

AFST 201: INTRODUCTION TO AFRICANA STUDIES: FALL 2017

Dr. David Donkor. dadonkor@tamu.edu.

Office Hours: TBA

Office: LAAH Rm. 276 Phone: 862 8531

COURSE DESCRIPTION

Introduction to Africana Studies is the multidisciplinary analysis of the lives and thoughts of people of African ancestry on the African continent and throughout the world. This includes their histories, languages, cultures, socioeconomic and political realities as they are made manifest in Africa, the United States and indeed wherever people of African descent can be found.

COURSE OBJECTIVES/LEARNING OUTCOMES

This course will introduce students to a selection of the intellectual antecedents to contemporary Africana Studies as well as to the more recent mobilization and protest, in the late 1960s that led to black studies formal inclusion in universities across the United States. We will also discuss a range of issues, controversies, and debates that are significant within Africana Studies with an overall goal of familiarizing students with different critical approaches.

This course will equip students to begin to recognize and challenge intellectual hegemony, to critically engage academic orthodoxies and to explore alternative paradigms and theories. Students will develop a social character and personal outlook that will not only make them conversant with the experiences of Africa descended peoples but will also help them contribute to the wellbeing of themselves and humanity. The course will prepare students to understand the world they live in, see where that world is wanting and have the ability and desire to make it better.

In this course we will strive to create a sense of community in which each and every one of us is recognized as a student, teacher, and scholar with individual ideas and insights worth exploring. As a result this course will not have a traditional lecture format. Rather students will collectively and actively participate in the thoughtful discussion of readings and films viewed. The assigned readings, writings, and other activities planned for this course are intended to hone students' skills in the areas of engaged and critical reading, writing, and thinking, and in active listening and articulate speaking – all skills that are important in the broader academic and professional worlds.

CLASSROOM and other ETIQUETTE

A student-centered university, Texas A&M conveys high expectations for appropriate behavior and is designed to assist students in the development of an informed set of values, ethics and beliefs. It fosters a climate that promotes civility and respect. As members of the campus community, students are encouraged to actively support ethical behavior in all aspects of University and community living; civil discourse among all members of the campus community, treating each student with dignity and respect regardless of personal or other differences (Note that in this class I consider any unauthorized phone texting/conversations, Internet browsing/chatting and general chatter

to be distractive and disrespectful behavior. I may ask the offending student to leave the classroom)

EMAIL POLICY

I shall strive towards, but cannot assure, a response to your emails in 24 hours. Barring unforeseen circumstances I will respond to your emails within 2 days of receipt. Please make sure to read the syllabus first if you have questions. If you pose an email question and the answer is stated clearly in the syllabus, I may choose not to answer your email. Please note also that I may sometimes ask you to email me (or I may email you) about an issue even after we discuss it in person, so I can have a print-trail of our conversation for reference. I will contact you through the email provided me on e-campus. Make sure that your email on ecampus is the one you through which you would like to be reached.

REQUIREMENTS (CHECK COURSE SCHEDULE FOR DUE DATES!)

Class Attendance

Your daily attendance is required. The university views class attendance as an individual student responsibility. You are expected to attend class and to complete all assignments. Dates on which major quizzes will be given are on the course syllabus. Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. Please visit <http://student-rules.tamu.edu/rule07> for the details of TAMU's attendance policy.

For injury or illness that requires a student to be absent from classes for three or more business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional's confirmation of needed absence.

I will require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three business days. In such instances I will require a Texas A&M University Explanatory Statement for Absence from Class form available at <http://attendance.tamu.edu>. I will accept only one of these per student. In any subsequent absences by the student I will require confirmation of visit to a health care professional affirming date and time of visit.

You will begin the class with 15 attendance points. I will allow one unexcused absence without penalty. Each subsequent unexcused absence after the non-penalized one will attract a penalty of -3 points. Therefore 5 unexcused absences will attract a penalty of -15 points. 6 or more unexcused absences will automatically attract no better than a D grade in the class. Students given an excused absence must make up for any Class Ad hoc Exercises missed (see beginning of page 2) and must talk to me about the make-up immediately upon their return to class.

Quizzes

I will set a maximum of 12 quizzes throughout the semester. Each of these quizzes will be no less than 10, and no more than 20 questions. Each quiz will cover the (OC) Videos and/or the readings for the particular week (I may choose to include other material covered during the week, in the quiz). See the course calendar for due dates. Quizzes are mainly to keep us abreast with the viewings and readings. If I find that most of the class keenly keeps up I reserve the right to waive one or more quizzes. I will post quizzes on the morning of the day before they are due. You will take the quizzes on e-campus. It is your responsibility to keep abreast with the due dates/times of each quiz. Please Note the following

- An uncompleted quiz cannot be made up
- A quiz missed cannot be made up except when the miss is a result of the student's (documented) illness, permission from the instructor, or technical problems (either a set-up error on my part or an e-campus system problem. In the case of the latter it will not be my responsibility—it will be yours--to investigate the problem with e-campus. You may contact the e-campus at helpdesk@tamu.edu or 979-845-8300). Issues with your computer/device or drops in your Internet supply do not fall under this category and will not qualify you to retake the quiz

Class Ad hoc Exercises

I will assign ad hoc group and individual exercises. Some of these will be in class and may be continued out of class when the project demands or allows it. Others will be out of class exercises. They may involve anything from writing, oral, mini-research assignment to small projects and mini-quizzes (between 5-7 questions).

Presentations

Each student will serve as a presenter at least once during the semester. You must orally present a summary of the assigned readings (including key arguments/points/issues descriptions/definitions) and provide me a list of 3-5 questions for discussion as well as a copy of the presentation outline. Your questions should be aimed less at eliciting short direct answers and more at encouraging open-ended responses/discussion. The questions and summary should be handed to me at the beginning of class on the presentation day. You are encouraged to augment your oral presentation with audio visual aids.

Required Text and Other Materials

- Readings: provided in electronic format on e-campus by the instructor
- Ad hoc short handouts from the instructor

PERCENTAGE DISTRIBUTION

ATTENDANCE-----	15
QUIZZES-----	50
PRESENTATIONS-----	8
SERVICE PARTICIPATION AND EVENT ATTENDANCE-----	12
CLASS AD HOC EXERCISES-----	15
TOTAL-----	100

GRADE EQUIVALENCY

90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 59% or less = F

AMERICANS WITH DISABILITY ACT (ADA) POLICY STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services Building at the Student Services at White Creek complex on west campus or call 979 845-1637. For additional information, visit <http://disability.tamu.edu>.

ACADEMIC INTEGRITY STATEMENT AND POLICY

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

For additional information please visit: <http://aggiehonor.tamu.edu>

ADVISORY

Some of the films we will view may contain strong language or scenes of violence and/or undress that might be offensive and or disturbing to some. If this is a concern talk to me during the first week of class.

WK 1: Introduction
<p><i>Tue 8/29</i> TAMU CLASSES CANCELED [HURRICANE HARVEY]</p> <p><i>Thu 9/31</i> VIEW: <i>Black History: Lost Stolen and Strayed</i> (IC)</p>
WK 2: Africana Studies: Intellectual/Institutional Development VIEW: <i>Different But Equal</i> --Episode 1 of “Africa” (OC)
<p><i>Tue 9/5</i> VIEW: <i>Caravans of Gold</i> and --Episodes 3 of “Africa”</p> <p><i>Thu 9/7</i> READ: <i>Excerpt</i> from Marable, Manning, “Black Studies and the Racial Mountain” Nkrumah. “African Genius”</p> <ul style="list-style-type: none"> • Discussion and Exercise: Why Africana Studies? <p><i>QZ1 DUE</i></p>
WK 3: African Civilizations and the European Exploration VIEW: <i>Africa—States of Independence: the Scramble for Africa</i> (OC)
<p><i>Tue 9/12 -- PR1</i> READ: Davis, R. Hunt. “Africa and the Genesis of Humankind” (Azevedo 61-69)</p> <ul style="list-style-type: none"> • Discussion/Exercise: Trade Routes and Early Civilizations <p><i>QZ2 DUE</i></p> <p><i>Thu 9/14– PR2</i> READ: Azevedo, M. “European Exploration and Conquest of Africa” (Azevedo 109-21)</p> <ul style="list-style-type: none"> • Discussion/Exercise: From Equals to “Subordinates”
WK 4: Slavery and Dispersed Africa VIEW: <i>Roots: Episode 1 and 2</i> and <i>Brazil: An Inconvenient History</i> (OC)
<p><i>Tue 9/19 – PR3</i> READ: Bah, M. Legitimate Trade, Diplomacy, and the Slave Trade (Azevedo 71-90)</p> <ul style="list-style-type: none"> • Discussion/Exercise: From Traders to Enslavers <p><i>QZ3 DUE</i></p> <p><i>Thu 9/21 – PR4</i> READ: Gavins, Raymond. “Diaspora Africans and Slavery” (Azevedo 91-104)</p> <ul style="list-style-type: none"> • Discussion/Exercise: From Traders to Enslavers

<p style="text-align: center;">WK 5: Civil War to Civil Rights VIEW: <i>Up from Slavery</i> (Part 6 and 7) and <i>To Kill a Mocking Bird</i> (OC)</p>
<p>Tue 9/26– PR5 READ: Darling, Marsha: Civil War to Civil Rights: The Quest for Freedom and Equality (Azevedo 123-51)</p> <ul style="list-style-type: none"> • Discussion/Exercise: War and Emancipation <p><i>QZ4 DUE</i></p> <p>Thu 9/28 READ: Johnson, Georgia D. <i>A Sunday Morning in the South, Safe</i> and <i>Blue-Eyed Black Boy</i>, Ellison Ralph. <i>A Party Down at the Square</i>, Dunbar, Paul Lawrence.</p> <p>VIEW: <i>Without a Sanctuary</i> (IC)</p> <ul style="list-style-type: none"> • Discussion/Exercise: Emancipation Without a Sanctuary
<p style="text-align: center;">WK 6 Transatlantic Cultural Currents VIEW: <i>Living the Hip Life</i> and <i>Crossing Over</i> (OC)</p>
<p>Tue 10/3--PR6 READ: Cho, Gloria. “Hiplife, Cultural Agency and the Youth Counter-Public in the Ghanaian Public Sphere,” <i>Journal of Asian and African Studies</i>, 45.4 (2010), 406-423</p> <ul style="list-style-type: none"> • Discussion/Exercise: Between Appropriation and Invention <p><i>QZ5 DUE</i></p> <p>Thu 10/5-PR7 READ: Bruner, Edward. “Tourism in Ghana: The Representation of Slavery and the Return of the Black Diaspora,” <i>American Ethnologist</i>, 98.2 (1996) 290-30</p> <ul style="list-style-type: none"> • Discussion/Exercise: Memory, Commemoration, Connection and Alienation
<p style="text-align: center;">WK 7: The African Diaspora VIEW: <i>Scattered Africa</i> and <i>The Language You Cry In</i> (OC)</p>
<p>Tue 10/10-PR8 READ: Palmer, Colin. “Defining and Studying the Modern African Diaspora”</p> <ul style="list-style-type: none"> • Discussion/Exercise: Diaspora: Scope and Meaning 1 <p><i>QZ6 DUE</i></p> <p>Thu 10/12-PR9 READ: Butler, Kim D. “Defining Diaspora, Refining a Discourse.” <i>Diaspora</i>, 10.2 (2001) 189-219</p> <ul style="list-style-type: none"> • Discussion/Exercise: Diaspora: Scope and Meaning 1

<p align="center">WK 8: Radical Politics—Contours and Contexts VIEW: <i>Martin L. King Jnr. A Historical Perspective</i> and <i>Malcolm X (OC)</i></p>
<p>Tue 10/17 READ: King, Martin L. “Letter from Birmingham Jail” READ: X, Malcolm. “The Ballot or the Bullet” . <ul style="list-style-type: none"> • Discussion/Exercise: Non-Violent Resistance and What is “Extreme?” QZ7 DUE</p> <p>Thu 10/19 VIEW: <i>The Autobiography of Malcolm X (IC)</i> <ul style="list-style-type: none"> • Discussion/Exercise: “What is “Extreme?” (Continued) </p>
<p align="center">WK 9: Spring Break NO CLASSES Tue 3/14 TO Thu 3/16</p>
<p align="center">WK 10: Race: Illusions and Realities VIEW: <i>The Difference Between Us, The Story We Tell</i> Episode 1 and 2 of “Race, the Power of an Illusion”</p>
<p>Tue 10/24 READ: Davis, James F. “Who is Black? One Nation’s Definition” <ul style="list-style-type: none"> • Discussion/Exercise: Race—Biological Myths and Social Facts QZ8 DUE</p> <p>Thu 10/26 <ul style="list-style-type: none"> • Discussion/Exercise: Race—Biological Myths and Social Facts 2 </p>
<p align="center">WK 11: Race: Illusions and Realities 2 VIEW: <i>The House we Live In---</i> Episode 3 of “Race, the Power of an Illusion”</p>
<p>Tue 10/31 QZ9 DUE <ul style="list-style-type: none"> • Discussion/Exercise: Systemized/Institutionalized/Structural Racism </p> <p>Thu 11/2 <ul style="list-style-type: none"> • Discussion/Exercise: Systemized/Institutionalized/Structural Racism 2 </p>
<p align="center">WK 12: Africa—Independence and the New Scramble VIEW: <i>Empire: The New Scramble for Africa (OC)</i></p>
<p>Tue 11/7- PR10 READ: Nyang’oro Julius E. “Africa’s Road to Independence” (Azevedo 163-172) <ul style="list-style-type: none"> • Discussion/Exercise: The “End” of Imperialism </p>

<p>Thu 11/9</p> <ul style="list-style-type: none"> • Discussion/Exercise: Africa in the World
<p align="center">WK 13: Race and Gender (1) VIEW: <i>Mama Benz</i> and <i>Iron Ladies of Africa</i></p>
<p>Tue 11/14-PR 11 READ: Bauer, Gretchen and Okpotor, Faith. “‘Her Excellency’: An Exploratory Overview of Women Cabinet Ministers in Africa,” <i>Africa Today</i>, 60.1 (2013) 76-97</p> <ul style="list-style-type: none"> • Discussion/Exercise: Agency and Marginalization <p><i>QZ10 DUE</i></p>
<p>Thu 11/16</p> <ul style="list-style-type: none"> • Discussion/Exercise: Agency and Marginalization 2
<p align="center">WK 14: Race and Gender (2) VIEW: <i>The Black Woman and Family</i>—Episode 2 of Black in America</p>
<p>Tue 11/21-PR 12 READ: Darling, M. “Lifting as We Rise: Black Women in America” (Azevedo 481-510)</p> <ul style="list-style-type: none"> • Discussion/Exercise: The “Double Bind” <p><i>QZ11 DUE</i></p>
<p>Thu 11/23</p> <ul style="list-style-type: none"> • NO CLASS: THANKSGIVING DAY •
<p align="center">WK 15: African (in) America: Immigrant Perspectives VIEW: <i>The Neo-African Americans</i> and <i>Bronx Princess</i></p>
<p>Tue 11/28-PR 13 READ: Halter M and Johnson V.S. “Introduction: the Newest African Americans”</p> <ul style="list-style-type: none"> • Discussion/Exercise—the Immigrant Experience <p><i>QZ 12 DUE</i></p>
<p>Thu 11/30</p> <ul style="list-style-type: none"> • Discussion/Exercise—the Immigrant Experience 2 •
<p align="center">WK 16: REVIEW and TBA</p>
<p>Tue 12/5</p> <ul style="list-style-type: none"> • Review and TBA

