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Syllabus  
**INCM 8000 (W01)**  
**Comparative Approaches to Knowledge**  
School of Conflict Management, Peacebuilding, and Development  
CRN; Thursdays, 5:00 – 7:45pm  
Kennesaw State University  
Fall 2022

## **I— Course Description**

This course explores a range of historical topics, conceptual frameworks, and terminologies that students need in order to understand and evaluate knowledge and approaches to scholarship produced in the social sciences and the humanities and to engage in interdisciplinary and cross-disciplinary research. The course covers relevant themes in philosophy and history of science and sociology of knowledge as well as associated fields such as epistemology, world systems theory, Pan-Africanism and science and technology studies.

The major subject-matters of the doctoral program in International Conflict Management in the College of Humanities and Social Sciences are studied through interdisciplinary collaboration and trans-disciplinary scholarship. This course aims to serve as a bridge between scholarship that students will encounter from the social sciences and the humanities and their own research projects. Specifically, the course explores a range of historical topics, conceptual frameworks, and terminologies students need in order to understand and evaluate knowledge and approaches to scholarship produced in the social sciences and the humanities. A further goal of the course is to facilitate and encourage critical interdisciplinary research by providing the necessary framework for such work. The course covers epistemology and philosophy and

history of science as well as history of technology and associated fields, and attempts to provincialize or decenter Western epistemology and its sciences in the process. The course also examines the history of the humanities, the subject-matters of the humanities scholarship (history, philosophy, linguistics, archaeology, literature), and the goals and approaches of such scholarship.

\*This class was developed in dialogue with Dr. Jesse Benjamin and developed using his syllabus as an initial framework.

## II—Learning Objectives

Upon successful completion of this course:

1. Students will be able to discuss the limits of knowledge and have a general understanding about historical debates on certitude, the hierarchy of academic disciplinary approaches expressed in mathematical knowledge, problems associated with epistemic relativism, conflicts caused by moral certitude and religious knowledge, and the role of ways of knowing in conflict resolution.
2. Students will have an understanding of the developments in the history and philosophy of science that led to sustained critiques of positivism and the other assumptions of the Western tradition (which then universalizes itself as the only true science).
3. Students will be able to assess a range of issues examined through epistemic norms, pertaining to the relations of power to knowledge (power/knowledge), reflexivity / relativity, and the limits of objectivity (due to being located within the experiment).
4. Students will be able to outline the main arguments and critiques of various academic domains of knowledge that have resulted in a focus on interdisciplinarity, the emergence of new “hybrid” disciplines and critical theories, and significant reconfigurations of more traditional disciplines.
5. Students will be able to summarize key ideas from selected non-Western theorists, marginalized communities and corpora of knowledge, and will be re-oriented to argumentation “from the margins” in the form of coloniality and decolonial theory, as well as Pan-African and other anti-colonial theories.
6. Students will be able to locate their research interests in major schools within historiography, the sociology of knowledge, science and technology studies, feminist epistemologies, decolonial theory, etc.
7. Students will be able to examine the assumptions and insights of the rhetoric of science and scholarship: The interpretive communities in which scholars work; the situatedness of scholars in terms of membership and authority; power structures and approaches to resolving differences; and community interactions with the various publics.

8. Students will be able to summarize the history of the development of the fields in the humanities and social sciences, and arguments for the scholarly status of interpretive, analytical, and historical approaches to knowledge in general.

### **III—Course Materials**

#### **Required Texts:**

1. Walter Rodney, *The Groundings With My Brothers*, Verso Books, 2019. [Note: must be the new 2019 Verso edition, which includes substantial new content.]
2. Rodney, Walter. *Decolonial Marxism: Essays from the Pan-African Revolution*. Verso, 2022.
3. Edward Said, [\*Orientalism\*](#), New York, Vintage, 1978.

### **IV—Course Format:**

We will hold open-ended discussions about the weekly readings each week. Books and articles are assigned in addition to film, music, and other non-textual elements. Short lectures, and numerous interventions with useful theory and history will be provided by the instructor, but the conversation will also ideally be driven by student questions, interests, critiques, and so on. Texts are to be read before the week they are discussed.

Students will also identify their research agendas at the outset of class and devise a research project in consultation with the instructor that incorporates course texts and learning objectives into their regional, conceptual or theoretical research project – with the goal of advancing their eventual dissertation. These will be presented in a seminar format over the last week of class, with final papers due at the final class.

### **V—Course Assignments:**

#### **1. Participation Requirement**

It is required that students participate in the discussion in each class. The format of the course is based upon small lectures and student-led discussions of course themes. The bulk of our time will be spent in discussion of the readings. 40% of your grade will be determined by class participation as a measure of individual work on the readings and assignments.

I require you to take notes of the readings prior to class and to take notes during the class lectures and discussions by hand in a composition notebook. Processing the information in this way will assist in your examinations and research projects for years to come. A good idea is to make a list of questions, during and after reading the week's assignments, about anything that comes to mind, whether mechanical, grammatical, or content/analytical, so that in class you will have questions ready to enter the discussion with.

Each session of the class is driven by two primary texts with an \* and \*\*. These texts form the foundation of the discussion that will be facilitated by a group of students in negotiation with the professor. The discussion facilitators are encouraged to be prepared to lead a discussion while the rest of the class participates and adds contributions via notes taken on the assigned ancillary texts.

## 2. Final Paper: Research Term Paper

The final paper will cover a research topic of critical interest to the student, while engaging the theory and readings from our course in a substantive manner. The topic should be determined in conversation and negotiation with the instructor, either during class discussions, or in separate advising sessions. The research projects will also be shared in some detail in our final 1-2 class sessions, for feedback from the group and the instructor. The assignment is to develop and present a short c. 15-20 page research paper that explores some of the themes in the course, while advancing the intended dissertation project goals of each student. This should be done in constant consultation with the instructor, and can be finetuned as we go. Presentations with the group will be done in the final two class sessions. Papers should be written in double spaced 12-point Times Roman font with one inch margins, and should include footnotes and bibliography.

### 2a. Optional: Up to 20% for Praxis/Action

Students may work with the Walter Rodney Speakers Series, Walter Rodney Book Club, or other RISE or ZANJ-related activities or research working groups, to gain experience in practical applications of course concepts. Up to 20% may be negotiated, in proportion to the eventual final paper.

## **VI—Assignments and Grade Distribution**

## Course Assignments:

Notebook/Summaries	20%
Class Participation	20%
Final Essay Portfolio:	60%
Optional Praxis Assignment	[Up to 20% of the Final Essay Portfolio]

### Grading Scale

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

0% - 59% = F

## VII—Weekly Reading Schedule

### 1 Logistics, Orientation, Introductions

August 19

Overview, Assignments, Logistics and Introduction to Course Theory and Perspectives

Group Introductions: Discussion Thread

Start First Week's Readings, for discussion next week.

Walter Rodney, *The Groundings With My Brothers*, Verso Books, 2019.

### 2 Interrogating Ways of Knowing

August 25

Student Presentations / Research Interest Stakes

Reading Assignments

### 3 Epistemological Problems in Peacemaking and Reconciliation

September 1

\*Bar-Tal, Daniel, Arie W. Kruglanski, and Yechiel Klar. "Conflict Termination: An Epistemological Analysis of International Cases." *Political Psychology* 10, no. 2 (1989): 233–55.

<https://doi.org/10.2307/3791646>.

\*\*Du Bois, W. E. B., and David Levering Lewis. *Black Reconstruction in America, 1860-1880*. New York, NY: Free Press, 1998.

Robbie Shilliam, "When Did Racism Become Solely a Domestic Issue?" Foreign Policy June 23, 2020, <https://foreignpolicy.com/2020/06/23/racism-ir-international-relations-domestic/>

Kelebogile Zvobgo and Meredith Loken, "Why Race Matters in International Relations: Western Dominance and White Privilege Permeate the Field. It's Time to Change That," Foreign Policy, June 19, 2020, <https://foreignpolicy.com/2020/06/19/why-race-matters-international-relations-ir/>.

#### **4 Comparative Approaches to Indigenous Knowledge and Sovereignty September 8**

\*Surrallés, Alexandre. "Human Rights for Nonhumans?" HAU: Journal of Ethnographic Theory 7, no. 3 (December 2017): 211–35. <https://doi.org/10.14318/hau7.3.013>.

\*\*Brown, Dee, and Hampton Sides. *Bury My Heart at Wounded Knee: An Indian History of the American West*. 1st edition. New York: Holt Paperbacks, 2007.

Restall, Matthew. *Seven Myths of the Spanish Conquest: Updated Edition*. Oxford University Press, 2021.

Bermúdez Vélez, Ángela, and Diego Argumero Martínez. "The Narrative Framing of Violence in Teaching Resources about the Spanish Conquest of America," 2018. <https://doi.org/10.6018/pantarei/2018/5>.

Icaza, Jorge. *Huasipungo*. Translated by Bernard Dulsey. 1st edition. Carbondale: Southern Illinois University Press, 1964.

Sweet, James H. *Domingos Álvares, African Healing, and the Intellectual History of the Atlantic World*. Illustrated edition. The University of North Carolina Press, 2011.

[Indigenous Peoples and the United Nations Human Rights System](#). Fact Sheet. New York: United Nations, 2013.

#### **5 Knowledge, Culture, Capital, and the Political Economy of Globalization September 15**

\*Jafari, Aliakbar. "The Role of Institutions in Non-Western Contexts in Reinforcing West-Centric Knowledge Hierarchies: Towards More Self-Reflexivity in Marketing and Consumer Research." *Marketing Theory* 22, no. 2 (June 1, 2022): 211–27. <https://doi.org/10.1177/14705931221075371>.

\*\*Beemen, Olivier van. *Heineken in Africa: A Multinational Unleashed*. Illustrated edition. London: Hurst, 2019.

Hossein, Caroline Shenaz. *Politicized Microfinance: Money, Power, and Violence in the Black Americas*. 1st edition. Toronto: University of Toronto Press, 2016.

Bales, Kevin. *Disposable People: New Slavery in the Global Economy*, Updated with a New Preface. 3rd ed., 2012.

Graeber, David. *Debt: The First 5000 Years*. Brooklyn: Melville House, 2014.

French, Howard W. *Born in Blackness: Africa, Africans, and the Making of the Modern World, 1471 to the Second World War*. New York: Liveright, 2021.

Williams, Eric. *Capitalism and Slavery*, Third Edition. UNC Press Books, 2021.

Rodney, Walter. "African Slavery and Other Forms of Social Oppression on the Upper Guinea Coast in the Context of the Atlantic Slave-Trade." *The Journal of African History* 7, no. 3 (1966): 431–43.

Willoughby-Herard, Tiffany. *Waste of a White Skin: The Carnegie Corporation and the Racial Logic of White Vulnerability*. First edition. Oakland, California: University of California Press, 2015.

## **6 Migration, Immigration, and Diasporic Identities**

### **September 22**

\*Ignatiev, Noel. *How the Irish Became White*. New York: Routledge, 1995.

\*\*Hayes, Robin J. *Love for Liberation: African Independence, Black Power, and a Diaspora Underground*. Seattle: University of Washington Press, 2021.

Jesse Benjamin, "Al Andalus, the Reconquista, and the Origins of Epistemic Blackness," Kennesaw State University Year of Morocco Program, <https://www.youtube.com/watch?v=gWA0-LrQVbo>.

Dawsey & Dawsey eds. *The Confederados: Old South Immigrants in Brazil*. Edited by Cyrus B. Dawsey and James M. Dawsey. First Edition, First. Tuscaloosa: University Alabama Press, 1998.

Davis, R. *Christian Slaves, Muslim Masters: White Slavery in the Mediterranean, the Barbary Coast, and Italy, 1500-1800*. 3rd edition. Basingstoke: Palgrave Macmillan, 2003.

McKoy, Sheila Smith. *When Whites Riot: Writing Race and Violence in American and South African Culture*. 1st edition. Madison: University of Wisconsin Press, 2001.

McWhiney, Grady and Forrest McDonald. *Cracker Culture: Celtic Ways in the Old South*. First Paperback Edition. Tuscaloosa: University Alabama Press, 1989.

Veer, Peter van der. *Nation and Migration: The Politics of Space in the South Asian Diaspora*. University of Pennsylvania Press, 2016.

## **7 Imperialism(s) and Coloniality**

**September 29**

\*Mignolo, Walter D. "Introduction: Coloniality of power and de-colonial thinking." *Globalization and the decolonial option* (2013): 1-21.

\*\*Immerwahr, Daniel. *How to Hide an Empire: A History of the Greater United States*. Reprint edition. New York: Picador, 2020.

Lenin, Vladimir Ilich. *Imperialism the Highest Stage of Capitalism*. Mansfield Centre, CT: Martino Fine Books, 2011.

Headrick, Daniel R. *The Tools of Empire: Technology and European Imperialism in the Nineteenth Century*. 1st edition. New York: Oxford University Press, 1981.

Storey, William Kelleher. *Guns, Race, and Power in Colonial South Africa*. Illustrated edition. Cambridge ; New York: Cambridge University Press, 2008.

Sylvia Wynter, "Unsettling the Coloniality of Being/Power/Truth/Freedom: Towards the Human, After Man, Its Overrepresentation – An Argument," *New Centennial Review* 3:3, 2003.

Lee, Christopher J. *Frantz Fanon: Toward a Revolutionary Humanism*. Illustrated edition. Athens, Ohio: Ohio University Press, 2015.

## **8 Re-Reading Race, Gender, and Place into Notions of Reform and Progress**

**October 6**

\*Suggs, Henry Lewis. "The Response of the African American Press to the United States Occupation of Haiti, 1915-1934." *The Journal of Negro History* 73, no. 1/4 (1988): 33–45.

\*\*Johnson, Walter. *The Broken Heart Of America*. New York: Basic Books, 2021.

Mitsuye Yamada, "Invisibility is an Unnatural Disaster: Reflections of an Asian American

Woman," [pp. 35-40], in: *This Bridge Called My Back: Writings By Radical Women of Color*, Cherrie Moraga and Gloria Anzaldua, (eds.), 1981.

Hassler-Forest, Dan. *Janelle Monáe's Queer Afrofuturism: Defying Every Label*. New Brunswick: Rutgers University Press, 2022.

Hamad, Ruby. *White Tears/Brown Scars: How White Feminism Betrays Women of Color*. New York: Catapult, 2020.

Powell, Arthur. "[Ethnomathematics and the Challenges of Racism in Mathematics Education.](#)" *Proceedings of the Third International Mathematics Education and Society Conference 1* (January 1, 2002).

Washington, Harriet A. *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present*. Doubleday, 2006.

## **9 Knowledge Beyond Texts**

### **October 13**

\*Dixson, Adrienne D. "Extending the Metaphor: Notions of Jazz in Portraiture." *Qualitative Inquiry* 11, no. 1 (February 1, 2005): 106–37. <https://doi.org/10.1177/1077800404270839>.

\*Bergh, Arild, and John Sloboda. "Music and Art in Conflict Transformation: A Review" *Music and Arts in Action* 2, no. 2 (2012): 1-17.

\*\*Redmond, Shana L. *Anthem: Social Movements and the Sound of Solidarity in the African Diaspora*. New York: NYU Press, 2013.

Marsalis, Wynton, and Geoffrey Ward. *Moving to Higher Ground: How Jazz Can Change Your Life*. Illustrated edition. New York: Random House Trade Paperbacks, 2009.

King, Charles. *Midnight at the Pera Palace: The Birth of Modern Istanbul*. Reprint edition. W. W. Norton & Company, 2015.

Jones, Leroi. *Blues People: Negro Music in White America*. 1st edition. New York: Harper Perennial, 1999.

## **10 Paper Drafts / Peer Exchange**

### **October 20**

## 11 Interrogating Ideas of Identity, Belonging, and Citizenship

October 27

\*Yuval-Davis, Nira. "Belonging and the Politics of Belonging." *Patterns of Prejudice* 40, no. 3 (July 1, 2006): 197–214. <https://doi.org/10.1080/00313220600769331>.

\*\*Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Revised edition. London New York: Verso, 2016.

Otele, Olivette. *African Europeans: An Untold History*. New York: Basic Books, 2021.

Gaines, Kevin K. *American Africans in Ghana: Black Expatriates and the Civil Rights Era*. New edition. Chapel Hill: The University of North Carolina Press, 2008.

Hu-Dehart, Evelyn. "Coolies, Shopkeepers, Pioneers: The Chinese of Mexico and Peru (1849–1930)." *Amerasia Journal* 15, no. 2 (January 1989): 91–116. <https://doi.org/10.17953/amer.15.2.b2r425125446h835>.

Shilliam, Robbie, and Gurinder K. Bhabra. *The Black Pacific: Anti-Colonial Struggles and Oceanic Connections*. London: Bloomsbury Academic, 2015.

Lake, Marilyn, and Henry Reynolds. *Drawing the Global Colour Line: White Men's Countries and the International Challenge of Racial Equality*. 1st edition. Cambridge: Cambridge University Press, 2008.

Painter, Nell Irvin. *The History of White People*. Illustrated edition. New York: W. W. Norton & Company, 2011.

Rodney, Walter. "Guyana: The Making of the Labour Force." *Race & Class* 22, no. 4 (April 1, 1981): 331–52. <https://doi.org/10.1177/030639688102200401>.

Silverstein, Paul A. "The Context of Antisemitism and Islamophobia in France." *Patterns of Prejudice* 42, no. 1 (February 2008): 1–26. <https://doi.org/10.1080/00313220701805877>.

Abdelkader, Engy. "A Comparative Analysis of European Islamophobia: France, UK, Germany, Netherlands, and Sweden." *UCLA Journal of Islamic and Near Eastern Law* 16 (2017). <https://doi.org/10.5070/N4161038735>.

## 12 Ideologies and Epistemologies in Conflict

November 3

\*\*Liedman, Sven-Eric. *A World to Win: The Life and Works of Karl Marx*. Translated by Jeffrey N. Skinner. Reprint edition. London ; Brooklyn, NY: Verso, 2019.

\*\*Gleijeses, Piero. *Conflicting Missions: Havana, Washington, and Africa, 1959-1976*. New edition. Chapel Hill: The University of North Carolina Press, 2003.

\*\*Mayer, Milton, and Richard J. Evans. *They Thought They Were Free: The Germans, 1933–45*. Enlarged edition. Chicago: University of Chicago Press, 2017.

McCauley, Robert N. *Why Religion Is Natural and Science Is Not*. Oxford University Press, 2011.

Williams, Susan. *White Malice: The CIA and the Covert Recolonization of Africa*. New York City: PublicAffairs, 2021.

Foley, Neil. *Quest for Equality: The Failed Promise of Black-Brown Solidarity*. Illustrated edition. Cambridge, Mass: Harvard University Press, 2010.

Dunbar-Ortiz, Roxanne. *Not "A Nation of Immigrants": Settler Colonialism, White Supremacy, and a History of Erasure and Exclusion*. Boston: Beacon Press, 2021.

Hernández Valencia, Ibsen. *Te Daré Una Tunda*, 2018.

Kendall, Mikki. *Hood Feminism: Notes from the Women That a Movement Forgot*. New York, New York: Penguin Books, 2021.

Lindsey, Treva B. *America, Goddam: Violence, Black Women, and the Struggle for Justice*. First edition. Oakland, California: University of California Press, 2022.

Olayanju, L., R. N. G. Naguib, Q. T. Nguyen, R. K. Bali, and N. D. Vung. "Combating Intimate Partner Violence in Africa: Opportunities and Challenges in Five African Countries." *Aggression and Violent Behavior* 18, no. 1 (January 1, 2013): 101–12. <https://doi.org/10.1016/j.avb.2012.11.003>.

Yellow Horse, Aggie J., Karen Kuo, Eleanor K. Seaton, and Edward D. Vargas. "Asian Americans' Indifference to Black Lives Matter: The Role of Nativity, Belonging and Acknowledgment of Anti-Black Racism." *Social Sciences* 10, no. 5 (May 2021): 168. <https://doi.org/10.3390/socsci10050168>.

Aníbal Quijano. (1993). Modernity, Identity, and Utopia in Latin America. *Boundary 2*, (3), 140. <https://doi-org.proxy.kennesaw.edu/10.2307/303346>.

### **13 The Role of Scientific Knowledge in Structures and Discourses of Violence** **November 10**

\*Matias, Cheryl E., and Peter M. Newlove. "Better the Devil You See, than the One You Don't: Bearing Witness to Emboldened En-Whitening Epistemology in the Trump Era." *International Journal of Qualitative Studies in Education* 30, no. 10 (November 26, 2017): 920–28. <https://doi.org/10.1080/09518398.2017.1312590>.

\*\*Whitman, James Q. *Hitler's American Model: The United States and the Making of Nazi Race Law*. Princeton, New Jersey: Princeton University Press, 2017.

\*\*Lindqvist, Sven. *"Exterminate All the Brutes": One Man's Odyssey into the Heart of Darkness and the Origins of European Genocide*. Translated by Joan Tate. New York: The New Press, 1997.

Andrews, Kehinde. *The New Age of Empire: How Racism and Colonialism Still Rule the World*. New York City: Bold Type Books, 2021.

Rothstein, Richard. *The Color of Law: A Forgotten History of How Our Government Segregated America*. Reprint edition. New York London: Liveright, 2018.

Rabaka, Reiland. *Against Epistemic Apartheid: W.E.B. Du Bois and the Disciplinary Decadence of Sociology*. Lanham, MD: Lexington Books, 2010.

Marx, Anthony W. *Making Race and Nation: A Comparison of South Africa, the United States, and Brazil*. Cambridge University Press, 1998.

Zinkel, Benjamin. "Apartheid and Jim Crow: Drawing Lessons from South Africa's Truth and Reconciliation." *J. Disp. Resol.* (2019): 229.

Paulino, Edward. *Dividing Hispaniola: The Dominican Republic's Border Campaign against Haiti, 1930-1961*. 1st edition. Pittsburgh: University of Pittsburgh Press, 2016.

Asheeke, Toivo. "Black Power and Armed Decolonization in Southern Africa: Stokely Carmichael, the African National Congress of South Africa, and the African Liberation Movements, November 1967–December 1973." *The Journal of African American History* 104, no. 3 (June 2019): 415–44. <https://doi.org/10.1086/704119>.

Stephen Jay Gould, 1981, *The Mismeasure of Man*, New York: W. W. Norton and Co., pp.: 30-50, and 69-72.

Corra Harris, "A Southern Woman's View," *The Independent*, 1898, p. 1354-1355. Click on: Corra Harris - A Southern Woman's View.

Ida B. Wells, "Lynch Law in Georgia, Chapter 2: Tortured and Burned Alive," <http://hierographics.tripod.com/IdaBWells-Barnett/LynchLawinGeorgia.html>

W. E. B. Du Bois, "A Litany of Atlanta," in Textbook: Jesse Benjamin, *Race and Ethnicity: Difference and Decolonization*, Dubuque, IA: Kendall Hunt Publishing, 2020.

Richard Wright, "The Ethics of Living Jim Crow," in: Abraham Chapman (ed.), *Black Voices*, 1968.

Raymond A. Mohl, "Planned Destruction: The Interstates and Central City Housing," in: John Bauman et al. (eds.), *American Housing Policy*, Penn State University Press, 1999.

## **14 Morocco Case Study on Cultural Diplomacy: Theory, History, and Praxis November 17**

Film: *When The Moors Ruled In Europe*

Edward Said, *Orientalism*, New York, Vintage, 1978.

Aidi, Hishaam D. "The Interference of Al-Andalus: Spain, Islam, and the West." *Social Text* 24, no. 2 (87) (June 1, 2006): 67-88. [https://doi.org/10.1215/01642472-24-2\\_87-67](https://doi.org/10.1215/01642472-24-2_87-67).

TBD: Other selected texts and determined by guests.

## **15 Exploring the Radical Imagination and the Politics of Praxis December 1**

\*"Allies" by Gloria Anzaldúa in Adams, Maurianne, Warren J. Blumenfeld, D. Chase J. Catalano, Keri Dejong, Heather W. Hackman, Larissa E. Hopkins, Barbara Love, Madeline L. Peters, Davey Shlasko, and Ximena Zuniga, eds. *Readings for Diversity and Social Justice*. 4th edition. (New York: Routledge, 2018) p.637-639.

\*\*Kelley, Robin D. G. *Freedom Dreams: The Black Radical Imagination*. New Ed edition. Boston, Mass: Beacon Press, 2003.

\*\*Rodney, Walter. *Decolonial Marxism: Essays from the Pan-African Revolution*. Verso, 2022.

Fischbach, Michael R. *Black Power and Palestine: Transnational Countries of Color*. Stanford: Stanford University Press, 2018.

Ward, Stephen. "'Scholarship in the Context of Struggle': Activist Intellectuals, the Institute of the Black World (IBW), and the Contours of Black Power Radicalism." *The Black Scholar* 31, no. 3/4 (2001): 42–53.

Clarke, Kamari Maxine. *Mapping Yorùbá Networks: Power and Agency in the Making of Transnational Communities*. Illustrated edition. Durham: Duke University Press Books, 2004.

Falcón, Sylvanna M. *Power Interrupted: Antiracist and Feminist Activism inside the United Nations*. Seattle: University of Washington Press, 2016.

Rollefson, J. Griffith. *Flip the Script: European Hip Hop and the Politics of Postcoloniality*. 1st edition. University of Chicago Press, 2017.

Mwakikagile, Godfrey. *Relations Between Africans and African Americans: Misconceptions, Myths and Realities*. Dar es Salaam, Tanzania: New Africa Press, 2007.

Paik, Shailaja. "Building Bridges: Articulating Dalit and African American Women's Solidarity." *Women's Studies Quarterly* 42, no. 3/4 (2014): 74–96.

Angela Y. Davis and Dylan Rodriguez, "The Challenge of Prison Abolition: A Conversation," *Social Justice*, Vol. 27, No. 3 (81), *Critical Resistance to the Prison-Industrial Complex* (Fall 2000), pp. 212-218, *Social Justice/Global Options*, <http://www.jstor.org/stable/29767244>

Moses, Robert P., and Charles E. Cobb. *Radical Equations: Civil Rights from Mississippi to the Algebra Project*. Illustrated edition. Boston: Beacon Press, 2002.

Huang, Jennifer Lee and Tiffany. "Why the Trope of Black-Asian Conflict in the Face of Anti-Asian Violence Dismisses Solidarity." *Brookings* (blog), March 11, 2021. <https://www.brookings.edu/blog/how-we-rise/2021/03/11/why-the-trope-of-black-asian-conflict-in-the-face-of-anti-asian-violence-dismisses-solidarity/>.

Márquez, John D. *Black-Brown Solidarity: Racial Politics in the New Gulf South*. Illustrated edition. Austin, Texas: University of Texas Press, 2014.

**16 Conclusion**  
**December 9**  
**Final Paper Due**

## VIII—University Policies

This section includes important policies that KSU requires faculty to make known to students on their syllabi. Links are provided to the full texts of the policies.

### **Institutional Policies**

[Federal, BOR, & KSU Course Syllabus Policies](#)

[Student Resources](#)

[Academic Integrity Statement](#)

### **KSU Student Resources**

This link contains information on help and resources available to students: [KSU Student Resources for Course Syllabus](#)

### **Academic Integrity Statement**

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogues. Section II of the code addresses the university's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/ intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled according to the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing, which may subject a student to the code's minimum one-semester suspension requirement.

Students who plagiarize any aspect of their assignments for this course will earn an "F" for their final grade and will be reported to the appropriate disciplinary office. I will offer no opportunity to make up the grade.

### **Confidentiality, Privacy, and Student Rights**

Course policies on the disclosure of student records are governed by the Family Educational Rights and Privacy Act (FERPA) of 1974. You can read the details of the policy here:

<http://enrollmentservices.kennesaw.edu/training/ferpa.php>

Additional information on student rights can be found here:

<http://catalog.kennesaw.edu/content.php?catoid=27&navoid=2263#rightsofstudentrecords>

### **Ethics and Sexual Harassment Policies**

Students are responsible for knowing the information, policies and procedures outlined in the Kennesaw State University Codes of Conduct, which include: the general Student Code of Conduct, the Residential Code of Conduct, and the Code of Academic Integrity. The Codes of Conduct are listed and explained here:

<http://scai.kennesaw.edu/codes.php>

<http://scai.kennesaw.edu/KSU%20Codes%20of%20Conduct%202017-2018.pdf>

### **Course Accessibility**

The Americans with Disabilities Act of 1990 is the civil rights guarantee for persons with disabilities in the United States. It provides protection from discrimination for individuals on the basis of disability. The Act states, "No otherwise qualified person with a disability in the United States . . . shall, solely by reason of . . . disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance." If you are a student with a disability and would like to inform me of this and request assistance/extended deadlines, please do so within two weeks of the first class. Please see here for additional information:

<http://sds.kennesaw.edu/index.php>

### **Academic Writing Support Statement**

KSU's Writing Center is dedicated to helping undergraduate and graduate students improve their writing. You can find additional information about the Writing Center here:

<http://writingcenter.kennesaw.edu/>