ETHN 161: Black Politics and Protest Since 1941
MWF 5:00-5:50PM
Spring 2019

Instructor: Aundrey M. Jones
Location: CENTR 217B
Office Hours and Location: by appointment only
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Course Description:
This class traces the history of peoples of African descent since the beginning of the Second World War. Since slavery, Black history in the United States has largely been about the struggle for survival, the 1940s marks a generative moment in how the social, political, and ideological pressures of internal and global conflict have had an enormous impact on Black Americans. This course will examine how Black political movements have operated in relation to, and in response to, segregation, (un)employment, housing, policing and incarceration, voting rights, health, education, and law. Consequently, this course will examine how state repression has responded to, neutralized, and liquidated Black movements and the people that led them. Questions that drive this course are: How has Black culture served as a vehicle for liberation? How have Black people envisioned freedom? How have Black people constructed meanings of survival? How have Black people listened to the world, and how has the world listened to Black people’s calls for justice and equality? And lastly, what is left to be done?

Required Text:

Grade Breakdown:
- Attendance and Participation - 20%
- In Class Midterm Exam - 25%
- Critical Response Papers (4) - 20%
- Final Essay (no in-class final) - 35%

Attendance and Participation:
Attendance and participation (20%) are crucial for your success in this course. I cannot stress that enough. If you need any accommodations, please do not hesitate to discuss them with me during
Part of your course grade will be based on your efforts to do the assigned readings and to think critically about them; your willingness to interact with other students; and your ability to thoughtfully engage with course texts and topics. All weekly readings must be completed before each class. Please come to class prepared to take careful notes, listen to each other, discuss ideas, and participate in a constructive and collaborative place of learning. Students will be allowed 2 unexcused absences; more than 2 unexcused absence will result in a substantially lower grade. Excused absences require proper documentation and notification. It is each student’s responsibility to provide me with this information and arrange for make-up assignments when necessary.

**Critical Response Papers:**
Each student is responsible for producing four critical response essays ranging from 500-600 words. The purpose of critical response papers are to reflect on the week’s readings that:
1) Briefly describe the main argument(s) and key points of the text
2) Detail your own understanding of the main argument
3) Briefly discuss how the readings relate to one another.

Critical responses will be due every other Friday beginning Week 3. All papers must be typed, double-spaced, with 1-inch margins. I expect a hard copy to be turned in by hand. Please do not email me your response unless I specifically tell you to do so.

**Final Paper:**
Your final paper will be an analysis of a research topic relevant to the course (6-8 typed pages). Paper must include at least 3 references from class. Paper must include a bibliography and properly follow conventions of citation and formatting according to MLA, Chicago, or APA style. More details will follow throughout the quarter. There will be no in-class final exam.

**ADA Statement:**
If you have a disability or condition that compromises your ability to complete the requirements of this course, you should inform me as soon as possible of your needs. I will make all reasonable efforts to accommodate you. If, as a result of a disability, you cannot accept the content or terms of this syllabus, you need to notify me in writing within one week of receiving it.

**Course Schedule:**

**Week 1 (4/1-4/5)** – Up from Slavery: Reconstruction, Terror, and a World at War
- Marable, Manning. “Prologue: The Legacy of the First Reconstruction”

**Week 2 (4/8-4/12)** – Red, White, and Black: Cold War Activism

**Week 3 (4/15-4/19)** – Reforming the Public and the Private

*First Critical Response Paper Due*
Week 4 (4/22-4/26) – Origins of the Civil Rights Movement

Week 5 (4/29-5/3) – What Civil Rights Can Tell Us About Gender and Labor

*Critical Response #2 Due

Week 6 (5/6-5/10) – Spirit of the ‘60s
- Feldstein, Ruth. "I' Don't Trust You Anymore': Nina Simone, Culture, and Black Activism in the 1960s”
- Malcolm X. The Ballot or the Bullet (1964).

*In-class Midterm Wednesday May 8

Week 7 (5/13-5/17) – What is Black Power?

*Critical Response #3 Due

Week 8 (5/20-5/24) – Disrupting the Waves: The Permanence of Black Feminism
- Combahee River Collective Statement (1974)

Week 9 (5/27-5/31) – Neoliberalism and the War on Drugs and Poverty

*Last Critical Response Due

Week 10 (6/3-6/7) - #BlackLivesMatter and #MeToo in Context