Ma'at Cultural Curriculum Consultants

Building Critical Scholars Rooted in Culture, Driven by Inquiry, Empowered by Knowledge

Dr. James Lee Conyers Jr.

Africology, Research Methods, and Intellectual Agency

First Name: _____ Last Name: _____
Date: _____ Class: _____



In memory of Dr. James Lee Conyers Jr., my trusted friend and fellow student at Ramapo College. May his dedication to historical inquiry and Africana scholarship inspire new generations of critical scholars. Terrence Knox

Grades 6-12 | Five-Day Research Simulation Task | Ma'at Standard

CENTRAL QUESTION: How did Conyers connect Africana intellectual agency with the organization, methods, and responsibilities of scholarship?

OBJECTIVE: Analyze Conyers's published arguments and editorial decisions; distinguish theory, method, and evidence; evaluate his contribution through a qualified argument across sources.

DOL: Develop an evidence-based interpretation drawing on three published sources, address a counterargument, and identify a limit on the conclusion.

NJSLS Social Studies: 6.1 U.S. History; 6.2 World History/Global Studies; historical inquiry practices: seek diverse perspectives, evaluate sources, and develop claims with evidence. Amistad connection: African and African American intellectual contributions and agency.

NJSLS ELA: Grade 6 anchors RI.CR.6.1, RI.CI.6.2, RI.PP.6.5; Grade 8 extensions RI.AA.8.7 and W.AW.8.1. CCSS/CCLS Literacy: RH.6-8.1, .6, .9; WHST.6-8.1, .9; RH.9-10.6, .9; RH.11-12.6, .9; WHST.9-10.1; WHST.11-12.1. Descriptions and grade adaptations are in the teacher guide.

INTERDISCIPLINARY: history, philosophy, civics, ELA, and research methods. CONCEPTS: Africology; epistemology (how knowledge is produced and justified); institutional legitimacy; interdisciplinarity; editorial agency; triangulation; meta-theory; reflexivity; Ujimaa

Source note: Short quotations are marked; numbered paragraphs are attributed instructional paraphrases of identified publications. Editorial records are identified separately. Cite source letters and paragraph numbers. Full access links appear in the teacher guide.

Day 1 | Africology as an Academic Discipline

DO NOW

What evidence would distinguish an academic field's effectiveness from the reputation or popularity of its name?

SOURCE A | The Evolution of Africology (2004)

Conyers, The Evolution of Africology: An Afrocentric Appraisal, Journal of Black Studies 34(5), 640-652. Short excerpt and paraphrase of the published abstract, not a substitute for the full article.

SHORT EXCERPT: "the study of Africana phenomena from an Afrocentric perspective"

[A1] Conyers examines Africology as a holistic academic discipline. He treats the different names used for Black Studies as part of a deeper question about the perspective organizing the field. The article connects an Afrocentric orientation with an interdisciplinary body of knowledge.

[A2] His account considers institutional organization as well as interpretation. He identifies tenure and promotion, student graduation and retention, and the advancement of knowledge as issues relevant to the field's standing. This extends the question of disciplinary effectiveness beyond whether a university offers courses about African-descended people.

[A3] He also examines the power of externally imposed cultural perspectives to subordinate a field and its subjects. The abstract presents an Afrocentric standpoint as a way to describe and evaluate Africana experiences. It states the article's scope and concerns; it does not supply the complete evidence or findings needed to settle each institutional question.

SOURCE ANALYSIS 1: How does A connect intellectual perspective with institutional structure? Reconstruct the relationship using two details.