

INSPIRE 3EL3 – Experiential Learning Opportunities
CO1 – Topics in the Black, African and African Diaspora Studies
Fall 2021

COURSE OFFERING

Term: Fall 2021

Mode of Delivery: Virtual

Class Dates: Mondays 3:30 pm - 5:20 pm and Thursdays 3:30 pm - 4:20 pm

COURSE INSTRUCTOR

Name: Kojo Damptey

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Office Hours: TBD

COURSE DESCRIPTION

This interdisciplinary course will explore selected topics from Black, African, and African Diaspora Studies, as determined by the instructor. Topics will focus on historical and contemporary issues that connect Black and African communities around the world. This course will interrogate the intersections of race with other concepts and experiences including gender, class, sexuality, culture, power, politics, violence, and globalization. To do this a wide variety of scholarly and non-scholarly work will be explored to introduce students to the past and contemporary socio-cultural varieties of African societies across the globe. In addition, students will be exposed to ideas and research from interdisciplinary scholars within the African & Caribbean Faculty Association at McMaster (ACFAM).

COURSE OBJECTIVES

This course provides an introduction to the history, ideas, realities, and research of Black, African and African Diaspora scholars, organizers and their respective communities. Topics of concern explored in this course will be ideas and concepts around resistance, resilience, liberation, and decoloniality. They will be discussed through various theoretical frameworks including post/anti/neo/de(colonial studies), critical race theory, African Indigenous Knowledge Systems, analyses of whiteness and anti-racism/anti-oppression.

- You will gain a historical, social, and political understanding of Black, African, and African diaspora ways of being particularly in a global context.
- You will undertake an interdisciplinary approach to academic inquiry.
- You will gain an understanding of how to critically analyze foundation texts in Black, African and African Diaspora scholarship.

METHOD OF INSTRUCTION

This course will use a variety of integrative pedagogical approaches including a lecture format, but on occasion, there will be group discussions, group presentations and guest lectures from faculty members from the African & Caribbean Faculty Association at McMaster (ACFAM).

- Students are expected to read all the assigned readings, videos, and other class material PRIOR to coming to class. Therefore, students should come to class having some thoughts and some questions pertaining to course readings and be READY TO DISCUSS/REFLECT.
- Students are expected to mutually respect all class members, including guests to the class. Such respect is paramount. We will have an opportunity to discuss this during our first class

Inclusivity/Universal Design Principles:

I will be providing summary notes via Avenue 2 Learn for all students prior to our classes each week. There are no multiple-choice examinations or examinations to be held during the examination period. Disclosures to the instructor of personal issues, illness or injury or extenuating circumstances are not required for accommodation requests. Students will not be called upon in class unless they indicate a willingness to contribute. I am both approachable and flexible so please feel free to contact me as soon as learning needs or concerns arise so that I can help anyway I can. I understand that not all needs are foreseeable as well so I can also help with alternative assignments and make-up work planning to foster successful learning and completion of the course. Please see below the University policy on academic accommodation for students with disabilities and accessibility statements.

REQUIRED TEXTS

1. Until We Are Free (2020). Rodney Diverlus, Sandy Hudson and Syrus Marcus Ware.
2. Links to electronically available course readings will be posted on the course website via Avenue 2 Learn.

ASSESSMENT AND COURSE DELIVERABLES

Participation: 15% this includes, attendance, discussion posts, readings, group, in-class and assignment participation.

Assignment 1: 15% Reflection paper on Africa and its diaspora.

4 Pages in Length, DATE of SUBMISSION: Sept 30th, 2021

Assignment 2: 35% Group Readings Presentation and Facilitated Discussion Percentage of grade: **20%** will be group grade and **15%** individual grade.

Sign up will be done with the first week of class

Assignment 3: 35% One Page Final Essay Outline: **5%** Final Critical Essay: **30%**

Note: this is the final assignment for purposes of the Late Withdrawal Policy.

Due:

Early submission- DATE (grade provided with feedback from the instructor)

Late submission- DATE (grade provided with no/limited feedback)

Requirements Overview and Deadlines

ASSIGNMENTS:

Participation: 15%

Reflection Paper: 15% Due Date: **Sept 30th, 2021**

Group Assignment: 35%

Critical Essay: 35% Due Date: Early Submission (**Dec 10th, 2021** *Grade provided with feedback*); Late Submission **Dec 17th, 2021** (Grade provided with no/limited feedback)

REQUIREMENT/ASSIGNMENT DETAILS

Assignment 1: Reflection paper on Africa and its diaspora (15%). Due Sept 30th, 2021

- This assignment builds on each student's perspective and experience about issues related to Black, African and Diasporic communities. In this paper, you may explore your own personal ethnic and/or racial identity (identities) reflecting on what you perceive as Black, African and/or Diasporic issues that exist presently or historically from your viewpoint. Students are required to engage in concepts such as race, racism, racialization, colonialism, orientalism, ethnicity, social location/confluence, assimilation, marginalization, dominant conformity, supremacy, privilege, power, oppression, cultural imperialism, globalization, social activism etc. Limit your choices to 2-3 of the above concepts.
- Some questions to address when exploring the above include: How does my own social location/subject position/confluence impact ideas around Blackness, discourse around Africa and its diaspora? Where do these personal/social/academic ideas come from? Who're the voices centred in the ideas presented in your paper and why? What might that say about the limitations of how you perceive and talk about issues around Blackness, Africa and its diaspora?
- Please conclude the paper by discussing how your reflection is related to the reason(s) you took this course.
- The assignment will be marked with a focus on the following:
 1. The complete fulfillment of the requirements identified above especially clear elaboration of chosen course concepts

2. The clarity, coherence, and orderliness of presentation
3. Depth of critical analyses
4. Adherence to the 4-page limit
5. Correct spelling and grammar
6. Conformity to academic style with appropriate referencing

Assignment 2 (Group): Group Readings Presentation and Facilitated Discussion (35%)

- The class will be divided into groups of 3 to 4 students each. Each group will be assigned a reading. The groups will be formed on the first day of class. It is expected that each group will meet to discuss the reading, to prepare a presentation and select the questions that will be presented to the larger class. It is also expected that all members of the group actively participate in the planning, organizing and delivery of the presentation.
- For the group presentation, you are asked to:
 1. Summarize the main issues, questions, arguments presented in the assigned reading.
 2. Creatively and critically raise issues, questions, arguments that were generated by the article. (You may include audiovisual materials, illustrate with scenarios, debates, etc.).
 3. Engage the class with discussion. This should be a key component of your presentation
 4. Synthesize or summarize your presentation and class discussion as it relates to the interplay of themes and concepts discussed in class.
- Please keep in mind that students should arrive to class with the readings already done; therefore it is not necessary or recommended that students spend a lot of the class time describing or explaining the reading(s). In other words, it is not recommended or necessary that students lecture on the readings.
- Rather, the objective of your presentation is to generate a discussion on the topics raised in the reading. You may utilize questions to pose to the class to stimulate student engagement and discussion. The questions are not intended to produce easy answers or definitive solutions. Rather the questions should try to open up discussion and conversations with your peers. Usually, queries that seem to produce open discussion are questions which engage with key themes, contradictions, tensions, dynamics, concerns and/or issues raised by the readings.
- Each group is required to submit to the instructor a typewritten copy of your questions on the day of your facilitation.
- The duration of the group presentation and facilitated discussion will be about 35/40 minutes depending on the number of groups.
- Presentations will be assessed based on content and presentation effectiveness.
- The individual grade will be based on a 2-page paper that each group member will individually prepare and submit on the day of their group presentation.
- The hand-in will:
 1. detail the individual's contribution to the group presentation

2. and reflect upon the individual's personal experience of the presentation group with a critical focus on course concepts.

This is not a discussion of the topics raised in the reading but rather a reflection on working with the reading with your presentation group i.e., debates generated among group members, and perspectives analyzed using course concepts. Cite any references to the course material used.

*For example, this may include a reflection on HOW your own confluence/subject position/social location impacted your perspectives of the presentation topic and how or why this was the same or different than other perspectives offered in your group. This might also include a reflection on a particular debate generated by the topic and how those might be explained using course concepts i.e., communality, racialization, blackness, colonization, decoloniality, etc.

Group assignments will receive a common grade for all the group members (i.e. all members of that group will receive the same group grade). All members of the group are expected to actively participate to ensure the success of the presentation. It is the entire group's responsibility to facilitate and ensure the full participation of all members, assignments that are incomplete or compromised because of a lack of participation or groups disbanding will be the responsibility of the entire group. In very rare circumstances, the instructor may adjust the grade of individual group members based on a lack of participation in the group process, or based on excluding someone in the group from full participation in the group.

Assignment 3 – Critical Essay (35%) Due - Dec 10th, 2021 *Grade provided with feedback*;
Late Submission **Dec 17th, 2021** *Grade provided with no/limited feedback*

- Students are required to write a critical essay on a topic of interest, which is related to the first assignment based on concepts/theories which are raised in the course. If you decide to focus on an entirely different topic from the first assignment do consult with the instructor. The length of the paper is to be 8-10 pages maximum (double spaced) plus references. Please use at least 10 refereed sources.
- The assignment requires that you explore a local/social/political/cultural/global issues relating to topics discussed in class and describe the implications of your analysis for Black folks, Africans and the African diaspora.

In the assignment students should:

1. Briefly detail the origins, history, and political foundation of the topic of discussion.
2. Explore significant historical/political/cultural/social issues that have emerged in relation to your topic of discussion.
3. Explore the meaning and effects of concepts learned in the class through application upon and reflection on the topic of discussion.

4. Demonstrate awareness of relevant theoretical frameworks from Black, African and diasporic activist, scholars, and organizers
5. Discuss implications of your analysis for Black, African and Diasporic communities.

The assignment will be marked with a focus on the following:

1. The complete fulfillment of the requirements identified above especially clear elaboration of course concepts and effective application of these in the chosen context
2. The clarity, coherence, and orderliness of presentation
3. Depth of critical analyses
4. Adherence to the 8-10 pages' limit
5. Correct spelling and grammar
6. Conformity to academic style and appropriate referencing

ASSIGNMENT SUBMISSION AND GRADING

Form and Style

- Written assignments must be typed and double-spaced and submitted with a front-page containing the title, student's name, student number, and the date. Number all pages (except the title page).
- Assignments should be stapled together. Please do NOT use plastic report covers or binders.
- The paper format must be in accordance with the current edition of **MLA** (Modern Language Association) style publication manual with particular attention paid to font size (Times-Roman 12), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page) as papers not meeting these requirements will not be accepted for grading.
- Students are expected to make use of relevant humanities and social science literature and other bodies of knowledge in their term assignments. When submitting, please keep a spare copy of your assignments.
- Please see me if an alternative approach might would best for you for accessibility reasons or for accommodation

COURSE SCHEDULE AND READINGS

Weekly Topics and Readings

Week 1: Sept 9th

Topics: Africa's Unknown History

- Introductions and Group Assignments

Required Reading:

- George Ayittey, Defeating Dictators. Chapter 2: Traditional Societies

Recommended Readings:

- Chancellor Williams, The Destruction of Black Civilization.
- Binyavanga Wainaina - How to write about Africa <https://granta.com/how-to-write-about-africa/>

Week 2: Sept 13

Topics: African Indigenous Ways of Knowing & Being

Required Reading:

- Kwame Gyekye, Tradition and Modernity: Philosophical Reflections on the African Experience. Chapter 2: Person and Community: In Defense of Moderate Communitarianism

Recommended Reading:

- George Dei, Reclaiming Development Through Indigeneity and Indigenous Knowledge

Week 3: Sept 20

Topics: Guest Lecturer from ACFAM Week 4: Sept 27

Topics: Obronni - Stories of the Enslaved

Required Readings:

- Ana Lucia Araujo Dahomey, Portugal and Bahia: King Adandozan and the Atlantic Slave Trade
- Akosua Adoma Perbi, A History of Indigenous Slavery in Ghana: From the 15th to the 19th Century, Chapter Chapter 2: Slavery & The Slave Trade

Recommended Reading:

- Saidiya Hartman, The Belly of the World: A Note on Black Women's Labors.

Week 5: Oct 4th

Topics: Blackness & Racism

Required Reading:

- Kwame Ture & Charles Hamilton. Black Power. Tuskegee of Alabama: Politics of Difference

Recommended Readings:

- Hall, S. (2007). The west and the rest: Discourse and power. In T. Das Gupta, C.E. James,
- Maaka, G. Galabuzi, & C. Andersen. (Eds). Race and racialization (pp. 56-60). Toronto: Canadian Scholar's Press.
- Hudson, S (2020). Unborderable Blackness: How Diasporic Black identities pose a threat to Imperialism and Colonialism everywhere. In Rodney Diverlus, Sandy Hudson, & Syrus Marcus Ware. (Eds). Until We Are Free Chapter 6. Regina: University of Regina Press.

Week 6: Oct 11th - 17th -MID TERM RECESS

Week 7: Oct 18th

Guest Lecturer – Dr. Wunpini Mohamed – Digital Activism in Africa

Required Reading:

- Mohamed, W (2019). [Online Activism: Centering Marginalized Voices in Activist Work.](#)

Week 8: Oct 25th

Topics: Black, African & Diasporic - 2SLGBTQ+ & Disability

Required Readings:

- Mohamed, W (2019). Deconstructing Homosexuality in Ghana.
- Ware, Syrus Marcus (2020). Power to All People: Black LGBTTI2QQ Activism, Remembrance, and Archiving in Toronto. In Rodney Diverlus, Sandy Hudson, & Syrus Marcus Ware. (Eds).
- Until We Are Free Chapter 20. Regina: University of Regina Press.

Recommended Readings:

- Gossett, C. (2014). We will not rest in peace: AIDS activism, Black radicalism, and queer and/or trans resistance. In J. Haritaworn, A. Kuntsman, & S. Posocco (Eds.), Queer necropolitics (pp.31-50). New York, NY: Routledge

Week 9: Nov 1st

Topics: Black, African & Diasporic - 2SLGBTQ+ & Disability

Required Reading:

- Jama, S (2020). The Need to Root Disability Justice into Movements. In Rodney Diverlus, Sandy Hudson, & Syrus Marcus Ware. (Eds). Until We Are Free Chapter 12. Regina: University of Regina Press.

Week 10: Nov 8th

Topics: Guest Lecturer from ACFAM

Week 11: Nov 15th

Topics: Post-Colonial or Decolonization

Required Readings:

- Martin, G (2012). African Political Thought. Chapters 5 & 6. New York: Palgrave Macmillan.

Recommended Reading:

- Sharma, N., & Wright, C., (2008). Decolonizing Resistance, Challenging Colonial States. *Social Justice*, 35, (3), 120-137.

Week 12: Nov 22nd

Topics: Global Discussions about Black Liberation

Combahee Collective

Expressions of Black Liberation/Radical Love/Defund the Police

Required Readings: Combahee Collective

- Hudson, S (2020). Indigenous and Black Solidarity in Practice: #BLMTOTentCity. In Rodney Diverlus, Sandy Hudson, & Syrus Marcus Ware. (Eds). *Until We Are Free* Chapter 21. Regina: University of Regina Press.

Week 13: Nov 29th

Topics: Global Discussions about Black Liberation

Black Lives Matter

The Road to Abolition

Required Readings:

- Keleta-Mae, N (2020). Black Lives Matter- Toronto Sit-in at Pride. In Rodney Diverlus, Sandy Hudson, & Syrus Marcus Ware. (Eds). *Until We Are Free* Chapter 19. Regina: University of Regina Press.
- Wingz, R, & Ware, S.M, (2020). Black Arts and the movement: A conversation. In Rodney Diverlus, Sandy Hudson, & Syrus Marcus Ware. (Eds). *Until We Are Free* Chapter 8. Regina: University of Regina Press.
- Turner, C (2020). The Afronautic Research Lab. In Rodney Diverlus, Sandy Hudson, & Syrus Marcus Ware. (Eds). *Until We Are Free* Chapter 19. Regina: University of Regina Press.

Week 14: Dec 6th

Summary & Questions for Critical Essay

Groups Assignments

1. Ware, S., Ruzsa, J., & Dias, G. (2014). It can't be fixed because it's not broken: Racism and disability in the prison industrial complex. *Disability incarcerated: Imprisonment and disability in the United States and Canada*, 163-184.
2. Sylvia Bawa. (Un)African women: Identity, Class, and Moral Geographies in Postcolonial Times.
3. Wunpini Mohamed. A Feminist Reading of Hashtag Activism in Ghana.
4. African Fractals
5. Rinaldo Wilcott. The End of Diversity.
6. Liveson Tatira. The role of Indigenous Shona cultural beliefs and practices in the conservation of the environment.
7. Blessing Makunike and Munyaradzi Mawere. The role and efficacy of Indigenous knowledge in fostering sustainable development in Africa: A case study of Zimbabwe.
8. Kojo Damptey. The death of international development.
9. Ali A. Mazrui. Who Killed Democracy in Africa? Clues of the Past, Concerns of the Future.
10. Amilcar Cabral. The Weapon of theory.
<https://www.marxists.org/subject/africa/cabral/1966/weapon-theory.htm>
11. Keguro Macharia. Black (Beyond Negation) <https://thenewinquiry.com/blog/black-beyond-negation/>
12. Stuart Hall. Cultural Identity and Diaspora.
<http://sites.middlebury.edu/nydiasporaworkshop/files/2011/04/D-OA-HallStuart-CulturalIdentityandDiaspora.pdf>
13. James Smalls. The Visual Life of Black Queer Diaspora.

POLICY ON MISSED WORK, EXTENSIONS, AND LATE PENALTIES

Standard McMaster policies pertaining to missed work (e.g., MSAFs) will apply. Understanding this, extensions and late penalties will be considered and addressed on a case-by-case basis. See below regarding academic accommodations, missed work, and related issues.

VIRTUAL COURSE DELIVERY

To follow and participate in virtual classes it is expected that you have reliable access to the following:

- A computer that meets the performance requirements [found here](#).
- An internet connection that is fast enough to stream video.
- Computer accessories that enable class participation, such as a microphone, speakers and webcam when needed.

If you think that you will not be able to meet these requirements, please contact uts@mcmaster.ca as soon as you can. Please visit the [Technology Resources for Students page](#) for detailed requirements. If you use assistive technology or believe that our platforms

might be a barrier to participating, please contact [Student Accessibility Services, sas@mcmaster.ca](mailto:sas@mcmaster.ca), for support.

E-MAIL POLICY

E-mails must originate from a valid McMaster account, and be sent to the instructor's McMaster email. Please do not use the Avenue messaging function. You must use your McMaster email account to message the instructor. Any email originating from another provider will be deleted (we cannot confirm that the email has come from you).

STUDENTS WITH ACCOMMODATIONS (SAS)

Please discuss your accommodations with the instructor early in the term so that accommodations can be in place before they are needed.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your registration and continuous participation to the various learning activities of *INSPIRE 3EL3* will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture or through other communication vehicles. It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly. Lack of awareness of the course policies cannot be invoked at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand. The instructor reserves the right to modify elements of the course and will notify students accordingly.

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. It is your responsibility to understand what constitutes academic dishonesty.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- Improper collaboration in group work.

- Copying or using unauthorized aids in tests and examinations.

AUTHENTICITY / PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., online search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ONLINE ELEMENT

Some courses may use online elements (e.g. email, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, usernames for the McMaster email accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses online elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the Code of Student Rights & Responsibilities (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms.

ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's Academic Accommodation of Students with Disabilities Policy.

REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

EXTREME CIRCUMSTANCES

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.