

EFND 8410: Education in the Black Diaspora

**Social Foundations of Education
University of Georgia College of Education**

**Spring Semester, 2005
Wednesday (4:40-7:40)
Aderhold 411**

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Office Hours: Wednesday (2:00:-3:00pm) and by appointment

PREREQUISITES

This course builds on themes covered in courses that focus on African American education, racial identity, and colonialism.

Overview of the Course

Within the context of schooling as a major transmitter of culture and values, this course will explore themes linking peoples of Africa and African heritage in Africa, the United States, Europe, the West Indies and Latin America. Initial topics to be explored include Black Diasporic identity, the transatlantic slave trade, comparative slavery, African cultures and African survivals in the New World, West Indian, African-American and Latin American emigration to Africa, African immigration to the New World, and the Pan-African Movement. This course then critiques schooling as a key institutional and discursive site where cultural forms and practices are constituted, transmitted, and transformed. It examines how and the extent to which the schooling of Black people throughout the world reflects the dominant norms and values of the respective societies that colonized and enslaved them, as well as African people's resistance to this imposition. Major twentieth-century options for theorizing race, culture, class, and gender will be applied to the schooling of Black people. An overarching concern throughout the course will involve the questions:

- (1) What indigenous educational structures existed in African societies prior to the advent of European slavery and colonialism?
- (2) What has been the purpose of schooling for Africans dispersed across the globe?
- (3) Who controls the education of Black people?
- (4) In what ways have African people resisted the imposition of schooling that was antithetical to their cultural reality?
- (5) To what extent can schooling structures foster collective identity and consciousness among people of African ancestry?

Course Requirements

Attendance

Attendance is essential for participating in a learning community. All students are expected to attend class regularly and invited to offer “their voices” to the discussions and presentations. I expect people to come to class prepared and to contribute to class discussions and activities. I expect regular attendance and will take excessive absences into account in the final grade. If you plan to miss more than one class period, I strongly suggest that you consider taking this course when your schedule best permits. Frequent lack of preparation or failure to contribute will also be taken into account in the final course grade.

Email Accounts

All students are required to have and to use an electronic mail account. These are available free in the Office of Information Technology (OIT). I will make periodic email assignments. These will all be assessed on a pass-fail basis.

Required Texts

- ↪ Achebe, Chinua (1995). *Things Fall Apart*. New York. Anchor, Doubleday:
- ↪ Harris, Joseph E. (Ed) (1993). *Global Dimensions of the African Diaspora*. 2nd edition. Washington, DC: Howard University Press.
- ↪ Memmi, Albert (1965). *The Colonizer and the Colonized*. Massachusetts: The Orion Press.
- ↪ Mungai, A. M. (2002). *Growing up in Kenya: Rural schooling and girls*. New York: Peter Lang.
- ↪ Shujaa, Mwalimu J. (Ed) (1994). *Too Much Schooling, Too Little Education: A Paradox of Black Life in White Societies*. Trenton, NJ: Africa World Press, 1994.
- ↪ Waters, Mary (1999). *Black Identities: West Indian Immigrant Dreams and American Realities*. Cambridge MA: Harvard University and Russell Sage Foundation.

Requirements

- ↪ I expect students to approach the course with the intent on developing their analytical and writing skills as aspiring scholars. The course will operate in a seminar format in which each student is expected to present on a topic or set of readings. Additional expectations for the course include:
 - ↪ Students are expected to come to class prepared.
 - ↪ Participation in class discussions and email discussion group.
 - ↪ Leading class discussion(s) on a topic and/or a set of readings.
 - ↪ At the mid-point of the semester, students are expected to submit a midterm development of a research paper with tentative abstract and references.
 - ↪ Two, three-four page critiques of readings due before the class in which the material will be covered. Critique a set of readings before midterm and another set of readings after the midterm date.

- ↪ Weekly reflective writing in journals.
- ↪ Presentation and final submission of research paper of approximately 20 pages with accompanying abstract.

Assessment

The grades for the course will be broken down in the following manner:

↪	Leading class discussions on a topic and/or a set of readings	10%
↪	Draft paper idea and outline of paper idea	5%
↪	Mid-term development of research paper	25%
↪	Written critiques of reading(s)	20%
↪	Weekly reflective writings in journals	15%
↪	Final <i>Research/Topic Paper with presentation</i>	25%
	TOTAL	100%

Readings and Class Participation

During specified weeks in the semester, students will facilitate class discussions of the readings. The student or group should provide a handout for the class with questions and statements from the readings.

Introduction of Course

Week 1: January 12

Logistical matters and overview of syllabus
Introduction of the Course

Week 2: January 19: What is a Diaspora? issues and Parallels

Readings from Joseph E. Harris (Ed) (1993). *Global Dimensions of the African Diaspora*. 2nd edition. Washington, DC: Howard University Press.

- * Introduction: by Joseph E. Harris
- * Chapter 1: The dialectic Between Diasporas and Homelands: by Elliott P. Skinner
- * Chapter 2: African Diaspora: Concept and Context: by George Shepperson
- * Chapter 3: Return Movements to West and East Africa: by A Comparative Approach: by Joseph E. Harris

Week 3: January 26: SETTLEMENT, IDENTITY, AND TRANSFORMATION

Readings from Joseph E. Harris (Ed) (1993). *Global Dimensions of the African Diaspora*. 2nd edition. Washington, DC: Howard University Press.

- * Chapter 4: African Religions in America: Theoretical Perspectives: by Albert J. Raboteau
- * Chapter 5: The Middle Passage and Personality Change Among Diaspora Africans: by Okon Edet Uya
- * Chapter 6: African Culture and Slavery in the United States: by Lawrence W. Levine
- * Chapters 8: Afro-Mexican Culture and Consciousness During the Sixteenth and Seventeenth Centuries: by Colin Palmer
- * Chapter 9: A Lesser-Known Chapter of the African Diaspora: West Indians in Costa Rica, Central America: by Roy Simon Bryce-LaPorte, assisted by Trevor Purcell
- * Chapter 10: Guinea versus Congo Lands: Aspects of the Collective Memory in Haiti: by Guerin C. Montilus
- * Chapter 17: African Slaves in the Mediterranean World: A Neglected Aspect of the African Diaspora: by J. O. Hunwick
- * Chapter 18: Africans in Asian History: by Joseph E. Harris

Week 4: February 2: Return to the homeland

Readings from Joseph E. Harris (Ed) (1993). *Global Dimensions of the African Diaspora*. 2nd edition. Washington, DC: Howard University Press.

- * Chapter 19: The Sierra Leona Krios: A Reappraisal from the Perspective of the African Diaspora: by Akintola J. G. Wyse
- * Chapter 21: Afro-American Influence in Colonial Malawi, 1891-1945: by Kings M. Phiri
- * Chapter 22: The Presence of Black Americans in the Lower Congo from 1878 -1921: by Kimpianga Mahaniah

- * Chapter 23: Brazilian Returnees of West Africa: by S.Y. Boadi-Siaw
- * Chapter 24: Garvey and Scattered Africa: by Tony Martin
- * Chapter 25: Diapora Studies and Pan-Africanism: by St. Clair Drake

Week 5: February 9: Enslavement, Colonization, and Liberation Captured in Literature and Music

Readings and Authors:

- * Achebe, Chinua (1995). *Things Fall Apart*. Anchor, Doubleday: New York
- * Stevie Wonder
- * Peter Tosh
- * Bob Marley
- * Steele Pulse

Week 6: February 16: Gender and its intersection with a transatlantic black identity

ABSTRACTS DUE

Readings from Joseph E. Harris (Ed) (1993). *Global Dimensions of the African Diaspora*.
2nd edition. Washington, DC: Howard University Press.

- * Chapter 11: Women of Africa and the African Diaspora: Linkages and Influences:
by Filomena Chioma Steady
- * Chapter 13: La madama francesita: A New World Black Spirit: by Angela Jorge
- * Chapter 20: The Role of African American Women in the Founding of Liberia: by
Debra Newman Ham
- * Patricia Hill Collins (2000). *Black Feminist Thought: Knowledge, Consciousness,
and the Politics of Empowerment*. 2nd edition. New York: Routledge Press. Read Chapter
2: Distinguishing Features of Black Feminist Thought.
- * Patricia Hill Collins (2000). *Black Feminist Thought: Knowledge, Consciousness,
and the Politics of Empowerment*. 2nd edition. New York: Routledge Press. Read Chapter
10: U.S. Black Feminism in Transnational Context.

week 7: February 23: race and black identity in contemporary us society

* Takyi, Baffour K. (2002). The Making of the Second Diaspora: On the Recent African Immigrant Community in the United States of America. *Western Journal of Black Studies* 26(1): 32-43.

* Waters, Mary (1999). *Black Identities: West Indian Immigrant Dreams and American Realities*. Cambridge MA: Harvard University and Russell Sage Foundation. (Appendix, Chapters 1-4).

Week 8: March 2: Continued: race and black identity in contemporary us society

Waters, Mary (1999). *Black Identities: West Indian Immigrant Dreams and American Realities*. Cambridge MA: Harvard University and Russell Sage Foundation. (Chapters 5-9).

week 9: March 9: Race and Black identity comparatively

midterm papers due

* Chapter 15: Blacks in Britain: A Historical and Analytical Overview: by Folarin Shyllon, in Joseph E. Harris (Ed) (1993). *Global Dimensions of the African Diaspora*. 2nd edition. Washington, DC: Howard University Press.

* The Emergence of Black Supplementary Schools as Forms of Resistance to Racism in the United Kingdom: by Nah Dove. In Mwalimu J. Shujaa (Ed) (1994). *Too Much Schooling, Too Little Education: A Paradox of Black Life in White Societies*. Trenton, NJ: Africa World Press, 1994.

Week 10: March 14-18 (Spring Break)

week 11: March 23: Schooling and Education: Cultural-reproducers or Liberating Agents?

Readings from Mwalimu J. Shujaa (Ed) (1994). *Too Much Schooling, Too Little Education: A Paradox of Black Life in White Societies*. Trenton, NJ: Africa World Press, 1994.

* Foreword: Planting New Trees with New Seeds: by Haki R. Madhubuti

* Chapter 1: Education and Schooling: You Can Have one Without the Other: by Mwalimu Shujaa

* Chapter 2: Black Intellectuals and the Crisis in Black Education: by Jacob H. Carruthers

- * Chapter 12: African-Centered Pedagogy: Complexities and Possibilities: by Carol D. Lee
- * Chapter 13: Notes on an Afrikan-Centered Pedagogy: by Agyei Akoto
- * Chapter 16: The Rites of Passage: Extending Education into the African-American Community: by Nsenga Warfield-Coppock
- * Afterword: by Molefi Kete Asante

****Alridge, D.P. (1999b). Guiding philosophical principles for a Du Boisian-based African American educational model. *Journal of Negro Education*, 68(2), 182-199.

week 12: March 30: Schooling structures: Can they foster a transatlantic black identity?

Readings from Joseph E. Harris (Ed) (1993). *Global Dimensions of the African Diaspora*. 2nd edition. Washington, DC: Howard University Press.

- * Chapter 7: Howard University and Meharry Medical Schools in the Training of African Physicians, 1868-1978: by Adell Patton Jr.
- * Henry, Tanu (2000). Black Identity on Campus. African.com. Retrieved from http://www.africana.com/DailyArticles/index_20000525.htm. Accessed August 2.
- * Morris, J. E. (Forthcoming, June 2003). What does Africa have to do with being African American: A Micro-ethnography of identity in an urban middle school classroom. *Anthropology & Education Quarterly*, 34(2).
- * Morris, J. E. (2001). Malcolm X's Critique of the Education of Black People. *The Western Journal of Black Studies*, 25(2), 126-135.
- * Ulichny, Polly (1996). Cultures in Conflict. *Anthropology & Education Quarterly* 27(3): 331-364.
- * Carter, Robert T. (2000). Reimagining Race in Education: A New Paradigm from Psychology. *Teachers College Record*, 102(5), 864-897.

Week 13: April 6: New Readings

week 14: april 11-15: AERA Conference

Week 15: April 20: Student Presentations

Friday May 6 (Final projects due by 5pm; this is a receipt date)

Morris: EFND 8410: Spring 2005

APPENDIX 1: ASSIGNMENT GUIDE

A. POSITION/RESEARCH PAPERS

1. PAPERS: You will submit: a 20, page research paper at the end of the course on a topic that focuses on the relationship between some aspect of “Education in the Black Diaspora.” To prepare for this paper, you will turn in one shorter piece. First, you will prepare a one-page abstract of your piece, which is due on February 19. This preliminary piece will reflect your initial thinking about the subject and will include an outline of the paper and the material you intend to cite (minimum of five key sources). Please attach separately a list of complete citations for the references. Second, you will turn in a 10-12 page, development of the project on March 12 that reflects your work up to that point. This version should be thoughtfully developed. Attach a reference list for material cited (minimum of 10 reference sources). You should also draw from a variety of resources: material read for class discussion, material read for your topical presentation (see below), other literature encountered, personal experience, and so on. Your final paper is due at the end of the semester (by 5pm on May 7).

2. Alternative Option: You may substitute for the standard option a project negotiated with me. This may be work on an ongoing task such as a thesis or a dissertation. It should result in a project sufficient for assigning you a grade for the course. The deadlines for development of the project as noted in the syllabus, also applies to this project.

B. CLASS TOPICAL PRESENTATION: You will lead a class discussion. This may be based entirely or partly on the readings we have listed. You may substitute or include other materials, but be sure to share your citations. The presentation is intended to be a brief contribution from you on a topic that interests you. The subject you select may overlap with the topic you develop for the final project.

C. CRITIQUE OF READINGS. Choose five sets of readings—a date in which you are not presenting—and write a three-four-page critique of the author(s) major points. I will be looking at the following:

1. Your understanding of the author's thesis.
2. Writing mechanics
3. Overall quality of paper (content, synthesis of information, clear and concise points)

EFND 8410 Morris: APPENDIX 2: Evaluating Papers and Other Projects

Position papers and research projects cannot be graded using a standardized rating scale, checklist, or point system. This is because reports vary in content. Nevertheless, they can be assessed. *I will evaluate* all projects for content, organization, and writing style and mechanics. The position you are taking should be clearly explained. Its rationale should be specified, and only content relevant to the position and rationale should be included. Your argument should be credible; claims should be grounded in data, in the literature, or other relevant sources. Be sure that the evidence you are presenting is logically connected to your argument. Content should be meaningful and significant; if its importance is not self-evident, it should be explained. Material should be accurate and thorough; where information is lacking or data are conflicting, this should be noted. Material should be framed conceptually if possible; concepts may be descriptive, interpretive, theoretical, etc. Creativity and originality separate excellent work from good work.

Projects should be organized clearly and logically. Transitions from one section to the next should be smooth and comprehensible. Avoid abrupt breaks in the narrative flow unless

you are using them for some good purpose. Avoid leaps in the discussion; you lose the reader there. Precision and economy are crucial. Avoid unnecessary jargon, wordiness, evasiveness, and redundancy.

For writing style and content begin with whatever style's guide is used in your area. Many education departments use *The Publication Manual of the American Psychological Association*, 4th edition. Other groups use the latest editions of the following: *MLA Handbook for Writers of Research Papers* and *The Chicago Manual of Style*; practice the manual you choose. What I expect of you is consistency in use. The more polished, edited, and proofed your material, the better. Please note that the APA manual advocates use of the first person singular--I--rather than the third person in referring to the author of a report. First person singular is also the tradition in any writing that is intended to represent the author's views and positions on issues.

Appendix 3: Lecture Facilitation Guide

1. Present the material in a clear manner.
2. Try to bridge the presentation with education, as well as readings beyond the class.
3. Consider beginning with some kind of activity.
4. Consider integrating video or audiovisuals into the presentation/facilitation.
5. A set of questions is a good way to center the discussion.
6. If necessary, provide the class with handouts, materials, etc.
7. Discuss the readings within the context of the course.
8. Make sure that all members participate in the planning and presentation.