

Black Lives Matter: A Global Perspective
AFRICAN AMERICAN STUDIES 300 (CRN: 45990)
Morehouse College
(Fall 2016)



Professor: Samuel T. Livingston, PhD

Meeting Time: Tu, Th, 2:25 - 3:40
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Meeting Place: Wheeler Hall 318
Phone: (404) 215-2750
Office Hours: M, T, W, 11:00-12:30

Course Description

The Africana Studies course, Black Lives Matter: A Global Perspective explores dynamics, and contexts—historic, cultural, political, economic and transnational—surrounding the Black Lives Matter movement, including intersectional Identity, Ethics (Cultural and Historical bases), and Comparative Perspectives on Social Justice. Over the duration of the course, students will explore the relationship between Black Lives Matter, Civil Rights, Black Power, and social justice movements in other parts of the globe. Our primary framework will be comparative analysis of African American, other African diasporic locations and “black” Dalit Indian populations. Our analyses will aim for examinations of African diasporic life-chances, activist responses to oppression, and policy papers suggesting avenues for the redress of grievances (e.g., World Court, Inter American Council on Human rights). Through an analysis of primary sources, statistical data, and secondary sources, the course examines Black agency, within the historically evolving social contracts of the United States of America, Brazil, the Republic of India, etc.

Expected Learning Outcomes

African American Studies 300 students will demonstrate the following Learning Outcomes:

- AAS396A:** Create a Concept map showing the relationship between a) Diasporic processes, b) Identity and c) Social Justice in relation to the discipline of Africana Studies; reflect on how other disciplines may examine the relationship between this troika of concepts.
- AAS396B:** Write an SEE-I paragraph defining ethical principles; choose your one most pressing issue within the BLMM and relate it to select themes in Higginbotham's framework (one page);
- AAS396C:** Write a one-page SEE-I paragraph defining the Black Lives Matter Movement relative to its most pressing issue (from previous step, must be original); offer historic and geographic delimitations and precedent ideological sources. This is one step in your research project;
- AAS396D:** Create a Venn diagram (with a concise caption) comparing the history of ethics of race, caste and class in India with the history of Africans in America;
- AAS396E:** Drawing from your research and reading, create a [StoryMap](#) timeline of Black Lives Matter Sites of Resistance depicting 1) protest movement locations, 2) location of major #BLM ethical texts, 3) Multimedia Voices from the Movement excerpts;
- AAS396F:** In a timeline, chart and assess the relationship between race, Islam, slavery and social justice movements relative to people of African descent, 7th century CE to today;
- AAS396G:** Create a concept map (Prezi or other multimedia app) graphically analyzing #BLM ideological goals and beliefs. Who is the authority making the statement?
- AAS396H:** Write a Two-page policy paper (with statement of problem, data, attempted policy remedies, recommendations for future policy {by whom?}) on a particular issue addressed by the #BLM or that should be addressed by it; does the issue occur in

- AAS396I:** an international context? If so, to what international bodies may appeals be made? As a group, Organize the above elements into a well-written iBook chapter with: a) Chapter Title, b) Table of Contents, c) Chapter Introduction, d) Body with brief narrative for each element (Storymap, TimeMapper, Prezi, etc.), e) Conclusion – challenging your audience to both define the #BLM for themselves and develop their own sociopolitical goals.

CLASS FORMAT

The course will combine lectures, multimedia presentations, writing assignments, class discussions, activities and various assignments. **Be prepared to participate in the learning process.** Reading, listening, note taking, thinking (knowledge, analysis, synthesis, and judgment), writing, and clear speaking are critical skills in this class. Most classes will: a) be based on previously assigned readings, b) include a concise lecture by the professor, c) include a writing session on a salient question, d) conclude with a discussion of the text(s). Mastery of these skills will contribute greatly to your success in this class, at Morehouse College, and in your future endeavors.

The following specific policies will be enforced:

- Students are expected to attend each class meeting. Students with more than 3 unexcused absences will be referred to the Office of Student Success and may be administratively withdrawn from the course. Failure to meet minimum attendance requirements may result in the loss of the student's financial aid in accordance with federal financial aid requirements.
- Students who disrupt the learning environment will be asked to leave the class and marked as absent.
- After the fifteen-minute point, please do not enter the class late
- Recording or videotaping of any class sessions, lectures, discussions, etc. is ***prohibited*** without authorization from the Office of Student Services. You are encouraged to take handwritten notes; all intellectual property laws apply.
- Cell phones are to be turned off; taking a call during class will be counted as an absence;
- Computer usage in class should be focused on satisfying the course objectives and **will** be suspended during all in-class tests and **may** be suspended for **any** non-research purposes;
- Leaving class during a test or quiz, (no matter the reason), is not allowed;
- Failure to return an assignment or missing a quiz or a test will result in a grade of zero
- Late assignments will not be given full value; assignments more than one week (two class sessions late will **not** be accepted;
- Proper Dress and Decorum are essential; do not wear hats, doo-rags or other non-religious/cultural head coverings, while in class; please do not wear clothing that reveals undergarments. Respect yourself, the professor, and your classmates.

Prerequisites: Majors and minors must have successfully completed AAS 100, History 111 and/or 112; Prerequisites may be waived for advanced AAS students and non-majors with approval of the program director.

Class Policies

Students will attend every class session, punctually, unless otherwise directed or excused. Students missing more than three unexcused absences will. At the minimum, receive a devalued grade of 10 points (one letter grade for the course). Excuses for medical reasons and emergencies must be well documented through the Office of Student Life. The professor will take the roll at the

beginning of each class session. If students are not present at the time of roll, they are officially tardy. If students are not in class at least fifteen (15) minutes after the session has begun, then they are considered absent. After the fifteen-minute point, please see the professor after class. Any missed class notes, during absences, should be obtained from a classmate. The professor **will not** provide class notes for any absences.

In Addition, the following policies will be enforced:

- Any missed class notes **MUST** be obtained from a classmate;
- Attendance: two accumulated tardies = one absence
- Recording or videotaping of any class sessions, lectures, discussions, etc. is **prohibited**. You are free to take written & word-processed notes; all intellectual property laws apply.
- Cell phones are to be turned off; leaving class to take a call is disruptive and will be counted as an absence (tardy rule applies);
- Computer usage in class **will** be suspended during all in-class tests and **may** be suspended for any non-research purposes; **do not check your email, Facebook, Twitter, etc. in class**.
- Any form of academic dishonesty in the form of plagiarism/cheating is subject to failure of the COURSE and referral to the Dean for a retention hearing.
- Leaving class during a test or quiz is not allowed;
- Failure to return an assignment or missing a quiz or a test will result in a grade of zero
- Late assignments will not be given full value; they will **not** be accepted beyond 2 classes
- Students must keep a copy of each assignment (digital and hardcopy)
- Make-up exams will only be offered for excused absences; make-ups are offered only twice per semester (once before the midterm and once after) during office hours.
- Pursuant to the Morehouse dress code, proper dress and decorum are essential; do not wear any non-religious/cultural head coverings or clothing that reveals undergarments
- Respect yourself, the professor, and your classmates.

Attendance Expectations and Policy

Students are expected to attend each class meeting. Students who miss any class session, excused or unexcused are responsible for getting the material for the day's assignment. The professor will not provide lecture notes outside of class. Students with more than 3 unexcused absences will be referred to the Office of Student Success and may be administratively withdrawn from the course. Failure to meet minimum attendance requirements may result in the loss of your financial aid in accordance with federal financial aid requirements.

EEO & Disability Statement

Morehouse College is an equal opportunity employer and educational institution. Students with disabilities or those who suspect they have a disability must register with the Office of Disability Services ("ODS") in order to receive accommodations. Students currently registered with the ODS are required to present their Disability Services Accommodation Letter to faculty immediately upon receiving the accommodation. If you have any questions, contact the Office of Disability Services, 100 Sale Hall Annex, Morehouse College, 830 Westview Dr. S.W., Atlanta, GA 30314, (404) 215-2636.

Academic Dishonesty:

Morehouse College students are expected to conduct themselves with the highest level of ethics and academic honesty at all times and abide by the terms set forth in the Student Handbook and

Code of Conduct. Instances of academic dishonesty, including, but not limited to plagiarism and cheating on examinations and assignments, are taken seriously and may result in a failing grade for the assignment or course and may be reported to the Honor and Conduct Review Board for disciplinary action.

Syllabus is not a Contract:

A syllabus is not a contract between instructor and student, but rather a guide to course procedures. The instructor reserves the right to amend the syllabus when conflicts, emergencies or circumstances dictate. Students will be duly notified.

Inclement Weather Policy:

In the event of inclement weather, the College will announce any closures via the emergency notification system and/or through local news outlets. Absent an official closure, students are not excused from attending class due to weather and any absences will be considered unexcused.

Computer Based Instruction

The course will combine lectures, multimedia presentations, discussions, activities, and various assignments as the primary pedagogical tools. Be prepared to participate, actively, in the learning process. Blackboard will be the primary means of distributing course information outside of class. Students should log onto Blackboard as regularly as possible. To access Blackboard go to the Tigernet page, log-in, click "My Courses/Academics," click *African Identity and Ethics*, explore the materials under "Lessons," "Evaluation," "Readings," etc. Your class participation grade is greatly determined by your Blackboard participation and ALL assignments will be turned into designated inboxes. Barring a campus-wide system outage, there will be no excuses for any failure to utilize & navigate Blackboard. The professor also recommends that you make ample use of your Box storage space (free to all Morehouse students via MyPortal).

Evaluation & Grading

Every student will be evaluated based on the following criteria:

- | | |
|-------------------------------------|-------------|
| • Discussion Posts/blog (5 entries) | 15% |
| • Quest Average | 20% |
| • Midterm Examination | 20% |
| • Final Examination | 20% |
| • E-Portfolio | 25% |
| Final Grade | 100% |

<u>Points</u>	<u>Final Grade</u>
100-97	A+
96-93	A
92 -90	A-
89-87	B+
86-83	B
82-80	B-
79-77	C+
76-73	C
72-70	C-
69-67	D+
66-60	D
59 and below	F

Discussion Questions

Students will prepare a five-minute presentation displaying critical thinking on one discussion question for the given day. Question assignments will be made on the day of the lesson. Using your assigned role, (reporter, researcher, analyst, etc.), Students will work in groups to discuss their assigned question. Unless otherwise directed, students will be responsible for posting a brief text response on D2L to the Discussion question of the day as a group. Students failing to present during their assigned class session or to post responses on D2L will earn a grade of F.

Content: The Discussion Questions should: a) state the main point in response to the question at hand or a summary of the reading at hand, b) explain your answer, c) give clear examples (as

specific as possible—names, dates, place, events, etc.), d) give an illustration in your own words to illustrate your ideas (analogy, metaphor, etc.) and their connection to the course content and topic at hand.

Identity-Ethical Text Analysis

For extra credit, students may write two ethical text analyses, directly related to your research project and the topics of the course during the semester; Texts should be chosen from the course sequence. This is a three-page document (750 words) explaining the ethical value and critical identity issues raised by a historical document. The following ten areas raised by Carter and Baumler provide an outline of questions to be answered in the ethical text analysis:

1. When, where and by whom was this document/text written?
2. For what audience was it written?
3. What do we learn about the person's/group's identity from this text?
4. Define the salient social justice/ethical principle in a short statement
5. Exemplify the principle by giving examples from the texts
6. Provide examples within the text's social context that illustrate the principle in operation.
7. List the philosophers who articulate the principle then and now.
8. Provide a concise block quote from outstanding ethical thinkers
9. Describe the cultural and intellectual climate relative to Black identity & ethics
10. State any caveats and/or exceptions to the principle
11. Bibliography

Required Textbooks

- B.R. Ambedkar, *The Annihilation of Caste: The Annotated Critical Edition* with and Introduction by Arundhati Roy, Verso, 2014.
- Michael Gomez, *Reversing Sail: A History of the African Diaspora*. (Cambridge, 2004, ISBN: 9780521001359)
- Keeanga-Yemahтта Taylor, *From #BlackLivesMatter To Black Liberation*. (Haymarket, 2016, ISBN: 9781608465620)
- A. Leon Higginbotham, *Shades of Freedom: Racial Politics and Presumptions of the American Legal Process*. (Oxford U. P., 1996)

Recommended Texts

- Gerald Horne, *The End of Empires: African Americans and India*. (Temple University, 2008)
- Martin Luther King, Jr., *A Time to Break Silence: The Essential Works of MLK, Jr. for Students*. (Beacon Press, 2013)
- Gyanendra Pandey, *A History of Prejudice: Race, Caste and Difference in India and the United States*. (Cambridge University Press, 2013)
- Wole Soyinka, *Of Africa*. (Yale University Press, 2012)
- Other Assigned Readings on Blackboard marked with an *.

COURSE OUTLINE

- Day 1** **Black Lives Matter: Course Introduction, Theoretical perspectives**
Read: Syllabus; Gomez, Intro.; Taylor, TOC to p.6; Higginbotham, Intro.; Roy, Introduction
Discuss: a) Whose Blackness: Historically, does Black crack across age and region?

b) What is the Black Lives Matter Movement (BLMM)? b) What is the African Diaspora and how does it provide a context for understanding the BLMM?

Learning Tasks:

- I. Assign Research Groups: 1) South America, 2) Caribbean/ CARICOM States, 3) European Union, 4) Arab States, 5) South Asia, 6) Australia
- II. Explain Discussion Group Rotations: 1) Reporter, 2) Recorder, 3) Researcher, 4) Information Analyst.

III. **AAS396A,**
First Day of Class

HW: AAS396C
Th, August 18, 2016

PART I: OLD WORLD FOUNDATIONS OF THE BLACK EXPERIENCE

Weeks 2-3 Ma'at: Old World Dimensions of the African Diaspora

Read: Gomez, Chs. 1 - 2; Carruthers, "The Farmer Whose Speech was Good"; Lesson Outline; 'Justice, Ethics and the Power of Womanhood'

Discuss: a) How do "Old" World Dimensions frame our notions of African Diasporic culture and social thought? b) What are the most important core values of precolonial Africans according to Carruthers and Gomez? c) How does the Judeo-Christian Tradition shape the value of Black Lives? d) What combination of pre-colonial and Maafrican factors led to the development of African diasporic identities & social thought? Analyze these identities and the agents and factors responsible for their creation.

Group Assignments Worksheet Due
Quest One

LO: AAS396B
Tu, August 23, 2016
Th, September 1

Week 4 Baqt: Black Lives in Africa & the Islamic World, 641 – 2016 ce

Read: Gomez, Ch. 3; Chan. Williams, "Arab Nubian War;" Spaulding, "Baqt Treaty"; Azad Essa, 'African Egypt, Arab Spring';

Discuss: a) How does the Islamic Tradition shape the value of Black Lives?? b) Why is the Arab-Nubian War significant in the history of African enslavement? c) Explain how a racial ethical framework may have emerged from Arab-Islamic interactions with Africa. d) In what ways was slavery similar and different under Islamic and Christian societies? e) What social justice options do BLM activists have relative to Darfur and Africans in the Islamic lands?

Library Research Day: Training and Group Work
Quest Two

LO: AAS396F
Tu, September 6
Th, September 8

PART II: BLACK LIVES, THE MAAFA AND AFRICAN DIASPORIC EXPERIENCE

Weeks 5 New World Realities: The Transatlantic Moment and Enslavement

Read: Gomez, Chs. 4, 5; Higginbotham, chs. 2 - 5

Discuss: a) What types of ruptures in African history did Gomez's Transatlantic Moment and enslavement represent? b) Describe the Scope of the Transatlantic Slave Trade and how it established African racial identities in the Americas. c) Describe the practices of the Slaving Industry and how it impacted

African people. **d)** Compare North American enslavement to other sites in the Western Diaspora: South America, the Caribbean. **e)** All: Discuss why resistance was essential in Asserting Black humanity during enslavement. LO:

Research Group Topics Due

Tu, September 13

Quest Three

Th, September 15

Week 6

Reversing Sail: Reconnecting and Movement People

Read: Gomez, chs. 6 – 8; Higginbotham, ch. 7 & 8

Discuss: Ch. 7: a) Boats and Trains, **b)** Organizing Black Labor, **c)** Faiths New and Renewed, **d)** Conceptualizing the Solutions, **e)** Efflorescence; **Ch. 8: a)** Freedom & Fire; **b)** Caribbean, **c)** Latin America, **d)** Europe, **e)** Cultural Innovations

Quest Four

Th, September 22, 2016

Week 7

The Broken Social Contract: Critical Theory Toward Black Liberation

Read: Higginbotham, chs. 1, 9 & 10; C. Mills, The Racial Contract; Crenshaw, "Mapping the Margins"

Discuss: Questions TBD by students

RESEARCH PROJECT THESIS DUE

Tu, September 27

Quest Five

Th, September 29

Week 8

REVIEW for MIDTERM EXAM

Tu, October 4

MIDTERM EXAMINATION

Th, October 6

PART III: FROM BLACK LIVES MATTER TO BLACK LIBERATION

Week 9

Black Awakening in Obama's America: Myths of Post-raciality

Read: Taylor, Intro., ch. 1; Higginbotham, ch. 11 & 12

Discuss: a) What is the difference between the BLMM and Black Liberation Movement? **b)** What is America's Culture of Racism and how is it connected to Gomez's Old World Dimensions and New World Realities? **c)** What were the precedents that anticipated the BLMM? Why does Taylor argue that Pres. Obama's tenure was one of these prerequisites?

RESEARCH PROJECT Outline DUE

Tu, October 11

Quest Six

Th, October 13

Week 10

Interracial and Intra-racial Double Standards

Read: Taylor, chs. 2 - 4

Discuss: TBD by students

RESEARCH PROJECT Work

Tu, October 18

Quest Seven

Th, October 20

Week 11

Assessing the Obama Presidency, Rise of the Black Lives Matter Movement

Read: Taylor, chs. 5 and 6

Discuss: TBD by students

RESEARCH PROJECT Draft I Due

Tu, October 25

Quest Eight

Th, October 27

Week 12	From #BlackLivesMatter to Black Liberation Read: Taylor, ch.7 Discuss: TBD by students RESEARCH PROJECT Draft II Due Quest Nine	Tu, November 1 Th, November 3
Week 13	Varna: Caste & the Dalit Lives Matter Struggle for Social Justice in India Read: Arundhati Roy and Bhimrao R. Ambedkar, The Annihilation of Caste Multimedia: "The Price of Fairness" Discuss: a) How is "Blackness" constructed in Indian civilization? b) How does the history of the Indian Sub-continent alter our ideas on the ethics of race, caste and class? c) Who are the <i>Dalits</i> and how have the three major Indian anti-colonial leaders (Ambedkar, Gandhi & Nehru) offered positions relative to this group in modernity? d) Compare and contrast the concepts of racism and caste. How do they inform the BLMM and DLMM? How do they inform the BLMM and DLMM? How are these movements similar and divergent in their goals, leadership and methods? RESEARCH PROJECT Final Draft Due Quest Eight	Tu, November 8 Th, November 10
Week 14	Student Research Presentations	Tu, November 15 Th, November 17
Week 15	Student Research Presentations Thanksgiving Holiday **No Class**	Tu, November 22 Th, November 24
Week 16	Final Exam Review & Final Day of Class	Tu, November 29
Final Exam	Date: _____	

HONOR & DECORUM CODE

I will strive to honor my ancestors, parents and peers by setting excellence as my mark. I will respect myself and those around me in my speech and actions. I will not settle for mediocrity. I recognize the challenge before me and readily accept it!
SPEAK MA'AT, DO MA'AT!