globalization has had on the respective African populations of the United States, Germany, Canada, and Great Britain during the 19th, 20th and 21st centuries. A study of the diasporic experience also enables us to move beyond the restrictions that the nation-state has imposed on our thinking and thereby uncover the shared cultural, political, social and intellectual responses to the transoceanic experience of African/Black people.

Course Objectives

This course is designed to assist students in achieving the goals outlined in IUPUI's Principles of Undergraduate Learning:

Core Communication and Quantitative Skills

Students will be required to write two four page and one six page end-of-semester paper as well as make at least one formal oral presentation on the transnational experiences of the populations which comprise the African diaspora in the United States, Canada and selected Western European nations--based on course lectures, individual research and assigned reading material. Students are also expected to actively participate in classroom discussions. You will be expected to demonstrate your ability to express ideas and facts to

others effectively in a variety of formats, particularly written, and oral formats; to comprehend, interpret, and analyze ideas and facts; to communicate effectively in a range of settings; to identify and propose solutions for problems using quantitative analysis and reasoning; and to make effective use of library resources and technology.

Critical Thinking

Students will engage in disciplined thinking that informs beliefs and actions about people of African descent in North America, Germany, and Great Britain, derived from the study of assigned course materials. You will be expected to demonstrate an ability to apply, analyze, evaluate, discern bias, challenge assumptions, arrive at reasoned conclusions from the study of these materials, and make informed decisions about the historical and contemporary experiences of these selected national populations which comprise the African diaspora.

Integration and Application of Knowledge

Students will demonstrate an improved ability to use information and concepts from studies in multiple disciplines in this course by the integration and application of knowledge in their written assignments as well as formal oral presentations and informal classroom discussions of lecture and assigned written materials about people of African descent in the United States, Canada, Germany, and Great Britain.

Intellectual Depth, Breadth, and Adaptiveness

Students will demonstrate their ability to show increased knowledge and understanding of African American and African Diaspora Studies in six quizzes as well as the three assigned papers during the semester. Both papers and formal oral presentations will be assessed based on your ability to compare and contrast approaches to knowledge in AAADS and other disciplines.

Understanding Society and Culture

Students will not only be able recognize their own cultural traditions, but also develop an understanding and appreciation of the diversity of the African experience in selected national and regional settings. Students will develop an enhanced understanding of, and appreciation for, the range of diversity and universality which exists within the African diaspora.

Values and Ethics

Students are expected to demonstrate an ability to make informed and principled choices and to foresee consequences of those choices in both their written and oral contributions to the course. This includes punctuality, attentiveness in class, academic honesty in

fulfilling course requirements, and valuing hard work as well as showing respect for your classmates and instructor. You will also gain an enhanced understanding of ethical principles within the diverse cultural, social, environmental, and personal settings of selected populations of the African diaspora.

Course Policies

Civility Statement

The classroom is a learning community in which we all need to collaborate in order to meet our goals. We can only create a positive learning environment through positive behavior. Rude, sarcastic, obscene, disrespectful, insensitive speech and behavior will negatively impact the classroom learning community and impede the process of learning. Positive speech and behavior create and nurture a safe learning environment where the instructor and students respect one another and freely share knowledge. All students enrolled in this class have a responsibility to create and maintain a safe and positive environment conducive to learning and intellectual growth. A learning-friendly and safe environment is one that is free of distractions, engages and nurtures all participants in the learning process, does not inhibit, frustrate, demean or dehumanize any individual or group. Students who use rude and inflammatory language, who distract other students, who engage in inappropriate behavior, and thus obstruct the learning process, will be asked to leave as a first preventive step.

Examples of uncivil classroom behaviors:

Tardiness, leaving class early, packing before dismissal time, eating, chewing gum, sleeping, vulgarity, sarcastic remarks or gestures, insensitive comments concerning race, ethnicity, gender, or life style, interrupting other students or instructor, not listening to other students, private conversations unrelated to the class, not paying attention, use of computer for purposes not related to the class, cell phone and pager disruptions, reading materials (e.g. newspapers) unrelated to class, cheating on exams or quizzes, demanding make-up exams, extensions, grade changes or special favors, inappropriate emails to instructor or other students.

Assignments

Failure to complete the class assignments will mean an F grade for the course. All Assignments must be submitted on or before the due dates, exceptions only in extraordinary circumstances and with my prior approval. Your absence from at these times does not in itself grant you an automatic extension. Assignments must be typed, stapled, with your name and date in the footer of each page. Five points will be deducted for each class period an assignment is late. Failure to follow these instructions will be penalized a point for each infraction. **Assignments are due one week after the date of assignment, they will not be accepted after the due date. On-course/email submissions will not be accepted.**

Essays

Papers are assessed for their logic, cogency, and appropriate use of sociological, economic, historical, and labor perspectives and concepts. When grading papers, comparisons are inevitable. This means that an **A** paper is qualitatively better than a **B** paper, which is better than a **C** paper. The difference may lie in the fact that one paper is more factually comprehensive than another, argues its case more persuasively, is better organized, contains fewer errors of grammar, spelling and punctuation, or is simply a more literate, polished piece of work. All papers must be in paper copy format and handed to me on the due date.

Plagiarism will not be tolerated. If you are unsure about the university's policy on plagiarism go to the following web site:

Htm1 <http://www.education.indiana/frick/plagiarism/item1>

Presentations

In assessing informal oral contributions, I will listen for thoughtful, insightful remarks that occur on a regular basis. For formal oral presentations, assessment criteria include the abilities to sustain dialogue, to demonstrate mastery of the subject matter, to zero in on the main points and to display a capacity for effective synthesis and analysis.

Attendance

It is extremely important that you attend class regularly and on time. As this is an interactive learning course, you are expected to participate in discussion. Clearly, you cannot participate in discussion if you are absent. You will be allowed three absences without penalty. Thereafter, excessive absences will cause your final grade to be lowered – please inform me of extenuating circumstances such as serious illness or other relevant emergencies. For example please be prepared to produce a doctor's note or such documentation to ensure excused absences. Excuses such as I overslept, I was finishing my homework and time got away, or my room mate turned off the alarm clock are not acceptable.

Policy Regarding People with Disabilities

Indiana University-Purdue University Indianapolis is committed to the spirit and letter of the 1990 Americans with Disabilities Act (ADA) and Sections 503 and 504 of the Rehabilitation Act of 1973. These laws provide a clear and comprehensive mandate for the elimination of discrimination against individuals with disabilities. Together, they require equal treatment of persons with disabilities in employment, public services and transportation, public accommodations, and telecommunications services, and include an obligation to provide reasonable accommodation to the known physical or mental limitations of qualified individuals with disabilities.

Course Requirements and Grading

The following is the grade scale I will use:

A+ 98, A 93, A- 90, B+ 88, B 83, B- 80, C+ 78, C 73, C- 70, D+ 68, D 63, D- 60.

Your performance in this course will be guided by the following standard criteria for a total of 400 points.

Class attendance	100 points
Presentation	100 points
First Essay Assignment	100 points
Final Essay Assignment	100 points

When writing assignments are given, they are due the following week. All papers must be sent via On-Course, titles, numbered pages, and the name of the person that is submitting the assignment must also be placed on each assignment. Student must have access to Microsoft Word.

Office Hours

T.B.A

Appointments can also be made by calling the office at IUPUI, (317) **274-7998**

Required Texts:

Lusane, Clarence. *Hitler's Black Victims: The Historical Experience of Afro-Germans, European Blacks, Africans, and African Americans in the Nazi Era*, New York: Routledge, 2003.

Walters, Ronald W. *White Nationalism/Black Interest: Conservative Public Policy and The Black Community*, Detroit: Wayne State University Press, 2003.

Readings identified by an asterisk (*) will be available online. Readings with two asterisks (**) will be available for purchase at the book store.

Assigned Readings/Activities

Week One: The Diaspora as a Concept

Class One:

- Introductions and expectations
- Concepts and terminology

*Byfield, J. "Introduction: Rethinking the African Diaspora. *African Studies Review*, Vol. 43, No. 1. (Apr., 2000).

Class Two: Thursday

*Verharen, C. "Black to the Future: A Philosophy for a Global Village," *Journal of Black Studies*, Vol. 33, No. 2 (Nov., 2002).

Week Two:

Class One: Tuesday

*Patterson, T.R. and R.G. Kelly "Unfinished Migrations: Reflections on the African Diaspora and the Making of the Modern World," *African Studies Review*, Vol. 43, No. 1 (Apr., 2000).

Class Two: Thursday

*Valerie, Amos and Pratibha Parmar. "Challenging Imperial Feminism." *Feminist Review*. No. 17. (Autumn, 1984).

Martin Luther King Holiday
(21st January)

Week Three: The Canadian Perspective

Class One:

**Winks, R. "Slavery, the Loyalists, and English Canada, 1760-1801." In R. Winks' *The History of Blacks in Canada*,

Class Two:

*Gallant, S.N. "Perspectives on the Motives for Migration of African Americans to and From Ontario, Canada: From the Abolition of Slavery in Canada to the Abolition of Slavery in the U.S." *Journal of Negro History*, Vol. 86. No. 3 (Summer, 2001).

Week Four:

Class One:

**Lawson, E. "Images in Black: Black Women, Media and the Mythology of an Orderly Society." In N. Nathani et. al. *Back to the Drawing Board: African-Canadian Feminisms*, Toronto: Sumach Press, 2003.

Class Two:

**Modibo, Najja N. "The Shattered Dreams of African-Canadian Nurses." In A Medovarski and B. Cranney (ed.) *Canadian Woman Studies: An Introductory Reader*, Toronto: Inanna Publications, 2006.

Week Five: Paper to be assigned

Class One:

**McTair, Roger. *The Black Experience in the White Mind: Mediations on a Persistent Discourse*, Toronto: Coach House Printing, 1995.

Class Two:

**Walcott, Renaldo. "Black Pop Culture in Canada; Or, The Impossibility of Belong to the Nation." In R. Walcott's *Black Like Who? Writing Black Canada*, 2003.

Week Six: The German Perspective

Class One:

Carr, Firpo W. "Germany's First Concentration Camps – in Africa!" In F. W. Carr's *Germany's Black Holocaust: 1890-1945*, Kearny, NE: Scholar Technological Institute of Research, Inc. 2003.

Class Two:

Lusane, Clarence. "'Look , a Negro!'" The Structuring of Black Marginality in Nazi." In C. Lusane's *Hitler's Black Victims*, New York: Routledge, 2003.

Week Seven:

Class One:

Lusane, Clarence. "Made in America, Perfected in Germany: The Nazi Sterilization Program against Blacks." In C. Lusane's *Hitler's Black Victims*, New York: Routledge, 2003.

Class Two:

Lusane, Clarence. "Blacks in the Resistance Movement." In C. Lusane's *Hitler's Black Victims*, New York: Routledge, 2003.

Week Eight:

Class One:

Lusane, Clarence. "European (Dis)union: Racism and Antiracism in Contemporary Europe." In C. Lusane's *Hitler's Black Victims*, New York: Routledge, 2003.

Class Two:

Lusane, Clarence. "Breaking while Black: Linking the German Racial Past with the Present." In C. Lusane's *Hitler's Black Victims*, New York: Routledge, 2003.

Week Nine: Great Britain Perspective

Class One:

*Lindsey, L. "The Split-Labor Phenomenon: It's Impact on West Indian Workers as Marginal Working Class in Birmingham, England, 1948-1962." *The Journal of African History*, Vol. 87 (Winter, 2002)

Class Two:

*Messina, Anthony. "The Impacts of Post-WWII Migration to Britain: Policy Constrains, political Opportunism and the Alteration of Representation Politics." *The Review of Politics*, Vol. 63. No. 2 (Spring) 2001.

Spring Break (no classes)

Week Ten:

Class One: Tuesday

**Lawrence, E. "Just Plain Common Sense: The 'Roots of Racism.'" *In Centre for Contemporary Cultural Studies*, London: Hutchinson & Co, 1982.

Class Two: Thursday

**Lawrence, E. "In the abundance of water the fool is thirsty: sociology and black 'pathology.'" *In Centre for Contemporary Cultural Studies*, London: Hutchinson & Co, 1982.

Week Eleven:

Class One: Tuesday

*Ali, Hakim. "Pan –African Nationalism in Britain, *African Studies Review*, Vol. 43, No. 1 (Apr., 2000).

Class Two: Thursday

**Brown, Jacqueline N. "Black Liverpool, Black America, and the Gendering of Diasporic Space." *Cultural Anthropology*, Vol. 13, No. 3. (Aug., 1998).

Week Twelve: The United States Perspective

Class One: Tuesday

*Westhauser, K. "Revisiting the Jordan Thesis: 'White over Black' in Seventeenth-Century England and America." *The Journal of Negro History*, Vol. 85. No. 3 (Summer 2000).

Class Two: Thursday

**Collins, Patricia Hill. "Work, Family, and Black Women's Oppression." In Patricia Hill Collins' *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*, New York: Routledge, 1991.

Week Thirteen:

Class One: Tuesday

**Kelley, Robin D.G. "Birmingham's Untouchables: The Black Poor in the Age of Civil Rights." In Robin D. G. Kelley. *Race Rebels: Culture, Politics, and the Black Working Class*, New York: The Free Press, 1994.

Class Two: Thursday

Walters, R. W. "The Attack on the Black Poor." In R.W. Walters' *White Nationalism/Black Interest: Conservative Public Policy and the Black Community*, Detroit, Michigan: Wayne State University Press, 2003.

Week Fourteen:

Class One: Tuesday

Walters, R. W. "The Making of White Nationalism." In R.W. Walters' *White Nationalism/Black Interest: Conservative Public Policy and the Black Community*, Detroit, Michigan: Wayne State University Press, 2003.

Class Two: Thursday

Walters, R. W. "The Deregulation of Civil Rights." In R.W. Walters' *White Nationalism/Black Interest: Conservative Public Policy and the Black Community*, Detroit, Michigan: Wayne State University Press, 2003.

Week Fifteen: Final Essay to be assigned

Class One: Tuesday

Walters, R. W. "Conclusion: The Integrity of Black Interest." In R.W. Walters' *White Nationalism/Black Interest: Conservative Public Policy and the Black Community*, Detroit, Michigan: Wayne State University Press, 2003.

Class Two: Thursday

Review of the term and Student Evaluations