

**Colonnade Program Course Proposal: Connections Category**  
**Department of Diversity & Community Studies**  
**African American Studies**

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- 1. What course does the department plan to offer in *Connections*? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)**

Course Title: AFAM 343: Communities of Struggle  
Connections Subcategory: Local to Global

- 2. How will this course meet the specific learning objectives of the appropriate subcategory? Please address all of the learning outcomes listed for the appropriate subcategory.**

1. Analyze issues on local and global scales.
2. Examine the local and global interrelationships of one or more issues.
3. Evaluate the consequences of decision-making on local and global scales.

This course examines the complexities of communal and cultural trans-Atlantic dispersals and settlements of African and African descended populations and the ways in which individuals developed the philosophies and repertoires of collective action, and aesthetic traditions that lay at the core of social justice movements across the African Diaspora. By synthesizing the best of classical and contemporary scholarship, community studies, synoptic narratives, novels, autobiographies, biographies, film, and social theory, students will discern the relationships between social justice movements. These movements represent, at their core, the collective hopes and dreams of communities committed to bringing about a new world radically different from the ones they inherited. Such was the case, for example, of slave rebellions and the formation of maronage communities across the Americas, abolitionist movements on both sides of the Atlantic, the Harlem Renaissance and Negritude movements, the struggle for civil rights and enfranchisement in the United States and South Africa, struggles against restrictive covenants in urban America and land struggles in East Africa, Black Power rebellions across the US and Caribbean, African and Third World liberation movements, and demands for reparations in our own time.

- 1. Analyze issues on local and global scales:**

AFAM 343 students will analyze a range of issues relevant to an understanding of African American internationalism and Diaspora Studies. Two specific examples are:

- An emphasis on African American civil rights activism, paying particular attention to how non-violent struggles for citizenship rights in communities in the southern United States impacted the direction of the civil rights advocacy on a national level as well as African independence struggles on an international level.
- An emphasis on how African liberation movements and the image of newly independent

African states inspired an African American struggle for respect and recognition. Emphasis in this regard will be given to those spaces that facilitated the creative interaction between African and African American communities, namely churches, historically black colleges, newspapers, and political organizations. Organizations like the Pan African Congress movement linked the struggle for Civil Rights in the United States to struggles for African independence.

**2. Examine the local and global interrelationships of one or more issues.**

The interrelationships of the global and local permeate the AFAM 343 course. Three examples that provide the bulk of the course materials are:

- Patterns of forced and voluntary migration, settlement, and conflict in the African Diaspora
- Correspondence between social realities differently situated across Africa and the African Diaspora, particularly as they relate to such subjects as slavery, emancipation, social and political activism, and the formations and transformations of political and cultural identities
- Individual and collective responses of African and African descended communities to persistent forms of structural oppression and social marginalization within the context of slave-based societies and colonial, settler, segregated, and post-colonial social realities.

**3. Evaluate the consequences of decision-making on local and global scales.**

Students will evaluate the consequences of decision-making in these ways:

- First, by examining how racial politics impacted the interactions of African American and African and African descended populations. An example of this is linking African American civil rights activism, at the local and national levels, with struggles for human rights across Africa.
- Second, by examining how African and African descended populations negotiated the entangled processes of global slavery, US imperialism, European colonialism, and racial discrimination. An example of this is the study of late 19<sup>th</sup> century African American proponents of emigration to places outside of the US (Africa, Caribbean, Central and South America, and Canada) and regions in the western US.

**3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should this course be in Colonnade)? Discuss in detail.**

AFAM 343 creates an intellectual environment that promotes learning and teaching about Africa and the African Diaspora, from an interdisciplinary perspective, and helps students to understand

the complex historical and contemporary issues affecting Africans and peoples of African descent. The course strives to incorporate twenty-first century competencies, a consciousness of global diversity, and the capacity to employ one's creative and academic abilities. This AFAM 343 promotes an understanding of the African Diaspora and its shifting meanings and modern manifestations along routes of forced and voluntary migrations, settlements, and conflicts. With an emphasis on African American social movements and traditions of activism across Africa and the African Diaspora, this course provides the foundation for engaged learning and prepares undergraduates to be global citizens with a strong sense of social and ethical responsibility.

**4. Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be *Colonnade Foundations* or *Explorations* courses.**

Beyond taking the required 21 hours of Colonnade Foundation and Exploration courses, students are required to have taken AFAM190, or have obtained instructor's permission.

**5. Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.**

Through class discussions, readings, book reviews, and moving through the research and writing process, culminating, at the end of the course, in the completion of a final research paper and presentation, students will:

- demonstrate an understanding of the diversity and interconnectedness of cultures and communities locally, regionally, nationally, and internationally.
- describe the local and global dimensions of the African American experience and social movements and traditions of activism across Africa and the African Diaspora.
- explain the influence of social, political, and economic forces on society's development, including the factors that lead to dynamic changes in societies.
- identify methodological and interdisciplinary issues relative to historical and contemporary research in African and African Diaspora Studies
- demonstrate skills in critical thinking, clear and thoughtful communication, creative expression, and honest, open inquiry.

**6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.**

As a discussion-based, reading, research, and writing intensive course, emphasis for assessment is placed on the following activities:

- Students will write two book reviews, three to five pages in length. A rubric will be used to assess the extent to which they effectively interpret or identify the thesis of the book, its major subsidiary themes, the strengths and weaknesses of the author's argument, the logic and organization of the text, and any omissions in terms of evidence presented to substantiate the thesis. All of the assigned readings deal with an aspect of African Diaspora history, culture, and experiences. As such, students will be required, in their

reviews, to identify and discuss the ways in which the author successfully addresses the interrelationship of social realities, events, people, and/or social movements in local, national, and global contexts (Connections Outcome #1, 2, 3).

- Toward the end of the semester, students will be required to complete an eight to ten page research paper (excluding title page and bibliography) on any aspect of the African Diaspora experience. Students will be expected to draw from a combination of primary and secondary source materials to evaluate specifically how individuals and/or distinct communities have shaped and been shaped by experiences, events, and people in the larger African Diaspora. Particular attention will be given to how well students employ a comparative framework and research methodology for analyzing identities and communities in the Diaspora and integrate the black-white racial binary into a broader multiracial, multi-ethnic, and multicultural contexts. As significant emphasis in the course is given to social movements, students will be expected to address aspects of civic responsibility from a comparative and/or transnational perspective, particularly as it relates movements for equality, justice, and freedom for individuals and communities facing barriers of oppression based on race, class, gender, and/or sexual orientation (Connections Outcome #1, 2, 3).

At the end of the semester, students will be required to submit their book reviews and final research paper in a portfolio. The department's assessment team will then randomly select and evaluate samples from these writing assignments for the three Connection outcomes discussed above. The department's assessment team reevaluates strategies yearly. The strong feeling is that a holistic, team-driven approach is the best way to assess student learning in courses such as AFAM 343. For this purpose, a holistic rubric will be developed using a 4-point scale.

- 4 = outstanding (far exceeds expectations)
- 3 = good (exceeds expectations)
- 2 = average (meets basic expectations)
- 1 = poor (does not meet basic expectations)

The committee's targets are:

- 70% of the work will score 2 or higher.
- 30% of the work will score 3 or higher.

**7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.**

Emphasis over the course of the semester is given to the research process. In consultation with the instructor, students are required to select a research topic, develop a research question, identify, gather, and analyze primary and secondary source material, develop a research statement, and synthesize evidence into a coherent research paper in support of an original thesis. That paper will be assessed on the following points: 1) Does the paper draw convincing links between local and global forms of activism? 2) Does the paper address a social problem-based

issue(s) and discuss distinctive response(s) on the part of a marginalized community or communities in the African Diaspora? 3) Does the paper adequately draw from a combination of course materials, secondary and primary sources, digital resources, and library sources? 4) Does the paper add to existing scholarship and demonstrate original thought, critical thinking, and a general awareness of some of the existent literature relative to the chosen topic. In addition to the final paper, students are required to present on their research topics at the end of the semester and will be assessed based on argumentation and the effectiveness of oral communication.

**8. How many sections of this course will your department offer each semester?**

This course will be offered every odd spring semester.

**9. Please attach sample syllabus for the course. PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.**

**AFAM 343: COMMUNITIES OF STRUGGLE**

“When History sleeps, it speaks in dreams: on the brow of the sleeping people, the poem is a constellation of blood. When History wakes, images becomes deed, the poem is achieved: poetry goes into action.” *Octavio Paz, “Toward the Poem.*

**COURSE DESCRIPTION**

The study of communities across Africa and its Diaspora poses some fundamental questions about the human condition: What is the meaning(s) of freedom? How has it been pursued and realized by African and African descended people? In what ways have ordinary and extraordinary individuals imagined new societies where, to paraphrase the Martiniquen poet Aimé Césaire, “there is a place for all at the rendezvous of victory”?

These and other questions will guide our examination of communities across Africa and the African Diaspora, paying particular attention to the diaspora interactions of African Americans. From the complexities of communal and cultural trans-Atlantic dispersals to the comparative dimensions and intersections of important freedom movements, this course encourages a rethinking of the African American experience in local and global contexts by highlighting the connections between disparities experienced by African and African descended populations across the globe. Students will discover how, by contesting the legitimacy and consequences of physical terror, economic exploitation, and cultural misappropriation, marginalized communities actually developed the philosophies, repertoires of collective action, and aesthetic traditions that lay at the core of social justice movements across the modern world. By privileging comparative and transnational perspectives, and synthesizing the best of classical and contemporary scholarship, community studies, synoptic narratives, novels, autobiographies, biographies, film, and social theory, students will come to discern the relationship between social justice movements that represent, at their core, the collective hopes and dreams of peoples’ committed to bringing about a new world radically different from the ones they inherited. Such was the case, for example, of slave rebellions and the formation of maronage communities across the Americas, abolitionist movements on both sides of the Atlantic, the Harlem Renaissance and

Negritude movement, the struggle for civil rights in the United States, the vote in South Africa, land struggles in East Africa, Black Power rebellions across the US and Caribbean, African and Third World liberation movements, and demands for reparations in our own time.

## **OBJECTIVES**

This course will allow students to: understand African American attitudes toward and responses to social justice movements across the globe; probe the shifting meaning of Africa and the African Diaspora in the intellectual, political, and social lives of African Americans; identify how the African Diaspora was created and its modern manifestations attendant to identity formations and patterns of forced and voluntary migrations, settlements, and conflicts; address the similarities and differences between African American social movements, at the local and national level, as well as their relationship to social movements across Africa and the African Diaspora; and, finally, demonstrate the impact of social movements elsewhere on African American social movements.

This is an upper-level discussion-based, reading, research, and writing-intensive course. As such, you will be required to work actively and collaboratively within assigned discussion groups, complete weekly readings, write two book reviews, attend a library research workshop, and propose, carry out, and present on an individually chosen research topic approved by me. All of these activities will culminate, at the end of the semester, in a final research presentation and paper, numbering between ten to twelve pages in length.

## **CONNECTIONS REQUIREMENT (Local to Global)**

AFAM 343 is a Connections course. As such, it requires students to apply and integrate discipline-specific knowledge and skills to the significant issues challenging our individual and shared responsibility as global citizens. Students will learn to analyze and evaluate cultural contexts, examine issues on both a local and global scale, and apply system-level approaches to the stewardship of our social and physical environments. Within the context of the African Diaspora, students will examine local and global issues of an increasingly interconnected world and consider the origins and dynamics of a global society, the significance of local phenomena on a global scale, and the material, cultural, and ethical challenges we all face in today's world.

## **REQUIREMENTS AND EVALUATIONS**

Grading will be based on in-class participation and the completion of the following required assignments:

**I. Class Discussion Groups:** Each student will be assigned to a discussion group. In advance of each meeting, discussion groups should prepare and email to the professor at least 3 questions and/or points for discussion. Your questions will come from that week's assigned readings. The ideal discussion question or point should seek to deepen the class' engagement with the materials. Discussion points might also explore parallels and links with other materials read and/or discussed in prior meetings.

**II. Two Book Reviews:** Students are required to write two book reviews, based on texts of their own choosing and approved by me. Each review should include a citation of the book under review at the top of the first page and in accordance to the Chicago Manual of Style. The review

should, in three to five pages, discuss the interpretation or thesis of the book and major subsidiary themes. The review should then evaluate, from your perspective, the strengths and weaknesses of the author's argument by discussing the sources, the logic and organization of the book, any omissions, and the extent to which the evidence presented substantiates the thesis.

**III. Research Paper Proposal:** Students are required to draft a research paper proposal, between two to four pages in length. The proposal will consist of a paragraph to a full page-length discussion of a prospective research topic, a research question, thesis statement, and annotated bibliography of relevant primary and secondary sources. A rubric will be provided.

**IV. Research Paper:** Students will write a ten to twelve page research paper (excluding title page and bibliography) on any aspect of the African Diaspora experience. Your paper can draw from a combination of course materials, digital resources, and library sources. Your papers must demonstrate original thought, critical thinking, and a general awareness of some of the existent literature relative to your chosen topic. In addition, your focus must be on a comparative or transnational aspect of the African Diaspora experience.

**V. Research Topic Presentation:** Students will be required to present, either individually or collaboratively, on their respective research topics at the end of the semester. Presentations should be between 12-15 minutes in length, reflect a general command of the topic, and be clear and concise in content and delivery.

**VI. Portfolios:** At the end of the course all students will hand in a Large Envelope containing all course assignments. This should include any completed, graded, or revised work. Do not sneak missed assignments into your portfolio without the Professor's permission. All students are required to submit all of their written work at the end of the semester. If you do not hand your portfolio in by the deadline, you will receive an Incomplete that will carry over into the following semester. If your work is still missing by the close of the following semester, your incomplete will turn into a Fail. No exceptions.

## COURSE OUTCOMES

Through class discussions, readings, book reviews, and moving through the research and writing process, culminating, at the end of the course, in the completion of a final research paper and presentation, students will:

- Demonstrate an understanding of the diversity and interconnectedness of cultures and communities locally, regionally, nationally, and internationally.
- Describe the local and global dimensions of the African American experience and social movements and traditions of activism across Africa and the African Diaspora.
- Explain the influence of social, political, and economic forces on society's development, including the factors that lead to dynamic changes in societies.
- Explain methodological and interdisciplinary issues relative to historical and contemporary issues within African and African Diaspora Studies
- Demonstrate skills in critical thinking, clear and thoughtful communication, creative expression, and honest, open inquiry.

**Tentative List of Required Course Texts:**

Gomez, Michael. *Reversing Sail: A History of the African Diaspora* (Cambridge University Press, 2005)

Merriwether, James H. *Proudly We Can Be Africans: Black Americans and Africa, 1935-1961* (UNC Press, 2002)

Selvon, Samuel. *El Dorado West One* (Peepal Press, 1984)

**A NOTE ON COMMUNICATION PROTOCOL, AND ASSIGNMENT DUE DATES**

All assignments must be submitted by their assigned due dates. Unless otherwise authorized by me, late assignments will not be accepted and makeup exams will not be given. During the semester, one or more due dates may conflict with religious holidays or observances. Students who observe these religious holidays are excused on those dates. You must, however, first inform me and plan to turn in all papers on the dates that they are due and keep up with regular weekly readings. As a general rule of thumb, however, late work is highly discouraged. If you are facing a serious issue that prevents you from submitting work on time (the week/day it's due), please contact the instructor as soon as possible.

All communiqués (especially emails) are part of the course and require that you use the conventions of college writing. All emails must have AFAM 343 in the header and an appropriate topic (outlining the subject) or they are subject to deletion. I would advise you NOT to rely on RE: especially if what you are RE: to does not have anything to do with your query or comment. Emails that fail to follow the above protocols will be deleted.

For those who wish to do well: I hope the following information helps anyone who wishes to do well in this (or any) course, seeing my expectation of excellence will not diminish.

Reading will not exceed more than 50 pages per week. READING is a necessary component of this course; however, reading alone will not suffice, as one must annotate and take notes as you read. In short, it is in your best interest to read the assigned readings before you consider participating in discussion. Skimming will not cut it!!

**BEHAVIOR AND ETIQUETTE**

The traditional rules of common courtesy apply to this course. Students and instructors are expected to treat each other with respect, using thoughtful dialogue. This course will be interactive and diverse opinions will be shared. Please be thoughtful in sharing your perspectives and responses with one another. Be wary of injecting comments that are not related to the topic at hand. Please contact the instructor if you have any concerns regarding interactions during this course. Etiquette is simply behaving properly and recognizing that all participants must respect each other.

- Use appropriate language for an educational environment
- Remember that the university values diversity and encourages respectful discourse.
- Be respectful of differences while engaging in discussions.
- Violations of this policy will result in dismissal from the course.



## **STUDENTS WITH DISABILITIES**

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Students Disability Services, DUC A200, (270.745.5121 V/TDD). Please do not request accommodations directly from me without a letter of accommodation from the Office for Student Disability Services.

## **STUDENT SUCCESS SERVICE—TLC**

Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing University Center, A330) provides free supplemental education programs for all currently enrolled WKU students. TLC @ DUC offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is also offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and offers a Dell computer lab to complete academic coursework. Additionally, TLC has three satellite locations. Each satellite location is a quiet study center and is equipped with a small computer lab. These satellite locations are located in Douglas Keen Hall, McCormack Hall, and Pearce Ford Tower. Please call (270) 745-6254 for more information or to schedule a tutoring appointment. [www.wku.edu/tlc](http://www.wku.edu/tlc)

## **WRITING CENTER**

As effective writing represents a core aspect of this course, it is essential that you take advantage of the services offered by the Writing Center at WKU early on in the semester. Located in the Cravens Commons of the Craven Library, the Writing Center offers helpful feedback on any kind of writing by working *with* students to help them improve themselves and become better writers. You can meet with writing instructors face-to-face, or on-line. For more information, or to schedule an appointment, see <http://www.wku.edu/writingcenter>

## **STATEMENT ON ACADEMIC INTEGRITY**

Plagiarism may be defined as the act of using another's words or ideas as one's own and may include any of the following practices: 1) direct copying from any source without citation; 2) direct copying from any source without quotation marks (even if footnotes or other forms of citation are used); 3) paraphrasing the argument of another author or student without citation; or 4) presenting purchased material, or material downloaded electronically, as one's own.

Plagiarism is academic dishonesty and entails severe penalties. Participating in a behavior that violates academic integrity (e.g. unauthorized collaboration, plagiarism, multiple submissions, cheating on examinations, fabricating information, and helping another person cheat will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment, examination, or course. Please refer to the *WKU Student Handbook*.

## **TENTATIVE READING SCHEDULE:**

### **Week One: The African Diaspora as Concept and Method**

*Read:* Elliot Skinner, "Dialectic Between Diasporas and Homeland," pp11-41 (Blackboard, hereafter referred to as Bb); Axel Honneth, "Integrity and Disrespect: Principles of a Conception of Morality Based on a Theory of Recognition," *Political*

*Theory*, 20, 2 (1992), 187-201 (Bb); Charles Mills, "The Racial Contract: An Overview," 9-40 (Bb)

*Watch: The Colour of Money: The History of Racism* (Available on Bb)

### **Week Two: From Africa to the Middle Passage**

*Read:* Okon Edet Uya, "The Middle Passage and Personality Change Among Diaspora Africans, 83-98 (Bb); Excerpt from Olaudah Equiano, "The Interesting Life of Olaudah Equiano, or Gustavas Vassa, the African," 4-19 (Bb); Michael Gomez, *Reversing Sail*, 59-81

*Watch: Africans in the Americas*

### **Week Three: African Enslavement in the Americas**

*Read:* Gomez, *Reversing Sail*, 82-108; Venture Smith, "A Narrative of the Life and Adventures of Venture," 32-45 (Bb); Afua Cooper, "A New Biography of the African Diaspora: The Life and Death of Marie-Joseph Angelique, Black Portuguese Slave Woman in New France, 1725-1734," 46-64 (Bb); Mary Prince, "A West Indian Slave, Related by Herself, 3-16 (Bb).

*Watch: Life on a West Indian Sugar Plantation*

### **Week Four: Settlement, Identity, and Transformation**

Lawrence Levine, "African Culture and Slavery in the United States," 99-109 (Bb); Colin Palmer, "Afro-Mexican Culture and Consciousness during the Sixteenth and Seventeenth Centuries," 125-137 (Bb); Albert Raboteau, "African Religions in America: Theoretical Perspectives," 65-82 (Bb)

*Watch: The Roots and Routes of Carnival*

### **Week Five: Slavery, Terror and Sites of Social Control**

Gomez, *Reversing Sail*, 109-148; Beatrice G. Mamigonian, "A Harsh and Gloomy Fate: Africans in the Service of the Brazilian State," 24-45 (Bb); John Campbell, "How Free is Free? The Limits of Manusmission for Enslaved Africans in Eighteenth Century British Caribbean Sugar Society," 3-23 (Bb); Linda Brent, excerpt from *Incidents in the Life of a Slave Girl*, (Bb)

*Watch: Rebellion in New York*

### **Week Six: Resistance, Revolution, and the Struggle for Autonomous Space**

*Read:* Gomez, *Reversing Sail*, 109-148; Stephan Hall, "Envisioning an Anti-Slavery War: African American Historical Constructions of the Haitian Revolution in the 1850s, 77-99 (Bb); Micol Seigal, "Comparable or Connected? Afro-Diasporic Resistance in the United States and Brazil," 100-124, (Bb); Frederick Douglass, excerpt from *Narrative of the Life of Frederick Douglass*, (Bb)

*Watch: When Lions Wrote History*

### **Week Seven: Gendering Diaspora**

*Read:* Filomena Chioma Steady, "Women of Africa and the African Diaspora: Linkages and Influences," 167-188 (Bb); Debra Newman Ham, "The Role of African American Women in the Founding of Liberia," 369-386 (Bb); Iris Berger, "An African American 'Mother of the Nation':

Madie Hall Xuma in South Africa,” 125-156 (Bb); Francis Ellen Watkins Harper, “Colored Women of America,” 66-69 (Bb)

*Watch: Chisolm, 68*

**Week Eight: In Search of Home**

*Read:* Gomez, *Reversing Sail*, 149-168; Joseph Harris, “Return Movements to West and East Africa: A Comparative Approach,” 51-64 (Bb); Ida B. Wells, “Lynch Law in All its Phases,” 102-114 (Bb); Kings M. Phiri, “Afro-American Influence in Colonial Malawi, 1891-1945,” 387-404 (Bb); Kimpiana Mahaniah, “The Presence of Black Americans in the Lower Congo,” 405-420; George H. White, “Address to the United States House of Representatives,” 75-79 (Bb); Carter G. Woodson, Editor, “Letters from Black Migrants,” 173-175 (Bb)

*Watch: King Leopold’s Ghost*

**Week Nine: Making Diaspora in the Shadow of Empire and Jim Crow**

*Read:* Meriwether, *Proudly We Can Be Africans*, Chps. 1-3; Paul Gordon Lauren, “Seen From the Outside: The International Perspective of America’s Dilemma,” 21-44 (Bb); Tony Martin, “Garvey and Scattered Africa,” 441-450 (Bb)

*Watch: Catch Me in the Whirlwind*

**Week Ten: Making Diaspora in the Shadow of Empire and Jim Crow-cont.**

*Read:* Meriwether, *Proudly We Can Be Africans*, Chps. 4-7; Mary Dudziak, “Birmingham, Addis Ababa, and the Image of America: International Influence on US Civil Rights,” 181-200 (Bb); James Baldwin, “From New York to Bandung,” 22-35 (Bb).

*Watch: Rising Wind*

**Week Eleven: Black Travel Within Routes of Discrimination**

*Read:* Samuel Selvon, *El Dorado West One*; Michael Krenn, “The Unwelcome Mat: African Diplomats in Washington, D.C.,” 163-180 (Bb); Robin Kelley, “Roaring from the East: Third World Dreaming,” 60-109 (Bb); Donald Culverson, “African American Anti-Apartheid Activism,” 221-238 (Bb); excerpt from Richard Wright, *Black Power* (Bb).

*Watch: Have You Heard from Johannesburg*

**Week Twelve: Reparations and the Unfinished Struggle of Democracy in the African Diaspora**

*Read:* Robin Kelley, “A Day of Reckoning: Dreams of Reparations,” 110-134 (Bb); Nikhil P. Singh, “Racial Justice Beyond Civil Rights,” 212-226 (Bb); John Conyers, “The Commission to Study Reparations,” 507-510 (Bb); Sir Hilary Beckles, CARICOM Reparations Commission Statement, 2013, 1-4 (Bb)

*Watch: The Burning*

**Week Thirteen: Toward a Synthesis**

Student Research Presentations and Portfolios due.