NEW YORK CITY COLLEGE OF TECHNOLOGY OF THE CITY UNIVERSITY OF NEW YORK

Department of African American Studies

AFR 2402 The Heritage of Imperialism

Course Meeting Time:

 

Prerequisites: ENG 1101 and any AFR course

Flexible Core: World Cultures and Global Issues

College Option: AFR

Writing Intensive

Instructor:
Office:
Office Hours:

Email:

**Course Description:** This course offers an examination of the thought, structure, operation and results of imperialism in human history generally, and in the 19th/20th centuries in particular. European/American imperialism in the non-white areas of the world: the role of the Industrial Revolution; the imposition of Western European institutions on indigenous peoples of Africa, Asia, North/South America; colonialism; attempts by these people to reestablish autonomous sociological and cultural systems.

**Course Objectives:**

During the course, students will be taught to:

1. Define and utilize the concepts of imperialism, race, and diaspora while demonstrating an understanding of the vast application and complexity of these concepts.
2. Analyze contemporary connections to imperialism for African descendants in consideration of various points of view. For example, students will learn that contemporary continuities of imperialism may manifest in communities that are economically and politically marginalized, as well as privileged communities. Likewise, students will understand the legacy of imperialism as not solely oppressive, but also resistive. As reflected in the course schedule, the range of readings assigned and discussed reflect multiple points of view.
3. Analyze how race, ethnicity, gender, sexuality, migration, capitalism and labor, the state and militarism, and ideals of expansion and expulsion are related to the historical and contemporary development of various African diasporic societies and hence the heritage of imperialism within the African diaspora. Furthermore, students will analyze and discuss the central role that race, ethnicity, class, gender, sexual orientation and language have played and continue to play in imperial pursuits and also in resistance against imperialism. Towards this end, students will analyze cultural formations, and political and revolutionary movements emerging from the African diaspora. Students will engage in such analysis within larger conversations of geography and political economy.
4. Analyze the relationships between specific historical events and contemporary trends, occurrences and knowledge.
5. Critically engage with and respond to the heritage of imperialism, in a variety of spaces including academia. By studying and engaging networks such as Decolonize this Space and Black Lives Matter, students will gain a greater understanding of the value and utility of social responsibility, civic engagement and scholarship for the public.
6. Map connections between regional and diasporic social movements and processes and understand the geography of central points of discussion concerning the heritage of imperialism as it relates to the African diaspora, on a global scale. The course schedule, the range of readings assigned and discussed reflect global cultural diversity.
7. Identify and apply the fundamental concepts and methods from several disciplines. Students will analyze historiographical sources and understand the contributions of primary and secondary sources and archival research (and how these sources may work to eradicate or contribute to inequities). It is necessary for a course on the heritage of imperialism to be grounded in historical analysis. Students will also evaluate ethnographic texts from Anthropology and Sociology in order to understand ethnographic methodology and value the contributions of people whose perspectives may not be privileged in other mediums. Students will learn to use concepts in art, political economy and geography as analytical tools of the heritage of imperialism.
8. Identify and apply the fundamental concepts and methods of African and African American Studies.

As a Writing Intensive (WI) course, students will also be taught to:

1. Understand, summarize, synthesize, and critique course material using informal and formal writing.
2. Employ writing as an essential tool for learning course material.
3. Formulate and support a central argument or claim in their formal writing assignments, effectively integrating and organizing evidence to support their claims.
4. Practice writing for different purposes, audiences, and in various media.
5. Follow the writing conventions of the discipline and its related professions.
6. Follow the conventions of English grammar and mechanics in their writing.
7. Compose multiple drafts in order to proofread, and revise clear and logical sentences using correct spelling, conventional

punctuation, correct grammar and syntax. Use varied sentence structure. Order and connect sentences and paragraphs effectively, using transitions and parallelism.

1. Apply feedback from peers and faculty during the revision process.
2. Cite sources within the text and on a reference page according to APA, MLA or Chicago style guidelines.

**Required** **Text**: The Course Reader is available for purchase in the college bookstore.

**New York City College of Technology Policy on Academic Integrity:** Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

**Classroom Management:** Cell phone use is prohibited in class. Bring your Course Reader to all class meetings.

**Attendance and lateness:**

You are expected to attend each class meeting.

 Class Meets Allowable Absences

 1 time/week 2 classes

 2 times/week 3 classes

 3 times/week 4 classes \*If you miss class, it is your responsibility to get notes from a peer.

**Assignment and Grading Scale:**

A 93.0 - 100 C+ 77.0 - 79.9

A- 90.0 - 92.9 C 70.0 - 76.9

B+ 87.0 - 89.9 D 60.0 - 69.9

B 83.0 - 86.9 F 59.9 and Below

B- 80.0 - 82.9

**Final Course Grade:**

Reading Quizzes and Participation 15%

Map Quiz 10%

Midterm 15%

Final Exam 15%

Writing Intensive Assignments (WI) 15%

Group Presentation 15%

Research Paper (WI) 15 %

TOTAL 100%

**Course Based Learning Outcomes with Assessment Methods**

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| --- | --- |
| Outcomes | Assessment |
| Be able to evaluate evidence and arguments of historical and contemporary trends of imperialism within the African diaspora.  | Class discussions; quizzes and exams; WI assignments and research paper.  |
| Learn the skills to gather, evaluate and assess historical and contemporary sources that address trends of imperialism within the African diaspora from a range of disciplines and geographical locations. \* Primary and secondary sources, including books, peer reviewed journals, documentaries, and exhibits will be used.  | Class discussions; quizzes and exams; presentation; WI assignments and research paper  |
| Develop critical arguments about the heritage of imperialism in consideration of multiple outcomes, grounded in evidence from a range of perspectives/disciplines.  | Class discussions; quizzes and exams; presentation; WI assignments and research paper  |

**Gen Ed Learning Outcomes with Assessment Methods**

World Cultures and Global Issues Advanced Liberal Arts (AFR 2000+)

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| Outcomes | Assessment |
| Knowledge: Engage in critical inquiry, research, and analysis concerning imperialism as related to people of African descent on a global scale, by use of material and methods from African American Studies and other disciplines. | Class discussions; quizzes and exams; presentation; WI assignments and research paper.  |
| Skills: Students will learn to analyze material from different disciplines, devise research strategies and methodology and develop critical arguments about contemporary issues with historical grounding. | Class discussions; quizzes and exams; presentation; WI assignments and research paper  |
| Integration: Students will integrate historical and contemporary perspectives. Students will also integrate the use of material and methods from African American Studies and other disciplines. | Class discussions; quizzes and exams; presentation; WI assignments and research paper  |
| Values, Ethics, and Relationships: Central components of the course, students will consider citizenship, human rights, civic engagement, social responsibility and scholarship for the public. | Class discussions; quizzes and exams; presentation; WI assignments and research paper  |

**Writing Intensive Learning Outcomes with Assessment Methods**

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| --- | --- |
| Outcomes | Assessment |
| Understand, summarize, synthesize, and critique material using informal and formal writing.  | WI assignments, research paper |
| Use writing as an essential tool for learning  | WI assignments, research paper |
| Formulate and support a central argument, informal writing assignments, organizing evidence to support their claims. | WI assignments, research paper  |
| Use writing for different purposes, audiences, and in various media.  | WI assignments, research paper, blackboard |
| Compose multiple drafts to proofread and revise with the application of feedback from faculty and peers during the revision process.  | WI assignments |
| Cite sources within the text and on a reference page according to APA, MLA or Chicago style guidelines.  | WI assignments, research paper |

**Course Reading Schedule**

First Hour of Class: Guest Lecture Presentation and Q&A

Second 1.5 Hours of Class: Discuss Reading and Lecture/ WI Assignments

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| --- | --- | --- | --- |
| Week | Topic | Assignment | Due Date |
| 1 | Introductions | Select In class readings**Our Narratives (WI)****Select Paper Topic (WI)** |  |
| 2 | Defining Imperialism /Theoretical ApproachesGuest Lecturer: Rev. Osagyefo Sekou, Visiting Scholar, Stanford University | Chicolte (Chapter 1)Hyam (Chapter 2)Rodney (Chapter 3)Recommended:Agathangelou (2013)Mommsen (Chapter 4)**Attend Research Methods Session** **Ursula C. Schwerin Library (WI)** |  |
| 3 | MediaGuest Lecturer: Simin Farkhondeh, Education Director at *Democracy Now!* | Select *Democracy Now!* Footage - TBD **Submit Research Methods and Sources (WI)**  |  |
| 4 | Sociology: Nation and NationalismGuest Lecturer: Steve PanfordProfessor Emeritus of African American Studies, NYCCT | Gonzalez (Part I)Vijay (Chapter 3)Holt (Introduction)**Submit Annotated Bibliography (WI)** Recommended: Ngai (Chapter 1)Paley (Introduction)Salzar (Chapter 2)Sanford (Introduction) |  |
| 5 | Health and Human Services: New ImperialismsGuest Lecturer: TBD, Health and Human Services, NYCCT | Grandin (Chapter 4)Hobson (Chapter 1)**Submit Thesis (WI)** |  |
| 6 | Anthropology: Capitalism, Extraction and Accumulation by DispossessionGuest Lecturer: Christine Pinnock, Lecturer of African American Studies, Columbia University | Harvey (Chapter 1) |  |
| 7 | International Relations: MilitarismGuest Lecturer: Anna Agathangelou, Associate Professor of International Relations and Women's Studies, York University | Miller (Chapter 9)Vine (Chapter 2) **Submit Revised Thesis and Outline (WI)** Recommended:Fassin (Chapter 4)Riley (Chapter 3)Johnson (Chapter 1) Midterm Review |  |
| 8 | Art History: The Art of EmpireGuest Lecturer: Emilie Boone, Assistant Professor of African American Studies, NYCCT | Readings -TBD (from Prof. Boone's Reader)**Midterm Exam** |  |
| 9 | Hospitality Management: ExpulsionGuest Lecturer: TBD, Lecturer of Hospitality Management, NYCCT | Sassen (Chapter 1)Advincula (2014)**Submit 2-3 Page Draft (WI)****Form Presentation Groups**Recommended: Mullings (2005) |  |
| 10 | Information Technology: Digital Divides and CreationsGuest Lecturer: Lisa Tagliaferri, Engineering Technical Writer at Digital Ocean | Readings - TBD**Map Quiz** |  |
| 11 | Legal Studies: The Law and Political FormationsGuest Lecturer: TBD, Professor of Legal and Paralegal Studies, NYCCT | Garvey (1922)Wanzer-Serrano (Introduction)Mamdani (Introduction) |  |
| 12 | History: Cultural FormationsGuest Lecturer: Mary Phillips, Assistant Professor of African American Studies, Lehman College | Campbell (Chapter 8)hooks, 2015Recommended:Abu-Lughod (2002)Fanon (Introduction) |  |
| 13 | Community Activism: Decolonize this PlaceGuest Lecturer: Rocio SilverioNational Coordinator, Black Alliance for Just Immigration (BAJI) | Agathangelou (2015, 2016)Seth (Chapter 1)Marable (2000)Recommended:Taylor (2012)  Grovogui (2011)Mignolo (Introduction)Mullings (2005) |  |
| 14 | (Abolition) Geography: Mapping the Carceral SystemGuest Lecturer: Andrea Morrell, Assistant Professor of Anthropology, Matthew Guttman Community College | Gilmore (2015)**Submit Research Paper (WI)** |  |
| 15 | ------- | Final Exam Review**Group Presentations** |  |
|  |  | Final Exam |  |

**Selected Bibliography**

Abu-Lughod, Lila."Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others," *American Anthropologist* 104, 3 (2002): 783-790.

Advincula, Anthony. "U.S. Deported Around 369,000 Immigrants in 2013," *New America Media,* January 9, 2014. http://newamericamedia.org/2014/01/us-deported-around- 369000-immigrants-in-2013.php

Agathangelou, Anna, M. "Archives are Part of International Knowledge, Not Merely Happenstance: In Conversation With Siba Grovogui,” *Comparative Studies of South Asia, Africa, and the Middle East,* 36 (2016): 204-212.

---- “Queerness as a Speculative Economy and Anti-Blackness as Terror,’’ *International Feminist* *Journal of Politics*, 15 (2013): 453-502.

---- “The Living and Being of the Streets: Fanon and the Arab Uprisings,” *Globalizations* 9 (2012): 451-466.

Agathangelou, Anna, M, Olwan, Dana M, Spira, Tamara L, Turcotte, Heather M. "Sexual Divestments from Empire: Women’s Studies, Institutional Feeling, and the 'Odious' Machine,” *Feminist Formations* 27 (2015): 139-167.

Campbell, Horace. *Rasta and Resistance.* Trenton: Africa World Press, 1987.

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Garvey, Marcus. "The Back to Africa Movement (1922)," In *Black Protest: History, Documents, and Analyses 1619 to the Present*, edited by Joanne Grant, 164-169. New York: Fawcett Publications, 1968.

Gilmore, Ruth Wilson. "Extraction: Abolition Geography and the Problem of Innocence," Institute for Geographies of Justice JHB, 2015. https://www.youtube.com/watch?v=dmjgPxElk7A

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Grandin, Greg. *Empire’s Workshop: Latin America, The United States, and The Rise of The New Imperialism*. New York: Henry Holt And Company, 1866.

Gregory, Steven. *The Devil Behind the Mirror: Globalization and Politics in the Dominican Republic*. Berkeley: University of California Press, 2014.

Grovogui, Siba, N. “To the Orphaned, Dispossessed, and Illegitimate Children: Human Rights Beyond Republican and Liberal Traditions,”*Indiana Journal of Global Legal Studies* 1, (2011) 41-46.

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Hobson, John M. *The Eurocentric Conception of World Politics: Western International Theory, 1960-2010*. New York: Cambridge Press, 2012.

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hooks, bell. "Moving from Pain to Power," *Scholar in Residence Lecture Series: Eugene Lang College of Liberal Arts, The New School,* October 12, 2015. https://www.youtube.com/watch?v=cpKuLl-GC0M

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Johnson, Chalmers. *The Sorrows of Empire: Militarism, Secrecy, and the End of the Republic.* New York: Henry Holt Press, 2004.

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Marable, Manning. “[Black Studies and the Racial Mountain](http://www.columbia.edu/cu/ccbh/souls/vol2no3/vol2num3art2.pdf),”[*Souls*](http://catalog.lib.msu.edu/record%3Db8629632~S1a) 2, 3 (Summer 2000): 17-36.

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---- "Resistance and Resilience: The Sojourner Syndrome and the Social Context of Reproduction in Harlem," *Transforming Anthropology* 13, 2 (October 2005): 79-91.

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Riley, Robin L, Mohanty Talpade Chandra, Pratt Bruce Minnie (Ed.) *Feminism and War: Confronting U.S. Imperialis*m. London: Zed Books Ltd, 2008.

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-----  [*Island of Shame: The Secret History of the U.S. Military Base on Diego Garcia*](http://www.amazon.com/Island-Shame-Secret-History-Military/dp/0691149836/ref%3Dsr_1_1?s=books&ie=UTF8&qid=1409537177&sr=1-1)*.* Princeton: Princeton University Press, 2009.

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Sample Research Paper Assignment

Writing Intensive Course

**Select a Paper Topic**

In this writing intensive (WI) course, you will draft a 10 page research paper. We are starting the research process early in the semester and building our writing step by step. The first step in this process is to select a paper topic.

Visit the Writing Intensive (WI) Resource Center in Blackboard: 1) read through the topics; 2) pick a topic that is of interest; 3) complete the course reading that is related to the paper topic in order to gain an understanding of the main issues; and 4) submit the below assignment.

Answer each of the following questions/ prompts.

1.Which paper topic have you chosen?

2.Which course reading did you review in preparation?

3. Discuss what you learned about the topic from the course reading related to the topic. (5 sentence minimum)

4.What do you find interesting about this topic? (5 sentence minimum)

5.Do you have any questions about the research or the assignment? If you do, share your questions below.

How to submit:

In Blackboard under Assignments, attach the word document with your answers.

Sample Research Paper Assignment

Writing Intensive Course

**Submit Your Sources**

Quality research results from analyzing a variety of sources. It is possible that some of the sources you select now may not be useful after you learn more about your topic. This is fine. In fact, "trying" different sources is generally a part of the research and writing process.

1) Bring 3 sources to class.

To select 3 sources for your paper, use the WI Resources folder in Blackboard and the methods learned during our session at the Ursula C. Schwerin Library with AFR librarian, Keith Muchowski. Do not bring a list of citations or photos of your chosen sources to class, bring the actual sources to class. Any combination of peer reviewed articles and books is acceptable. For example, you may bring 2 articles and 1 book or 3 articles. For credit, the sources must be related to the topic you have chosen.

2) Short Answer

This assignment will help you to reflect on the sources you have acquired and the processes you used to acquire them. This reflection is particularly important in African American Studies. In African American Studies there have often been and there continue to be obstacles in the documentation of Africana perspectives and experiences. The outcome may be scarce, stereotypical or misrepresentative information. As a result, it is important to take the time needed to conduct sound research, analyze your sources, look for misrepresentations or omissions and ultimately compare a range of material as you develop your argument. Toward this end, respond to *two* of the following questions (5 sentence minimum per response):

 1. Discuss the ways the information you have found supports or counters your previous knowledge.

 2. After reviewing your sources, discuss any questions that you would like to research further.

 3. Is there a dominant opinion or ideology in your sources? What is it? Are there ideals that are not represented in these texts? What may they be?

 4. Discuss different or opposing perspectives or opinions that you have encountered.

 5. Name and describe any steps that proved helpful in getting information during your search and that you would recommend to others searching for quality and representative sources.