

EFND 8410: Education in the Black Diaspora¹

University of Georgia College of Education

Spring Semester, 2008
Wednesday (5:00-7:45)
Rivers Crossing Room 113

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OFFICE HOURS: Monday (1:00:-3:00pm) and by appointment

PREREQUISITES

This course builds on themes covered in courses that focus on African American education, comparative education, racial identity, and cultural politics of education.

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 Twenty- and Twenty-first century options for theorizing race, ethnicity, 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) Can schooling structures foster collective identity and consciousness among people of African ancestry?
- (6) What are the social and schooling conditions facing African descended groups that have been dispersed throughout the globe?

¹ Students will be notified of all changes to the syllabus.

COURSE REQUIREMENTS

Attendance

Attendance is essential for participating in a learning community. All students are expected to attend class regularly and 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:
- Coe, Cati (2005). *Dilemmas of Culture in African Schools: Youth, Nationalism, and the Transformation of Knowledge*. Chicago: University of Chicago Press.
- 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.
- 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

- This is a PhD –level course. In the course 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. Being prepared means that the student has read the material assigned during the week.
 - 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%
➤ Abstract of idea and outline of paper idea	5%
➤ Mid-term development of research paper	20%
➤ Written critiques of two sets of reading(s)	20%
➤ Weekly reflective writings in journals	10%
➤ Conference-style presentation of final paper	10%
➤ 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 7

- Logistical matters and overview of syllabus
- Introduction of the course

WEEK 2: JANUARY 14: 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 21: KING HOLIDAY—NO CLASSES

WEEK 4: JANUARY 28: SETTLEMENT, IDENTITY, AND TRANSFORMATION

Holloway, Joseph E. (2005). The origins of African American Culture. In Holloway, J. (Ed.) *Africanisms in American culture*. Second edition, (pp. 18-38). Indiana University Press.

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

**Video: THE MIDDLE PASSAGE* directed by Guy Deslauriers. The video focuses on the capture of Africans and the horror of the “middle passage,” the trans-Atlantic journey in human cargo.

WEEK 5: FEBRUARY 4: CONTINUED WITH SETTLEMENT, IDENTITY, AND TRANSFORMATION

- 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

**Video: FAMILY ACROSS THE SEA* by Tom Fowler ; producer/writer, Tim Carrier ; director/videographer, Domino Boulware. *Family Across the Sea* is a documentary exploring the cultural, historical, and linguistic connections between the 'Gullah' people of the Southeastern United States, and the people of Sierra Leone in West Africa.

ABSTRACTS DUE !!

WEEK 6: FEBRUARY 11: 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 7: FEBRUARY 18: ENSLAVEMENT, COLONIZATION, AND LIBERATION CAPTURED IN LITERATURE AND MUSIC

Readings and Authors:

- Achebe, Chinua (1995). *Things Fall Apart*. Anchor, Doubleday: New York.
- Music of Bob Marley and Steele Pulse

Video: *A WORLD OF IDEAS: AN INTERVIEW WITH CHINUA ACHEBE* BY BILL MOYERS

WEEK 8: FEBRUARY 25: ENSLAVEMENT, COLONIZATION, CONTINUED

Readings and Authors:

- Memmi, Albert (1965). *The Colonizer and the Colonized*. Massachusetts: The Orion Press.
- Music from Stevie Wonder and Peter Tosh

WEEK 9: MARCH 3: GENDER AND ITS INTERSECTION WITH 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 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

MIDTERM PAPERS DUE

WEEK 10: MARCH 10: SPRING BREAK

WEEK 11: MARCH 17: RACE AND BLACK IDENTITY COMPARATIVELY

- 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.
- Abdi, Ali A. (2006). Culture of education, social development, and globalization: Historical and current analyses of Africa. In Abdi, A., Pupilampu, K.P., & Sefa Dei, G.J., (Eds), *African Education and Globalization: Critical Perspectives* (pp. 13-30). Lanham, MD: Lexington Books.
 - Coe, Cati (2005). *Dilemmas of Culture in African Schools: Youth, Nationalism, and the Transformation of Knowledge.* Chicago, Illinois. University of Chicago Press.

**WEEK 12: MARCH 24: STUDENT LIBRARY RESEARCH DAY.
American Educational research association annual meeting.**

**WEEK 13: MARCH 31: RACE, ETHNICITY, IMMIGRATION, 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.

**WEEK 14: APRIL 7: 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.

- Foreward: 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

WEEK 15: APRIL 14: THE SOCIAL CONDITIONS OF BLACK PEOPLE IN THE DIASPORA: TWO VIDEOS

500 YEARS LATER by Owen Alik Shahadah. The film explores the psycho cultural effects of slavery and colonialism in the African Diaspora. "Crime, poor education, poverty, self-hatred, prison system, broken homes plague people of African decent globally. Why? Filmed in over twenty countries and on five continents, *500 Years Later* is a compelling journey, infused with the spirit and music of liberation, that chronicles the struggle of a people from enslavement who continue to fight for the most essential human right - freedom."

SPACE TRADERS, a video based on Derrick Bell's writings in which America is given an opportunity, once again, to decide whether it will sacrifice its Black population. How will it respond?

WEEK 16: APRIL 21: SCHOOLING AND SOCIAL STRUCTURES: CAN THEY FOSTER A TRANSATLANTIC BLACK IDENTITY?

- Alridge, D.P. (1999b). Guiding philosophical principles for a Du Boisian-based African American educational model. *Journal of Negro Education*, 68(2), 182-199.
- Morris, J. E. (2001). Malcolm X's Critique of the Education of Black People. *The Western Journal of Black Studies*, 25(2), 126-135.
- Morris, J. E. (2003). What does Africa have to do with being African-American: A Micro-ethnographic Analysis of a middle school inquiry unit on Africa. *Anthropology & Education Quarterly*, 34(3) 255-276.
- Morris, J. E. (2008). Out of New Orleans: Race, Class, and Researching the Katrina Diaspora. *Urban Education*. (To be passed out in class).

Week 17: April 28: Students' Conference Style Research Presentations

Week 18: May 5 (Final projects due by 5pm; this is a receipt date)

APPENDIX 1: ASSIGNMENT GUIDE

A. RESEARCH PAPERS

1. PAPERS: You will submit: a 20-page research paper at the end of the course on a topic that focuses on "Education in the Black Diaspora." To prepare for this paper, first, you will prepare a one-page abstract/summary of the topic that you are planning on writing about for the final project, which is due on February 4th. This preliminary piece will reflect your initial thinking about the topic 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 3rd that reflects your work up to that point. This version should be thoughtfully developed; this is not a rough draft. 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. Next, you will present the paper on April 28th in a conference-style presentation. Your colleagues and I will provide feedback to you on the presentation/paper. Your final paper is due at the end of the semester (by 5pm on May 5).

B. CLASS PRESENTATION: You will lead a class discussion. This may be based entirely or partly on the readings we have listed. You will prepare at least a one hour presentation to the rest of the class. You may substitute or include other materials, but be sure to share your citations. The presentation is intended to be a contribution from you and your colleagues on a topic that interests you during the semester. The subject you select may overlap with the topic you develop for the final project. 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 two sets of readings—a date in which you are not presenting—and write a three-four-page critique of the author(s) major points. Other than the week in which you are presenting, students will select a set of readings (or a reading within the set) to critique. The critique is due before class. 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)

D. Journal writing. Reflect briefly on the readings each week. Write your thoughts and possible questions that you might want to further discuss in the class.

APPENDIX 2: Evaluating Papers and Other Projects

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 latest edition of *The Publication Manual of the American Psychological Association*. 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: Group Presentation Facilitation Guide

- Consider beginning with some kind of activity.
- A set of questions is a good way to center the discussion.
- Discuss the readings within the context of the class.
- Make sure that all members participate in the planning and presentation of the material.

Appendix 4: expectations and grading guide for critiques

In an essay of approximately three-four pages, doubled-spaced (12 pt.) critique reading (s) specified in the syllabus. All critiques are expected to be typed.

1. Read, reread, and take notes on the readings until you are confident that you understand them well. Is there an aspect of the readings that you find particularly interesting? You might focus on that, as it would enable you to write with a greater depth of understanding.

2. In the first paragraph of your critique, you should identify the title and author of the book, article or readings you are critiquing. You should indicate what the author's thesis is and briefly summarize that author's argument. The first or second paragraph of your critique should also contain your evaluation of or judgment on the authors' main argument. Your thesis might say, "for instance, the article is..."

3. In the rest of your critique you might compare and contrast various readings assigned in the section, and/or further analyze and evaluate the points made by the author(s).

Questions to think about:

- What relevance do the readings have to contemporary issues in education?
- What views or assumptions do the authors express?
- How do you personally feel about the reading?
- What impact do the comments and arguments presented in the readings have on (1) education; (2) schools; (3) society; (4) students; (5) the way one views education, etc?

Grading of the critiques

1. Development of the thesis and summary of the authors' major arguments (20 points)
2. Critique of authors' arguments (20 points)
3. Comparison of readings and understanding of the issues (20 points)
4. Writing Mechanics--Grammar/Language (20 points)
5. Overall quality of paper: content, writing, synthesis of information, clear and concise points (20 points)