

AFST 1714: Introduction to African-American Studies

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INTRODUCTION

Africana Studies dates back to antiquity as documented by historians who have noted significant contributions by people of African descent and by scholars who focused their research on people of African descent. However, due to the centuries of the enslavement of African people and the consequent denigration of their contributions to science and culture, scholars neglected Africana Studies until students in the 1960s realized they were being short-changed by educators who focused ethnocentrically on only the dominant canons of knowledge. The students were emboldened by the Civil Rights Movement to demand better quality education through diversity in the classrooms and in the curriculum for students and faculty of diverse backgrounds to better prepare them for a multicultural world. This introductory course on Africana Studies is designed to expose students to perspectives of Africana people that they may never have known due to the marginalization of such perspectives by dominant perspectives that reflect on Africana issues only from a pathological perspective if at all.

The course is designed in thematic style with key issues designed to stimulate debates and exciting explorations of the sources to reveal the peculiar history of people of African descent from the distant antiquity, through slavery to emancipation, renaissance and histories of the present moment of significant achievements by people of African descent and their allies in almost every field, despite the continuing existence of hurdles and hardships yet to be overcome.

STATEMENT ON STUDENT-CENTERED TEACHING:

Have you ever wondered why university professors are called instructors and not teachers? It is because they are more like the gym instructors and not like teachers. It is assumed at the university level that the emphasis is no longer on teaching but on learning and so the student takes the lead in the learning process. If you go to the gym class and fail to participate, you will not learn much no matter what the instructor says but if you participate and even practice on your own after the gym class, you will get better at the gym lessons. To help students manage their learning more effectively, I always provide tips like these:

- 1) Make sure that you get eight hours of sleep every day. Einstein said that he needed no less than 10 hours sleep daily while both Thatcher and Obasanjo said that they needed less than four hours and some would say, no wonder. Oh yes, the Nigerian Home Video industry is probably contributing to the failure rate as students may stay up late with parents to watch video after video and thereby fail to get enough sleep. You need enough sleep especially on the night before your examinations but also on every night, including weekends and holidays!

2) Make sure that you always eat a healthy breakfast and do your poo daily. It is also sad to note that many students go to school on empty stomachs either because the family is too poor to afford breakfast or because the kids stayed up late for whatever reason and did not wake up in time for breakfast before going to school. And in many cases, they do not move their bowels and rush to school with all that smelly farts, belly aches and headaches that a proper toilet could have relieved early in the morning before they head to school. If you need to skip a meal due to poverty, consider lunch a better target. It was not for nothing that the Black Panther Party instituted a free breakfast program. Breakfast is the most important meal of the day.

3) Exercise daily and eat fruits, drink lots of water too, not just juice or soda. Students should learn from the Great Nelson Mandela by reading his autobiography, A Long Walk to Freedom. He exercises for 30 minutes every morning before a breakfast of oatmeal porridge and fresh fruits. If we add to that, the need to drink lots of water and avoid sugary drinks, we will have students who are less hyper-active and who could concentrate better to study.

4) Make sure that you have your own study timetable and manage your time well. Almost every school has class time-tables but not every student applies this principle to their own studies. You need to have your own time-table to guide your own private study daily just as your school has its own timetable. This is what the Great WEB Du Bois was referring to when he said that he did not burn any midnight oil in Harvard University in order to be successful. Rather, he parceled out his day to the minute and spent a lot of time in the library learning.

5) Make sure that you read before and after the class, taking notes, then summarize and integrate all your notes with the lecture notes. This point is important even in mathematics. Make sure that you copy down all the examples in Maths that the teacher puts on the board. Then go home and practice the examples by changing some of the numbers. The examination questions will be the same examples with a few numbers or letters changed in mathematics. If you practice maths everyday, few questions would be too hard for you in the examination. On all other subjects, read and read and read beyond the recommended textbooks. Ben Carson, the world renown neurosurgeon used to be called the class dummy until his illiterate single mother resolved that he was allowed only three hours of television a week and that the rest of the time, he and his brother should spend it reading two books a week after which they would write reviews of the book and read out their reviews to her. Barack Obama reveals that his father made a similar point when he visited him at the age of 10 and he was watching endless television programs at the home of his grandparents. His father asked him to stop watching and go and read a book but his grandparents said to leave the boy alone, that he could not show up after ten years and start bossing everyone around in their house. Obama senior insisted and his son sulked off and banged the door of his bedroom but today, that same advice is what he is giving to parents in America: turn off the television and read a book with your children!

6) Use memory aids to help you review for exams and remember that preparations for the exams start from day one. So many students struggle with exams because they wait until the week before the exams to begin revising or reviewing for the exams. That is the hard way and sometimes the hard work pays off but if you want to do it the smart way and still get even better results, here is your tip: You must start preparing for the examinations from day one! Before the class, read something on the topic and take notes. During the class, take detailed notes of what

the teacher has to say. Then head to the library or somewhere quiet after the class and read some more on the topic, filling any gaps that the teacher may have left during the class. If you are in Africa without much access to books, do a Google Book search or a Google Scholar search on your topic and you will find full articles and relevant book pages from which to take notes and credit the authors. Then summarize the main points on the topic with the keywords and finally use the first letter of each keyword to make up a memory aid or mnemonic that would help you to remember all the key points on that topic even in your dream. That is it, you do not need to cram or memorize large chunks of information for the exam. It is not just for exams but for job interviews, business proposal pitches and political campaigns when you could impress your audience by speaking without notes because you could always remember the key points and express them in your own words.

7) Remember that your examination essay is like any scholarly essay and that it will be graded accordingly. So always provide references to scholarly sources in the examination, have introduction, body and conclusions. For university students, I advise that as a rule of thumb, every examination answer should carry at least five scholarly references just like every term-paper. I also advise students to think critically about the sources that they are citing – if you agree, say why and if you disagree, also say why.

8) Rest your back when you are studying or writing to avoid developing back pains. This one is not just for studying but also for the world of work. Many students have formed the poor habit of hunching over their desks while reading or writing. Soon their backs would start to ache and they would lose concentration. If they carry this habit to their offices, soon they would develop chronic back pain and take a lot of ineffective pain-killers or go for unnecessary back surgery. The simple solution is to always rest your back when you are reading, writing, eating, driving or watching television. Rest your back all the time.

9) In the examination, divide the time available by the number of questions to ensure that you do not spend too much time on one question and not enough on others. This one is self-explanatory but I should add that you should attempt the easier questions first before going to the tougher ones.

10) Use office hours or make appointments with your teachers for academic advising and if any topic remains unclear, do not be afraid to raise a question in class next time.

I hope that these tips will help to make learning more fun for our students and help them to maximize their potentials as high-achievers. Please go to my blogsite and leave a comment: <http://massliteracy.blogspot.com/>.

Class Policies

1) We will follow the Virginia Tech Principles of Community:

The "Virginia Tech Principles of Community" were affirmed by the board of visitors March 14, 2005, and signed by eight university organizations.

Virginia Tech is a public land-grant university, committed to teaching and learning, research, and outreach to the Commonwealth of Virginia, the nation, and the world community. Learning from the experiences that shape Virginia Tech as an institution, we acknowledge those aspects of our legacy that reflected bias and exclusion. Therefore, we adopt and practice the following principles as fundamental to our on-going efforts to increase access and inclusion and to create a community that nurtures learning and growth for all of its members:

- We affirm the inherent dignity and value of every person and strive to maintain a climate for work and learning based on mutual respect and understanding.
- We affirm the right of each person to express thoughts and opinions freely. We encourage open expression within a climate of civility, sensitivity, and mutual respect.
- We affirm the value of human diversity because it enriches our lives and the University. We acknowledge and respect our differences while affirming our common humanity.
- We reject all forms of prejudice and discrimination, including those based on age, color, disability, gender, national origin, political affiliation, race, religion, sexual orientation, and veteran status. We take individual and collective responsibility for helping to eliminate bias and discrimination and for increasing our own understanding of these issues through education, training, and interaction with others.
- We pledge our collective commitment to these principles in the spirit of the Virginia Tech motto of *Ut Prosim* (That I May Serve).

2) No plagiarism!

3) Students will be evaluated on class participation for a portion of the grade and so excusable absences should be kept to a minimum to avoid losing too many marks from the participation component. Attendance is not enough, you should also ask questions, answer questions or initiate dialogue in a civil manner consistent with the principles of community and be punctual in attendance (25%).

4) Students will be assigned to lead discussions on the topics of each week and or to take notes of class discussion for posting on the class blog on Scholar. Students would be given credits for commenting on the class blog by raising relevant questions or answering questions of making links between class discussions and current or past events (25%).

5) Each student is expected to submit a written paper on any topic relevant to the class. The paper should be at least 3,000 words long with scholarly references. This will count as the mid-term examination for the course (25%).

6) For the final exam, students have two options (25%):

- a. To write a second paper of no less than 3,000 words (or produce a video documentary of 10 minutes) on any aspect of the course or
- b. To volunteer as a scholar-activist in any local, national or international organization of relevance to Africana Studies for not less than 15 hours and submit a brief diary of activities and contributions with a letter of confirmation from the organization.

Total grades: 100%

OPTIONAL EXTRA CREDIT

There will be many public lectures on campus on topics of relevance to Africana Studies and students who attend such events and document that they asked a relevant question to the speaker and or submit a one page summary of the talk will be given extra credits. Similarly, students who ask questions or make relevant comments during the presentations of other students in class or on the class blog would be given extra credits.

REQUIRED TEXT

Out of the Revolution: The Development of Africana Studies

Edited by Delores P. Aldridge and Carlene Young

Book overview

In *Out of the Revolution*, Delores P. Aldridge and Carlene Young collect thirty-one of the nation's top scholars to provide a complete reference for understanding the impetus for, the development of, and future considerations for the discipline of Africana studies. Topics addressed include epistemological considerations; humanistic perspectives; the role of bureaucracy and the academic institution; the social, psychological, political, and economic dimensions; the position of black women in the field; and how the discipline has empowered the black student. This invaluable resource for educators and students alike concludes with a look at graduates in Africana studies and their careers and a discussion of the future of the field.

RECOMMENDED TEXTS:

[Black Reconstruction in America: an essay toward a history of the part which](#)

by William by Edward Burghardt Du Bois

[The African origin of civilization: myth or reality](#)

by Cheikh Anta Diop

[Women, Race and Class](#)

by Angela Davis

Manning Marable and Leith Mullings, eds. 2000. *Let Nobody Turn Us Around: Voices of Resistance, Reform and Renewal: An African-American Anthology*. Lanham, MD: Rowman and Littlefield.

Williams, Juan. 1988. *Eyes on the Prize: America's Civil Rights Years, 1954-1965*. New York: Penguin.

Western Journal of Black Studies (from VT library database)

International Journal of Africana Studies

SCHEDULE

WEEK 1: Introduction to Africana Studies

Required Reading

[Towards an Africological Pedagogical Approach to African civilization.](#) Full Text Available By: Okafor, Victor Oguejiof. *Western Journal of Black Studies*, Fall96, Vol. 20 Issue 3, p125, 9p, 1 bw; (AN 9709044786) Database: Academic Search Complete

[From Black Power to Black Studies: How A Radical Social Movement Became An Academic Discipline.](#) Full Text Available By: FENDERSON, JONATHAN. *Western Journal of Black Studies*, Summer2008, Vol. 32 Issue 2, p51-53, 3p; (AN 37292351)

[Black Women's Intellectual Traditions: Speaking their Minds.](#) Full Text Available By: CARSON, JACK. *Western Journal of Black Studies*, Summer2008, Vol. 32 Issue 2, p53-55, 3p; (AN 37292352)

[Africana Thought-Action: An Authenticating Paradigm for Africana Studies.](#) Full Text Available By: Hudson-Weems, Clenora. *Western Journal of Black Studies*, Fall2005, Vol. 29 Issue 3, p622-628, 7p; (AN 25219892)

Required Film (online @ youtube.com)



[95% of African Civilization Is NOT Egyptian](#)

04:14 - 5 months ago youtube.com

Week 2: Introduction to Africana Studies, continued

Required Reading

Chapter 1- Historical Development and Introduction to the Academy, *Delores P. Aldridge and Carlene Young*

Chapter 2-The Field and Function of Black Studies: Toward an Accurate Assessment of the State of Black Studies in the 1970s and 1980s, *James B. Stewart*

Recommended

["Economic Globalization and the Future of Black America."](#) James H. Johnson, Jr., Grover C. Burtney III, and Kevin Ghorm. *Journal of Black Studies*. Vol. 38 No.6: p833-899, July 2008.

["Supporting Diversity Works: African American Male and Female Employment in Six Florida Cities."](#) James Butto, Kellin N. Moore, Barbara A. Rienzo. *Western Journal of Black Studies*, Vol. 30 Issue 3, p133-141, Fall2006.

["Survival and Death in New Orleans: An Empirical Look at the Human Impact of Katrina."](#) Patrick Sharkey, *Journal of Black Studies*, 37(4):482-501, 2007.

When the Levees Broke: A Requiem in Four Acts, directed by Spike Lee. [videorecording] : a requiem in four acts / [a Spike Lee film] ; 40 Acres and a Mule Filmworks ; HBO Documentary Films; [on reserve at Neuman library](#), or on HBO-on-demand.

Week #3-Africana Paradigms and Epistemology

Required Reading

Chapter 4- Epistemological Considerations in Afro-American Studies, *Russell L. Adams*

Chapter 5-Africana Studies and Epistemology, *James Turner*

Recommended

[Black Americans, Africa and History: A Reassessment of the Pan-African and Identity Paradigms.](#) Full Tunde Adeleke. *Western Journal of Black Studies*, Vol. 22 Issue 3, p182, Fall 1998.

["Africology and the Puzzle of Nomenclature."](#) Molefi Kete Asante. *Journal of Black Studies*. September 2009, Vol 40, Number 1: p12-23.

["Making Black History Practical and Popular: Carter G. Woodson, the Proto Black Studies Movement and the Struggle for Black Liberation."](#) Dagbovie, Pero Gaglo. *Western Journal of Black Studies*. Winter2003, Vol. 27 Issue 4, p263-274.

Week #4 Institutionalization

Required Reading

Chapter 6- Black Studies, Student Activism, and the Academy, *William E. Nelson, Jr.*

Chapter 7-Africana Studies at Tennessee State University: Traditions and Diversity, *Amiri YaSin Al-Hadid*

Recommended

[Historically Black Colleges and Universities and the Challenge of Teacher Licensure Tests.](#)" Reginald Nnazor, Jo Sloan, and Patricia Higgins. *Western Journal of Black Studies*, Vol. 28 Issue 4: p449-452, Winter2004.

["What Is in a Name? Addressing the Issue of Program and Curriculum Clarification in Black Studies."](#) Shirley N. Weber. *Journal of Black Studies*, Vol. 40, No. 1, 8-11 (2009).

["Empowering African American Exceptional Learners: Vision for the New Millennium"](#) *Western Journal of Black Studies*. Vol 25, No. 2: p93-101, 2001.

["Centricity and the Mentoring Experience in Academia: An Afrocentric Mentoring Program."](#) Felicia Harris. *Western Journal of Black Studies*, , Vol. 23 Issue 4: p229-235, Winter 1999.

["Alternative Economics--A Missing Component in the African American Studies Curriculum"](#) Jessica Gordon Nembhard. *Journal of Black Studies*. Vol. 38:p758-782. 2008.

["Why is Economics Missing from African American Studies?"](#) Julianne Malveaux. *Journal of Black Studies*. Vol. 38, No. 5, p783-794, May 2008.

Week #5 Institutionalization, continued

Required Reading

Chapter 9-The Academy as an Institution: Bureaucracy and African-American Studies, *Carlene Young*

Chapter 10-Education in a Multicultural Society: The Role of Black Studies, *Felix Boateng*

Recommended

[Towards a Grand Theory of Black Studies: An Attempt to Discern the Dynamics and the Direction of the Discipline.](#) Full Text Available By: Lewin, Arthur. *Western Journal of Black Studies*, Summer 2001, Vol. 25 Issue 2, p75, 7p

[Multicultural Education: Philosophy, Theory and Practice.](#) Magnus O. Bassey. *Western Journal of Black Studies*, Vol. 21 Issue 4, p232, Winter 1997.

[Mitigating the Impact of Stereotypes on Academic Performance: The Effects of Cultural Identity and Attributions For Success Among African American College Students.](#) Smith, Christine E.; Hopkins, Reginald. *Western Journal of Black Studies*, Spring 2004, Vol. 28 Issue 1, p312-321,

Week #6 Black Women and Africana Studies

***FIRST PAPER DUE

Required Reading

Chapter 11-Black Women, Feminism, and Black Studies, *Vivian Verdell Gordon*

Chapter 12-The Missing Link: Women in Black/Africana Studies, *Laverne Gyant*

Recommended

["A 'Man's Woman'? Contradictory Messages in the Songs of Female Rappers, 1992-2000."](#) Matthew Oware. *Journal of Black Studies*, Vol. 39, No. 5, 786-802 (2009)

[Multiculturalism or Multibodism: On the Impossible Intersections of Race and Gender in American...](#)
Oyeronke Oyewumi. *Western Journal of Black Studies*, Vol. 23 Issue 3, p182 Fall1999.

["Black American Feminism: Bibliography"](#)

"*Ida B. Wells: a passion for justice*" [[videorecording](#)] / a film by William Greaves

Week #7 Black Women and Africana Studies, continued

Required Reading

Chapter 13-Towards Integrating Africana Women into Africana Studies, *Delores P. Aldridge*

Chapter 14-Africana Womanism: An Overview, *Clenora Hudson-Weems*

Recommended

[Reconceptualizing Marginality from the Margins: Perspectives of African American Tenured Female Faculty at a White Research University.](#) Mary V. Alfred. *Western Journal of Black Studies*, Vol. 25 Issue 1, p1, Spring2001.

[Enter Womanist Theology and Ethics.](#) Rufus Burrow Jr., *Western Journal of Black Studies*, Vol. 22 Issue 1, p19, Spring1998.

"An Outline of the Anita Hill and Clarence Thomas Controversy"
<http://chnm.gmu.edu/courses/122/hill/hillframe.htm>

Hill vs. Thomas (CBS 1997);

Legacies of Resistance and Survival: the First Black Women Students at Virginia Tech [[videorecording](#)] / produced and directed by Carol Burch-Brown for the Women's Center, Virginia Tech.

Week #8 Social and Economic Dimensions in Africana Studies

Required Reading

Chapter 16-In the Wake of Destruction: Ujama Circle Process Therapy and Black Family Healing, *Makungu M. Akinyela*

Chapter 17-Para-Apartheid: The Origins of a Construct for Understanding Organizing of the Black Ghetto, *Madison Foster*

Recommended

"*Marcus Garvey: Look for me in the Whirlwind*" [[videorecording](#)] : / produced and directed by Stanley Nelson ; written by Marcia Smith ; a Firelight/Half Nelson Productions film for American Experience .

[“Life Expectancy, Death Rates, Geography, and Black People.”](#) Amadu Jacky Kaba. *Journal of Black Studies*, Vol. 39, No. 3, 337-347 (2009).

[Race, Environmental Justice, and Interest Group Mobilizations: Hazardous Waste and the Case of Sumter County, Alabama.](#) Revathi Hines. *Western Journal of Black Studies*, Spring2007, Vol. 31 Issue 1, p50-57

[Is there a Racial/Ethnic Hierarchy in Health Status and Care.](#) Augustine J. Kposowa. *Western Journal of Black Studies*, Vol. 31 Issue 1, p17-32, Spring2007.

[Stress, Spirituality and Health Promoting Behaviors Among African American College Students.](#) Full Text Available By: Terra L. Bowen Reid, Ciara Smalls. *Western Journal of Black Studies*, Vol. 28 Issue 1, p283-291, Spring 2004.

Week #9 The Diaspora

Required Reading

Chapter 18-Black Studies and Historically Black Colleges and Universities: Towards a New Synthesis, *Alan Colon*

Chapter 19, The Status of Africana/African-Brazilian Studies at Selected Universities in Brazil, *Milfred C. Fierce*

Recommended

[”Historical Problematic of the Afrocentric Consciousness.”](#) Tunde Adeleke. *Western Journal of Black Studies*. Vol. 29, No. 1: p547-557.

[Coverage of Africa by the African-American Press: Perceptions of African-American Newspaper Editors.](#) Full Text Available By: Onyedike, Emmanuel U.. *Western Journal of Black Studies*, Winter2000, Vol. 24 Issue 4, p195, 7p

[Slave Christianity: A Critical Feature of Black Studies History.](#) Full Text Available By: Simms, Rupe. *Western Journal of Black Studies*, Spring98, Vol. 22 Issue 1, p49

[Multicultural Counseling: Historical Context and Current Training Considerations.](#) Full Text Available By: Robinson, Dianne T.; Morris, Joseph R.. *Western Journal of Black Studies*, Winter2000, Vol. 24 Issue 4, p239.

Week #10 Humanities in Africana Studies

Required Reading

Chapter 21-Toward an Understanding of the Black Image in Visual Arts as Seen through Filmic Metaphor, *Herbert Eichelberger*

Chapter 22-African-American Humanism in an Age of Africana Studies, *Carolyn Fowler*

Recommended

[Colonial Gazing: The Production of the Body as "Other."](#) George Yancy. *Western Journal of Black Studies*, Vol. 32 Issue 1, p1-15, Spring2008.

[“A Critique of Du Boisian Reason: Kanye West and the Fruitfulness of Double-Consciousness”](#)
George Ciccariello-Maher. *Journal of Black Studies*, Vol. 39, No. 3, 371-401 (2009)

[Afrocuban Religions in Sara Gomez's One Way or Another and Gloria Rolando's Oggun.](#) Haseenah Ebrahim. *Western Journal of Black Studies*, Vol. 22 Issue 4, p239 Winter1998.

Week #11 Humanities in Africana Studies, continued

Required Reading

Chapter 24-Africanisms in African-American Music, *Portia K. Maultsby*

Chapter 25-Black Theology, Black Churches, and Black Women, *James Cone*

Recommended

[Frank Marshall Davis: A Forgotten Voice in the Chicago Black Renaissance.](#) Kathryn Waddell Takara. *Western Journal of Black Studies*, Vol. 26 Issue 4, p215, Winter2002.

[Trouble Man: The Art and Politics of Marvin Gaye.](#) Full Text Available By: Neal, Mark Anthony. *Western Journal of Black Studies*, Vol. 22 Issue 4, p252, Winter1998.

Week #12 Empowerment

Required Reading

Chapter 27-Political Philosophy and African Americans in Pursuit of Equality, *J. Owens Smith*

Chapter 29-Public Education and African-American Studies, *Hugh J. Scott*

Recommended

[Changing the Face of Congress: African-Americans in the Twenty-First Century.](#) Charles E. Menifield, Frank H. Julian. *Western Journal of Black Studies*, Vol. 22 Issue 4, p226, Winter1998.

[The Black Church and Community Development and Self-Help: The Next Phase of Social Equality.](#) Full Text Available By: Littlefield, Marci Bounds. *Western Journal of Black Studies*, Vol. 29 Issue 4, p687-693, Winter2005.

["A Study in African American Candidates for High-Profile Statewide Office."](#) Kristofer A. Frederick and Judson L. Jeffries. *Journal of Black Studies*, Vol. 39, No. 5, 689-718 (2009).

Suggested Visual and Internet Resources:

Films

Nation of Law? Eyes on the Prize II (PBS); *A Panther in Africa* (PBS 2004); *Black Panther/ San Francisco State: On Strike* (CA News Reel, 1969)

Websites

"A Panther in Africa"

http://www.pbs.org/pov/pov2004/apantherinafrica/special_today.html

"It's about Time: Panther News"

<http://www.itsabouttimebpp.com/home/home.html>

"COINTELPRO"

<http://www.icdc.com/~paulwolf/cointelpro/cointel.htm>

Week #13 Contemporary Topics in Africana Studies

***SERVICE LEARNING PROJECT PAPER AND SECOND PAPER DUE

Required Reading

Chapter 31-Computers and Black Studies: Toward the Cognitive Revolution, *Melvin K. Hendrix, James H. Bracy, John A. Davis, and Waddell M. Herron*

Chapter 32-Status of Africana/Black Studies in Higher Education in the U.S., *Delores P. Aldridge*

["Are HBCUs Up to Speed Technologically?: One Case Study."](#) Vincent T. Snipes, Walter Ellis, and Joy Thomas. *Journal of Black Studies*. January 2006, Vol36, No.3, p382-395.

Suggested Films and Internet Resources

Film

Critical Resistance to the Prison Industrial Complex (Video Activist Network).

Websites

"Prison Industrial Complex"

www.thetalkingdrum.com/prison.html

"The Prison Industrial Complex and the Global Economy"

www.prisonactivist.org/crisis/evans-goldberg.html

Week #14 Contemporary Topics in Africana Studies, continued

Required Reading

[Molefi Asante and an Afrocentric Curriculum.](#) Full Text Available By: Verharen, Charles C. *Western Journal of Black Studies*, Winter2000, Vol. 24 Issue 4, p223, 16p, 1 bw; (AN 5098571)

[Black Studies and the Problematic of Paradigm: The Philosophical Dimension.](#)” Maulana Karenga *The Journal of Black Studies*. June 1988, Vol. 18 No. 4, p395-414.

Terry Kershaw. 2003. “[The Black Studies Paradigm: The Making of Scholar Activists.](#)” in *Afrocentricity and the Academy: Essays on Theory and Practice*, edited by James L. Conyers, Jr.

Recommended

[Will the Real Father of Afrocentricity Please Stand.](#) Tunde Adeleke. *Western Journal of Black Studies*, Vol. 25 Issue 1, p21, Spring2001.

Database: Humanities International Complete

Suggested Visual and Internet Resources

Films

Do the Right Thing; Boyz in the Hood; Malcolm X

Websites

"The Million Men March"

<http://www-cgi.cnn.com/US/9510/megamarch/march.html>

"Afrocentricity: Selected Publications"

www.library/cornell.edu/africana/library/afrocentricity.htm