

BOWIE STATE UNIVERSITY
College of Arts and Sciences
 Department of History and Government

2nd Summer 2010: Course Syllabus & Schedule of Learning Activities
GOVT 400-800 (1104): Black Political Thought (3 Credits)

Course Schedule: Tues & Thur 5:00-9:00 p.m.

Course Venue: MLK 0207 & @ BSU Online

Class Schedule: Tues & Thursday @ 5:00-9:00 p.m.

Off. Hrs: Tues & Thur 3:00-5:00 p.m./by Appointments

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Course Description: This seminar course is a review of the major Black (Africans in the continent and those in the diaspora, both men and women) thinkers, writers, philosophers and leaders (political, traditional and religious) who have made significant contributions to political thought. The focus will be on how to address the enduring problems of race and class, equality and justice, and unity and conflict in the human polity.

The course is to expose and introduce students to African and African-American political, social, religious, and philosophical ideas, works, theories, ideologies, expressions, reflections, speeches. Through an intensive critical reading, close-textual study and interpretive analyses of the selected major works, we hope to address the underlying issues and attempt to flesh-out their political significance and unique contributions as part of the whole "philosophy born out of struggle." The thread that ties some of their philosophical ideas together is the quest for freedom, agitation for political liberation and the basic human interest in emancipation. We look to find the principles, goals and strategies as developed or reflected in their various writings/expressions in light of the historic/contemporary problems and challenges associated with race-based discrimination, class inequality, gender oppression, economic exploitation, other forms of social injustice and their corresponding political dimensions. By a close-textual reading, we may begin to appreciate their efforts in the struggle to undermine or subvert the subtle human-made structures of subjugation, domination/control, exploitation, oppression, dehumanization, and how the struggle has shaped or impacted the lives of African peoples (women and men) both in Africa and in the diaspora (United States, Europe and the Caribbean).

Of particular interests are these figures (as thinkers, writers, theories, activists, revolutionaries, radicals, leaders, etc.): Martin R. Delany, Edward W. Blyden, James T. Holly, Alexander Crummel, Henry Highland Garnet, Frederick Douglass, Thomas T. Fortune, Booker T. Washington, William E. B. DuBois, Leopold Sedar Senghor (Senegal), Marcus Garvey, Frantz Fanon, Patrice Lumumba (Zaire), Kwame Nkrumah (Ghana), El Hajj El Shabazz (as Malcolm X), Molefi Kete Asante, Benjamin Nnamdi Azikiwe, Alain Locke, Ralph Bunche, Philip Randolph, Sekou Toure (Guinea), Rosa Parks, Julius Nyerere (Tanzania), Chukwuemeka Ojukwu, Martin Luther King, Jr., Wole Soyinka, Chinua Achebe, Nelson Mandela (of South Africa), Kwame Toure (as Stokely Carmichael), Angela Davis, Cornel West, Cheikh Anta Diop,

Walter Rodney, Milton Obote (Uganda), Jomo Kenyatta (Kenya), Patricia Collins, Barrack Hussein Obama et al.

Course Rationale: Black Political Thought can be used as a 3-credit course to fulfill the social science elective requirement or as an upper level Government elective, with

Course Prerequisites: Students need to have taken ENGL 101 and/or ENGL 102 prior to registering for this course; and should have the ability to engage complex texts more closely and carefully with maximum comprehension.

The Required Readings are from these Textbook(s):

Brotz, Howard (Ed.). (1992). *African-American Social and Political Thought: 1850-1920*. New Brunswick, New Jersey: Transaction Publishers (look for the newest or latest edition).

Collins, Patricia Hill. (1990). *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment*. New York: Routledge.

McCartney, John T. (1992). *An Essay in African American Political Thought*. Philadelphia, PA: Temple University Press.

Meier, August, Rudwick, Elliot, & Broderick, Francis L. (Eds.). (1971). *Black Protest Thought in the 20th Century*. New York: MacMillan American heritage Press.

Recommended Texts:

Carby, Hazel V. (1987). *Reconstructing Womanhood: The Emergence of the Afro-American Woman Novelist*. New York: Oxford University Press.

Cartey, Wilfred & Martin Kilson (Eds.). (1970). *The African Reader: Independent Africa*.

Davis, Angela. (1981). *Women, Race and Class*. New York: Random House.

Hooks, Bell. (1984). *Feminist Theory: From Margin to Center*. Boston: South End Press.

West, Cornel. (1993). *Race Matters*. Boston: Beacon Press.

Disability Policy Statement for Accommodations: Students with any form of disabilities and who wish to receive the ADA accommodation considerations should immediately express and communicate their interests to Mr. Michael S. Hughes (Coordinator of Disability Support Services/Academic Advisement Specialist). His office is located in the Business/Graduate Studies Building (Room 1328) and his contact phone is (301) 860-4062. It is important to share such an interest or desire for accommodation with the instructor of the course.

Emerging Issues: Students will examine some of the issues of and arguments for global warming/climate change to begin to understand and appreciate the nature of the environmental crisis and its impact on the human race. One of the emerging issues is the question of “going green and being friendly to environmental” which calls for some/all of the following deliberate actions:

- Conserving energy and preserving the ecological system
- Recycling bottles, cans, papers, plastics, etc.
- Cleaning-up the environment and becoming a lover of nature
- Helping to reduce pollution and toxic wastes to improve air and water quality, and
- Protect the wildlife, forestation and always grow plants or seeds in the neighborhood.

Students will be required to view former Vice President Al Gore's "An Inconvenient Truth" (2006) documentary film, and then write an a critical review essay, for 5% (for extra-credit), providing good arguments for "greening" the environment and reducing pollution/waste in the communities or neighborhoods. The film critic assignment is due on the last day of class (without exceptions!).

Some Important Information & Dates:

Class sessions will start on Tuesday, July 6, 2010

Last Day of Classes is on August 6, 2010

The Study Group Online Presentations are: TBA

Assignments due Dates: TBA

For Emergency Closings due to Weather inclemency, call (301) 860-4000

The BSU Bookstore/Follett's Phone No. is (301) 860-4350

The Library's Phone No. is (301) 860-3850

Note: Check the Announcements section on the Blackboard regularly for updated course information.

Learning Goals & Objectives: Students are expected

1. To introduce students to the nature and development of African and African-American social/political thought;
2. To introduce students to the various ways in which Africans and Black Americans resorted tot in reacting to European slavery, colonization, political domination, economic exploitation and the politics of racial superiority with its ancillary structures of difference and dehumanization;
3. To encourage and guiding students in reading the primary texts, and engage in critical examination and close interpretive analysis of the selected texts and discussing their obvious political/moral implications/relevance;
4. To expose students to black feminist criticism as a dimension of African American political and social thought;

5. To help and encourage students to read, think, discuss, and write intelligently, analytically, and critically about African and African-American social/political, economic/moral, religious discourses;
6. To challenge students to develop a critical appreciation for the works, ideas and ideologies of African and African-American intellectuals, thinkers, social activists, idealists, philosophers et al based on their alternative world-outlook; and
7. To work with students to develop the ability to relate ideas, knowledge, and modes of thought across traditional academic disciplinary boundaries.

Course Requirements and Students' Responsibilities: In order to be successful in the blended delivery mode, students who are registered for this course need to

enroll in the Blackboard to access the Updated Course Announcements and Information

secure or purchase the required and/or recommended textbooks from the library or the bookstore

make every necessary effort to read and study the assigned materials closely and carefully go over the assigned materials before and after each class session

come to each class fully prepared, interested to learn and ready to participate in class discussions

assume responsibility for all the readings and written assignments without making excuses

actively participate in the study groups and tele-conferences, and make intelligent contributions, and

show maturity and desist from all forms of academic dishonesty: cheating, plagiarism, and intellectual theft.

Performance Evaluation Criteria & Graded Assignments Due Dates: The standards for measuring the achievement of the set learning goals and objectives will include

1. Four (4) Short Papers & oral defense with appropriate sources and citations, for 40%, on the following dates: July 13, 20, 27 and August 3, 2010
2. The Film Critique of Al Gore's documentary on Climate Change, for 5% (Bonus), due on the last day of class (August 6, 2010)
3. Four (4) In-Class Presentations, for 40%, due on July 15, 22, 29, and August 5, 2010
4. Weekly Online Conference Participation, for 20% (with major responses and three or more reaction commentaries to what others have posted)

Note: The Instructor shall make every reasonable effort to accommodate students who have "legitimate" reasons to miss any of the graded assignment and/or examination deadlines, but provided they have to "make them up" within 48 hours or loose 50% of the grade(s).

The Grading System:

90+ = A

80+ = B

70+ = C

60+ = D

50+/- = F

WEEKLY SCHEDULES, MODULES AND UNITS OF INSTRUCTION

Note: This online/web classroom via the BSU Online Blackboard is still under construction, and it is hoped to be completed in due course. If you have any interesting questions or concerns, contact the Instructor via (301) 860-8611 or (240) 401-5424 (Cell Phone), or his E-Mail address: barah@bowiestate.edu.

For the Short Weekly Argumentative and /Critical Reasoning Papers to be graded as follows:

- Clarity of thesis statement
- Organization & coherence
- Depth of research demonstrated by critical thinking & analysis
- Footnotes and/or Endnotes
- Bibliographic & citation formats

For the Short Papers, students need to demonstrate a critical understanding of the recurrent themes, issues, problems and arguments, for 40% (due as at when due without exceptions)

This term paper will be evaluated as follows:

1. Each student will be required to submit a short paper of no more than four pages long, typed and double-spaced (excluding bibliography page).
2. An online of each paper will be required.
3. Students will be required to select a topic from a list provided by the professor. Students may select their own topics with the permission of the instructor.
4. Students will be required to present their papers to the class.
5. Oral Presentation of the paper will be assessed as follows:

- a) Clarity of thesis statement and thought
- b) Excellent organization and coherence of presentation
- c) References cited appropriately

THE COMPETENCIES

A) NCATE Curriculum Themes

- Academic Scholar: Objectives
- Effective Practitioner: Objectives
- Technological Applications: Objective
- Multiple Forms of Assessment: Objectives
- Special Population Perspectives: Objectives
- Multicultural & Global Perspectives: Objectives
- Reflective Practitioner: Objectives
- Personal & Interpersonal Perspectives

GENERAL EDUCATION COMPETENCIES & LEARNING OUTCOMES:

1. **Written and Oral Communications**

- a) Write short analytical and critical reasoning essays designed to demonstrate familiarity with the concepts, issues, arguments and the body of literature [GENED]; and
- b) Give six study group oral presentations of the contributions of selected (political) philosophers and theorists, for and against male domination and feminism [GENE].

2. **Scientific and Quantitative Reasoning**

- a) Evaluate facts and data on assignments, including short and the major papers; and
- b) Review and critically examine the (scientific) reasoning against racial segregation and discrimination inherent in some of the writings and protestations.

3. **Critical Analysis and Reasoning**

- a) Develop term papers that are both critical and interpretive analysis of the facts and opinions of dominant male philosophers who support and/or justify domination, exploitation in a male-structured universe and exclusion of women in philosophy;
- b) Apply critical thinking and analytical reasoning in developing quality short and major papers as well as in oral presentations based on the assigned reading materials

4. **Technology Competency**

- a) Use the computer, or other media technologies via the internet to search for and locate some of the assigned reading materials via BSU Online;
- b) Use computer-enhanced information technology and communication to interact and collaborate online with the other students for autonomous, active and student-centered learning, at least, three times per week; and
- c) Use the library software to identify relevant resources for course assignments (6).

5. **Information Literacy**

- a) Use of library to locate and access information from the BSU or the University System of Maryland Consortium (6); and
- b) Select the most appropriate methods to research and gather materials for assignments

INSTRUCTIONAL MODES: The instructional methods for the course would include

- lectures aimed to illuminate on the major themes and challenge students to read
- in-class and online discussions based on the assigned readings and videos
- weekly Blackboard discussions, responses/postings, live chats via the BSU Online
- collaborative study group study and presentations of assigned materials, and
- viewing/deliberations on and critical analysis of some selected video-tapes and films.

c) **Part of Students' Responsibilities:**

- i) Students will be required to write 10 weekly short papers and
 - a) Each must be typed, double-spaced, and the pages numbered
 - b) To be based on the assigned readings with two reference sources (excluding the Internet sources); and
 - c) Submitted as at when due and reflecting the following:
 - Thesis Statement or Statement of the Problem
 - Excellent Organization & Coherence
 - Critical Thinking, Interpretive Analysis & Reflection
 - Use of (Relevant) References
 - Proper Citations & Consistent Style of Writing

Note: Plagiarism is a form of intellectual or academic dishonesty, and any appearance of

“impropriety” will result in an 'F' for the course. This includes copying material from the internet or textbooks and “stealing” from other sources without proper notations. BSU, as an academic institution does not recognize academic dishonesty as a legitimate means for fulfilling course requirements. Therefore, cheating (during oral and written communications) in this course may negatively affect the student’s final grade and should not be encouraged. Make sure to cite any/all sources and reflect on each reading.

For writing papers, and trying to avoid plagiarism, it is important to refer to the following manuals of style: the American Psychological Association (APA), the Modern Language Association of America (MLA), and the American Political Science Association Manual which is The Chicago Manual/Turabian Style).

ii) All oral and written assignments are graded, and failure to participate in any or all as per scheduled will result in “earned” zero points. Except in the most extreme and certifiable circumstances (death in the family, child birth, auto accident, hospitalization, etc.), there will be no make-up. An INCOMPLETE (I) grade will rarely be given and only in cases where the student is doing a passing work and has reasonable or valid excuse (distress or illness). Please contact and discuss with the professor prior to missing the deadline for any graded assignment, particularly in cases of certifiable medical emergencies, personal problems or employment/professional situations which, I would consider, sufficient grounds for official excuse from the CHAIRMAN and/or the DEAN OF THE SCHOOL OF ARTS AND SCIENCES. However, the final grades will not be changed unless there is an error in computation.

iii) Students are expected to maintain regular and prompt attendance. During the face-to-face on-site class sessions, there will be a roll call at the beginning. Therefore, excessive tardiness or unexcused absences will not be tolerated and such documented absences may negatively be factored into the student’s final grade calculation. In any case, the University's rule states that “a student may be advised by the instructor to withdraw from a course for excessive absences. Five (5) or more hours of unexcused absences before the final date for withdrawal may result in the student’s receiving a grade of ‘F’ for the course”.

iv) Students are expected to study the assigned materials before and after each class sessions; read and understand the content of the Course Syllabus; actively participate in the weekly conference deliberations by posting substantive/quality responses and commenting on those of 2/more other students; collaborate and work harmoniously with other Study Group members on the assigned readings; check for updated information in the Announcements section; do the assignments as stipulated in the Assignment Folders and submit as at when due; and try to enjoy the course and have fun learning new materials/information packaged as knowledge.

v) Finally, please be aware that the instructor reserves the right to modify the organization of the course content, may add or reduce the number of readings and assignments, and adjust the grading scale in the computation of the final grades.

COURSE OUTLINE AND SCHEDULE FOR LEARNING ACTIVITIES

Weeks/Dates, Learning Modules & Topics	Specific Reading Assignments
Week 1: July 6-11	A General Introduction to Philosophy, Political Science, Politics, and Black Political Thought
Week 2: July 12-18	Foundations & Principles of Self-Rule, and African and African-American Nationalism
Week 3: July 19-25	Africans in the Diaspora: Politics of Emigration, Assimilation Protests and Nationalism
Weeks 4-5: July 26-August 6	The Role of African & African-American Intellectuals & Leaders in the Struggle for Emancipation, Empowerment and Sustainable Development
Classes begin on July 6 and ends Aug 6	