

BOWIE STATE UNIVERSITY
College of Arts and Sciences
Department of History and Government

Summer 2 Session: July 6-August 6, 2021

Course Syllabus & Schedule of Learning Activities

GOVT 400-555: Black Political Thought (3 Credits)

Course Number: Govt 400-555-1084

Course Schedule: Completely Online/24-7

Course Venue: Online via BSU Blackboard

Online Hrs: MW @ 1:00 -2:00 p.m./by Appointment

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Course Description: This seminar course is a critical review of the major Black (Africans in the continent and those in the diaspora, men and women) thinkers, writers, philosophers and leaders (political, traditional and religious) who have made significant contributions to African, African American and Western) political thought. The focus will be on how to address the enduring problems of race and class, equality and justice, and unity and conflict in the human polity.

The course is to expose and introduce students to African and African-American political, social, religious, and philosophical ideas, works, theories, ideologies, expressions, reflections, speeches. Through an intensive critical reading, close-textual study and interpretive analyses of the selected major works, we hope to address the underlying issues and attempt to flesh-out their political significance and unique contributions as part of the whole "philosophy born out of struggle." The thread that ties some of their philosophical ideas together is the quest for freedom, agitation for political liberation and the basic human interest in emancipation. We look to find the principles, goals and strategies as developed or reflected in their various writings/speeches in light of their historic/contemporary problems and challenges associated with race-based discrimination, class inequality, gender oppression, economic exploitation, other forms of social injustice and their corresponding political dimensions. By a close-textual reading, we may begin to appreciate their efforts in the struggle to undermine or subvert the subtle human-made structures of subjugation, domination/control, exploitation, oppression, dehumanization, and how the struggle has shaped or impacted the lives of African peoples (women and men) in Africa and in the diaspora (United States, Europe and the Caribbean).

The emphasis of a course will be exclusively on Dr. Martin Luther King, Jr. (1929-1968); a philosopher-theologian, thinker and social activist, and the leader of the American civil rights movement who was assassinated on April 4, 1968. He, in the tradition of Socrates and Gandhi as well as Henry David Thoreau, advanced and advocated the philosophy of non-violent civil disobedience protests, based on Christian love, for social justice and political equality. He had hoped to build his desired "Beloved Community" by integration of all the races as an end to racial discrimination and segregation in the United States.

To know and understand him, and for students to develop their critical appreciation for his moral positions and political philosophy, we have to select and read some of his major works and key speeches to fresh-out their rich philosophical importance and the struggles and challenges for social justice. It is from or in reading some of his works and speeches that we may begin to value his uniqueness as a moral leader and appreciate his enduring/lasting legacy. So we will engage in Dr. King via a closed textual study and interpretive analysis of the selected works or writings, relevant speeches and letters in order to ascertain his place in history (as a historical figure).

Course Rationale: Black Political Thought can be used as a 3-credit course, in government, to fulfill the social science elective requirement or as an upper level Government elective.

MODE OF OR FORMAT FOR FULLY ONLINE COURSE-CONTENT DELIVERY

This is a fully or completely an online course with both synchronous and asynchronous interactive communication. This is a fully an “online course” offered remotely with the course content electronically delivered, or is intentionally designed to be developed in the virtual learning environment with the mediation or integration of certain or specific media technologies. As a fully online course, the instructor posts both the course content and instructions in the BSU Blackboard; while students will have a 24/7 flexible time to access to the reading materials, complete and submit written assignments, respond to the instructor’s questions or postings as at when due and appropriately, and should interact with both the students and the faculty via the appropriate media technologies (computer, phone, the internet, e-mail, Blackboard, and the Zoom). In an online course, both students and the instructor are geographically dispersed or separated in space and time, but they will continue to interact and communicate synchronously (in real-time using Zoom) and asynchronously (not in-real time). Hence, teaching and learning as meaningful and productive activities will be done remotely, electronically or virtually.

NOTE ABOUT THE ZOOM VIDEO (CAMERA) REQUIREMENT: It is important that students understand that the Zoom meeting is a cloud-based teleconferencing service that allows the meeting participants or class attendees to virtually/remotely and actively interactive with each other (share and discuss the information: course content) via the use of computer, the internet and other applicable media technologies. One good feature about the Zoom meeting is that it is a live chat organized and coordinated around the use of both video and audio; and, for students, to be present and meet the basic attendance requirement, students “must” endeavor to switch on their camera all through the session, even if or when microphones are muted. Zoom is a cloud-based video communications, and it is important that students’ videos are visible to the other participants. Please be advised that the instructor takes class attendance based on the number of students who display themselves via the Zoom video and would not hide themselves behind the screen. In this regard, he is recommending that students who are in class switch their cameras on, but to “mute” their microphones (except when they are asked to speak or have anything meaningful to contribute to the forum).

Because this is a fully or completely an asynchronous online course, starting on July 6 August 6, 2021; we will have to schedule a once per week Zoom meeting. However, the class shall be able to make this important decision on our first day of class, on Tuesday @ 5:00-6:00 p.m. (July 6) via the Zoom link as provided. Moreover, be advised that subsequent Zoom meetings shall be **OPTIONAL**.

Students should click on the links provided to access the highlighted area for additional **Orientation** information and tutorials, and carefully review/read the instructions to be able to understand what they need to do to succeed and excel in this online learning course.

To get started, please go to the BSU Blackboard, take the time to go through some of the items on the Course Menu to learn about their contents and spend some time in the virtual learning environment to learn to find certain information and materials, for “practice makes permanent.” On the left side of the course website, students will find the Course Menu that contains the functional components arranged in this specific order as follows:

- START HERE, FIRST!
- ANNOUNCEMENTS
- COURSE SYLLABUS & OTHER INFORMATION
- MODULES & MATERIALS
- INTERACTIVE FORUM
- GRADED ASSIGNMENTS
- GROUP COLLABORATION
- ZOOM MEETING LINK
- EXTRA-CREDITS TASKS
- ADDITIONAL RESOURCES
- VIEW MY GRADES
- HELPDESK & THE Bb
- MISCELLANEOUS

Course Prerequisites: Students need to have taken ENGL 101 and/or ENGL 102 prior to registering for this course; and should have the ability to engage complex texts more closely and carefully with maximum comprehension.

Disability Policy Statement for Accommodations: Students with disabilities and wish to receive certain ADA accommodations should contact Dr. Michael S. Hughes (Coordinator of Disability Support Services/Academic Advisement Specialist). His office is located in the Business/Graduate Studies Building (Room 1328) and his contact phone is (301) 860-4062. It is important to share such an interest or desire for accommodation with the instructor of the course.

Required Readings from these Materials:

1. John J. Ansbro (1982). *Martin Luther King, Jr.: Nonviolent Strategies and Tactics for Social Change*. Lanham, MD: Madison Books. ISBN: 1-56833-169-X.

2. Arah, Benjamin. (2012). "Socrates, Thoreau, Gandhi and the Philosopher/Social Activist-Dr. King: Politics of Civil Disobedience and the Ethics of Nonviolence Direct Action" (pp. 275-295). In Robert Birt (ed.), *The Philosopher-King: Critical Essays on the Liberatory Philosophy of Martin Luther King, Jr.* Lanhama, MD: Lexington Books/Rowman & Littlefield Publishing Group.
3. Richard Deats. (2000). *Martin Luther King, Jr.: Spirit-Led Prophet-A Biography*. New York: New City Press.
4. Martin Luther King. (1963). *Why We Can't Wait*. NY: A Mentor Book/New American Library.
5. Martin Luther King. (1958). *Stride Toward Freedom: The Montgomery Story-Birth of Successful Non-violent Resistance*. New York: Harper & Row Publishers, Inc.
6. James M. Washington (ed.). (1992). *I Have a Dream: Writings and Speeches that Changed the World-Martin Luther King, Jr.* New York: HarperCollins Books. ISBN: 978-0-06-250552-1.
7. James M. Washington (ed.). (1986). *A Testament of Hope: The Essential Writings & Speeches of Martin Luther King, Jr.* New York: HarperCollins Books. ISBN: 978-0-06-064691-2.

NOTE WELL: Please be advised that students do not need to buy any of the required reading materials, because the instructor will endeavor to provide the materials from open sources and make them readily available via the Modules & Materials area. The instructor also will reserve the right to add or suggest additional items or post more readings via the Modules & Materials area for easy access and download.

Learning Goals & Objectives: Students will be expected to be

- 1) introduced to the nature and development of African and African-American social/political thought; and some of the essential works (writings, speeches and/or letters) in this discipline
- 2) introduced to the various ways in which Africans and Black Americans resorted to in reacting or responding to European slavery, colonization, political domination, economic exploitation, racial discrimination and segregation in the United States or South Africa (under apartheid), and the politics of racial superiority with its ancillary structures of difference and dehumanization;
- 3) encouraged and guided in the reading of the primary texts, and challenged to engage in critical examination and close interpretive analysis of the selected texts (by and of Dr. Martin Luther King) and discussing their obvious political/moral implications/relevance;
- 4) able to read, discuss, and write intelligently, analytically interpret and think critically about the selected and/or assigned African-American personality, social/political, economic/moral, and religious texts discourses;

5) challenged to develop a critical appreciation for the essential works, ideas and ideologies of African and African-American intellectuals, thinkers, social activists, idealists, philosophers et al. based on their alternative world-outlook; and

6) better able to develop their critical ability to relate the ideas, knowledge, and modes of thought across traditional academic disciplinary boundaries to be reflected in their three written assignments and two group collaborative (power point) presentations.

Course Requirements: In order to be successful in the online delivery mode, students who are registered for this course need to go on the BSU Blackboard to read/review the materials and/or information as posted. It is important that students take the time to navigate the spheres in the Blackboard to know where certain items are located or where to post/submit written assignments. Each student would need to start with reading the Course Syllabus to become familiar with the course information, reading materials, due dates and nature of the required graded assignments, etc. Each student is fully responsible for the course requirements, should actively participate in the weekly interactive forum, submit all the graded assignments as at when due, participate in the group collaborative assignments, and behave respectfully throughout the 5-week session. The instructor expects all the students to assume full responsibility for their behaviors, and to know that “cheating” (particularly “plagiarism”) is a serious violation of academic integrity and should not be tolerated (cite the sources used in doing any class work!).

Performance Evaluation Criteria & Graded Assignments Due Dates: The standards for measuring the achievement of the set learning goals and objectives will include

The Assignments	Possible Score or Grade	Deadline
2 Short/Argumentative Papers	30% (15% for each, see Rubric)	July 12 & 26, 2021
2 Study Group Collaborations	30% (15% for each participant)	July 19 & August 3, 2021
Reflection Essay	15%	August 6, 2021
Weekly Interactive Forum	25% (5% per week, 3 postings per week), and for substantive postings and student-student interactive responses	Make sure to post within the stipulated time period

NOTE: The Instructor shall make every reasonable effort to accommodate students who have "legitimate" reasons for missing any of the graded assignments and/or presentation deadlines. But they must be ready or available to "make-up" the missing or outstanding assignments within a reasonable time.

The Grading Scale and System:

90+ = A; 80+ = B; 70+ = C; 60+ = D and 50+/- = F

WEEKLY SCHEDULES, MODULES AND UNITS OF INSTRUCTION:

1) The Short, Argumentative Papers or Essays: This assignment will be graded as follows:

- Clarity of thesis statement
- Organization & coherence
- Depth of research demonstrated by critical thinking & analysis
- Footnotes and/or Endnotes
- Bibliographic & citation formats

For these Short Papers/Essays, students need to demonstrate a critical understanding of the recurrent themes, issues, problems and arguments, for 30% (due as at when due without exceptions)

2) Final Paper as Reflection: This paper or project will be evaluated as follows:

1. Each student will be required to submit a short paper of no less than five pages long, neatly typed and double-spaced (with page numbers excluding bibliography or reference page).
2. Students will need to reflect on the lessons of the five-week session based on the reading assignments, weekly discussions, handout materials, etc. and what they have learned from taking the course.
3. The paper has to reflect the following:
 - a) Clarity of thesis statement and thought
 - b) Excellent organization and coherence,
 - c) Quality of writing, critical thinking or reasoning ability; and
 - c) Adequate references with appropriate citations.

c) **Part of Students' Responsibilities:**

i) Students will be required to write 3two short/argumentative papers, and papers must be typed, double-spaced, and the pages numbered; the papers must be based on the assigned readings with two or more references (excluding the Internet sources); and papers must be submitted promptly (as at when due) and should meet the following:

- Thesis Statement or Statement of the Problem
- Excellent Organization & Coherence
- Critical Thinking, Interpretive Analysis & Reflection

- Use of (Relevant) References
- Proper Citations & Consistent Style of Writing

Note: Plagiarism is a form of intellectual or academic dishonesty, and any appearance of “impropriety” will result in an 'F' for the course. This includes copying material from the internet or textbooks and “stealing” from other sources without proper notations. BSU does not recognize academic dishonesty as a legitimate means for fulfilling course requirements. Therefore, cheating (during oral and written communications) in this course may negatively affect the student’s grade and should not be encouraged. Make sure to cite any/all sources and reflect on each reading.

For writing papers, and trying to avoid plagiarism, it is important to refer to the following manuals of style: the American Psychological Association (APA), the Modern Language Association of America (MLA), and the American Political Science Association Manual, which is The Chicago Manual/Turabian Style).

ii) All assignments are graded, and failure to participate in any or all as per scheduled will result in “earned” zero points. Except in the most extreme and certifiable circumstances (death in the family, childbirth, auto accident, hospitalization, etc.), there will be no make-up. An INCOMPLETE (I) grade will rarely be given and only in cases where the student is doing a passing work and has reasonable or valid excuse (distress or illness). Please contact and discuss with the professor prior to missing the deadline for any graded assignment, particularly in cases of certifiable medical emergencies, personal problems or employment/professional situations, which, I would consider, sufficient grounds for official excuse from the CHAIRMAN and/or the DEAN OF THE SCHOOL OF ARTS AND SCIENCES. However, the final grades will not be changed unless there is an error in computation.

iii) Students are expected to maintain regular and prompt attendance. During the face-to-face on-site class sessions, there will be a roll call at the beginning. Therefore, excessive tardiness or unexcused absences will not be tolerated and such documented absences may negatively be factored into the student’s final grade calculation. In any case, the University's rule states, “a student may be advised by the instructor to withdraw from a course for excessive absences.

iv) Students are expected to study the assigned materials before and after each class sessions; read and understand the content of the Course Syllabus; actively participate in the interactive forum by posting substantive/quality responses and commenting on those of 2 other students; work collaboratively with the assigned Group members on the assigned readings; check for updated information in the Announcements section; and do and submit the assignments as graded assignment as at when due. Students are advised to try to enjoy the course and have fun learning new materials/information in this course to make it worth the experience!

v) Finally, please be aware that the instructor reserves the right to modify the organization of the course content, may add or reduce the number of readings and assignments, and adjust the grading scale in the computation of the final grades.

COURSE OUTLINE AND SCHEDULE FOR LEARNING ACTIVITIES

WEEKS/DATES	LEARNING MODULES	READING ASSIGNMENTS
WEEK 1 July 6, 2021 via Zoom	HOUSE-KEEPING: <ol style="list-style-type: none"> 1. Introduction of the Course 2. Review & Discussion of the Course Syllabus 3. What Do Students Know about Dr. King? 4. A Search for Martin Luther King 	See the material in the Modules & Materials
WEEK 1 July 6-12, 2021	Module 1: An Introduction to Dr. Martin Luther King, Jr.: The Man and Biographical Backgrounds Selected Works & Readings: Richard Deats. (2000). <i>Martin Luther King, Jr.: Spirit-led Prophet-A Biography</i> . NY: New City Press <ol style="list-style-type: none"> 1) “Foreword” by Coretta Scott King, pp. 9-11 2) “Introduction” by Richard Deats, pp. 13-16 3) “The Call to and Preparation for Ministry” by Richard Deats, pp. 17-23 4) “Son of the Black Church” by Richard Deats, pp. 25-30 5) “The Providential Choice of Montgomery” by Richard Deats, pp. 31-36 6) “The Kitchen Prayer: Assurance Out of Anguish” by Richard Deats, pp. 37-42 7) “The Way of Nonviolence....The World Grieves its Fallen Prophet” by Richard Deats, pp. 43-142 	See the material in the Modules & Materials
WEEK 2: July 13-19, 2021	Module 2: The Dream Bursts Forth (1956-1959) Selected Works & Readings: <ol style="list-style-type: none"> 1. Our Struggle (1956) 2. Facing the Challenge of a New Age (1957) 3. The Power of Nonviolence (1958) 4. Speech Before the Youth March for Integrated Schools (1959) 	Readings from James Washington (ed.), <i>I Have a Dream</i> , pp. 3-36 See additional materials in Modules & Materials
WEEK 3: July 20-26, 2021	Module 3: The Dream Enters World History (1959-1964) Selected Works & Readings:	Readings from James Washington (ed.), <i>I Have a Dream</i> , pp. 37-112

	<ol style="list-style-type: none"> 1. My Trip to the Land of Gandhi (1959) 2. The Social Organization of Nonviolence (1959) 3. Pilgrimage to Nonviolence (1960) 4. The Rising Tale of Racial Consciousness (1960) 5. The Time for Freedom has Come 6. Letter from a Birmingham Jail (1963) 7. I Have a Dream (1963) 8. Noble Peace Prize Acceptance Speech (1964) 	See additional materials in Modules & Materials
<p style="text-align: center;">WEEK 4: July 27-August 3 2021</p>	<p style="text-align: center;">Module 4: The Dream is Deferred (1963-1968)</p> <p style="text-align: center;">Selected Works & Readings:</p> <ol style="list-style-type: none"> 1. Eulogy for the Martyred Children (1963) 2. Our God is Marching On (1965) 3. Nonviolence: The Only Road to Freedom (1966) 4. A Time to Break Silence (1967) 5. Black Power Defined (1967) 	<p>Readings from James Washington (ed.), <i>I Have a Dream</i>, pp. 113-166</p> <p>See additional materials in Modules & Materials</p>
<p style="text-align: center;">Week 5: August 4-6, 2021</p>	<p style="text-align: center;">Module 5: A Prophet Foresees the Future (1967-1968)</p> <p style="text-align: center;">Summary & Conclusion of the Course</p> <p style="text-align: center;">Selected Works & Readings</p>	See the material in the Modules & Materials
<p style="text-align: center;">Final Paper for Reflection</p>	Students will select to do a thoughtful write-up on Dr. Martin Luther King, Jr.	To be assigned

BIBLIOGRAPHY

Brotz, Howard (Ed.). (1992). *African-American Social and Political Thought: 1850-1920*. New Brunswick, New Jersey: Transaction Publishers (look for the newest or latest edition)

McCartney, John T. (1992). *An Essay in African American Political Thought*. Philadelphia, PA: Temple University Press.

Meier, August, Rudwick, Elliot, & Broderick, Francis L. (Eds.). (1971). *Black Protest Thought in the 20th Century*. New York: MacMillan American heritage Press.

West, Cornel. (1993). *Race Matters*. Boston: Beacon Press.

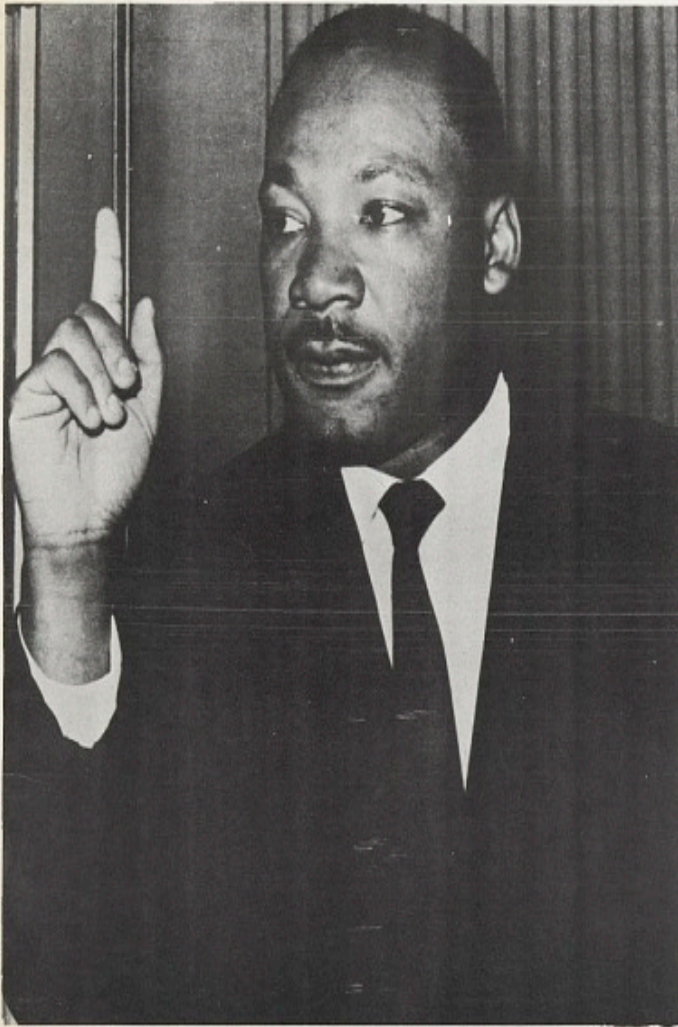
BROTHERHOOD RECORDS

LP 2001

Dr. Martin Luther King Jr.

FUNERAL SERVICES

Ebenezer Baptist Church, April 9, 1968



PLUS
Last Great Speeches

I'VE BEEN TO THE
MOUNTAIN TOP

I HAVE A DREAM
HISTORIC ADDRESS
MADE AT
THE MARCH ON
WASHINGTON, D. C.
AUG. 28, 1963



Rev. Dr. MARTIN LUTHER KING Jr.
"WE SHALL OVERCOME" 1929-1968