

ETHN 161: Black Politics & Protest Since 1941

Course #95627 (Fall 2022)

University of California, San Diego

Course Information

Instructor: Tsekani Browne
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Class Meetings: Monday, 5-7:50pm, Mande B-153

Office/Hours: Monday/Wednesday, 1-3:30pm (virtual), or by appt.

Zoom link: <https://ucsd.zoom.us/my/tsekanibrowne>-(None schedule, but if needed)

Course Description: Discussion of black social, political, and intellectual experiences since the publication of Richard Wright's *Native Son*. Close examination of blacks' involvement in and relationships to Second World War, Cold War, Civil Rights Movement, Black Power Movement, Reagan Revolution, and Underclass Debate.

Possible topics may include:

Pathways to Black political representation and the rise of African-Americans in politics, race & partisanship, race & political performance, Black literature & the politics of culture, Non-Violent political movements, public policy disparities, Black people & legal system, the "war on drugs," Mass Incarceration/Prison Industrial Complex, the Black Power movement & gender, Black Marxism, shifting systems of political power, media representation, the politics of information/suppression, Black popular culture, the "Black Lives Matter" movement, the politics of marriage, Black Women's & Black Queer Rights,, Gerrymandering, the politics of Black education, race & immigration policy, police brutality, etc.

Texts

- 1) Manning Marable, Race, Reform Rebellion, 3rd Edition, Univ. of Mississippi Press, 2007.
- 2) Selected Readings available on Canvas: (canvas.ucsd.edu)

Majoring or Minor in Ethnic Studies at UCSD

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of "interest" yet have no information about the major or minor and don't realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor at UCSD, please contact Mónica Rodríguez de Cabaza, Ethnic Studies Dept Coordinator, at EthnicStudies@ucsd.edu.

Grading:

Final grades are based on the successful completion of class requirements as weighted below (subject to modification). Students must complete all assignments to pass the course. No late assignments or make up exams will be acceptable without documentation of a serious emergency.

- Exam format: Short-answer and essay questions.
- Class Participation: is based on student's contributions and engagement with the class which may include completing short in-class assignments.
- Readings: are to be completed prior to class, in order to facilitate discussion.
- Brief Response paper requirements (more details to be presented throughout course): There will be two (2-3 page) analytical response papers due on class materials.
- Research Paper: (more details to be presented throughout course); Papers will be developed over multiple weeks and will be utilize multiple academic sources to aid your analysis. Research Paper must also include a bibliography and proper citation of sources.

Coursework/Assignments

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| -Course Work & Class Participation- | 20% |
| -(2) Response Paper(s): (approx. 2-3 pages)- | 30% |
| -Research Paper (5 pages)- | 25% |
| -Final- | 25% |

Cheating and Plagiarism:

Cheating and Plagiarism will result in a failing grade for the assignment. Plagiarism includes copying or paraphrasing any work (such as information from the internet, your own written work from other classes, papers written by other students, and information from books, magazines, articles, etc.) without full attribution. Sources must be indicated with footnotes or other citation formats. Use quotation marks around any text directly copied from another source.

UCSD Rule of Community and Code of Conduct:

This course is designed to promote intellectual engagement and discussion of sensitive and sometimes controversial topics. Rude, disrespectful conduct or speech directed towards the Instructor or other students will not be tolerated. Varying viewpoints are encouraged, therefore we may not always agree. UCSD Principles of Community will guide our discussions, especially: "We affirm the right to freedom of expression at UCSD. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality and respect."

Email Policy:

Email updates about the course will be sent frequently. **Reading emails sent from Professor are required.** "I did not see the email," "it went to my junk mail," etc. are not

viable excuses. Please be sure you have your email linked to your smartphone and that “etbrowne@ucsd.edu” is not an address that is sent to your junk mail. Also, please observe standard email etiquette and formatting. I prefer that you send all email from your UCSD account. I will do my best to respond to your questions within 24-48 hours. Email is a good way for you to ask short and/or logistical questions or set up office appointments. If you have questions that require an in-depth answer, please see me after class or during office hours.

Disability Access

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) located in University Center 202. Please make arrangements to contact the instructor. Contact the OSD for further information: disabilities.ucsd.edu

Title IX Compliance

The Office for the Prevention of Harassment & Discrimination (OPHD) provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. OPHD is the UC San Diego Title IX office. Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination.

Students have options for reporting incidents of sexual violence and sexual harassment. Information about reporting options may be obtained at OPHD at ophd.ucsd.edu. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at care.ucsd.edu or Counseling and Psychological Services at caps.ucsd.edu.

Additional Resources:

- Office for Students with Disabilities (OSD): <http://disabilities.ucsd.edu/about/>
- Counseling and Psychological Services (CAPS): <http://caps.ucsd.edu/>
- Writing Center (127 Mandeville): <http://writingcenter.ucsd.edu/>
- Writing + Critical Expression Hub at the Teaching + Learning Commons: <http://commons.ucsd.edu/students/writing/index.html>

Reading Schedule-

Week #1-2: Legacies of Reconstruction (9.26 & 10.3)

1. Anderson, Imagined Communities, “Introduction”
2. Gladwell, Tipping Point, Introduction & chap.
3. Marable, Race, Reform & Rebellion, Prologue: “Legacy of Reconstruction,”
4. Marable, Let Nobody Turn Us Around-Selections from “Section 2”

Week #3: Migration, Renaissance & the Politics of Culture (10.10)

- 1) James C Scott, Domination & the Arts of Resistance (pdf)
- 2) Marable, Let Nobody Turn Us Around, [Section 3]: #2-8, 9-16
- 3) Baldwin, The Great Migration (pdf)

Week #4: WW2 & Cold War (10.17)

- 1) Marable, Race, Reform, & Rebellion ch. 2 "The Cold War in Black America, 1945-54"
- 2) Marable, Let Nobody Turn Us Around [Section 3]: # 17-21
- 3) Kelley, "Congested Terrain" from Race Rebels (pdf)

****Response Paper #1-(Due 10.23)***

Week #5: Black Politics & the Civil Rights Movement (10.24)

- 1) Marable, Race, Reform, & Rebellion ch. 3 "The Demand for Reform, 1954-60"
- 2) Marable, Race, Reform, & Rebellion ch. 4 "We Shall Overcome, 1960-65"
- 3) Marable, Let Nobody Turn Us Around, [Section 4]: #1-11,

Week #6: Black Power: Beyond Politics? (10.31)

- 1) Marable: Race, Reform & Rebellion, Ch. 5 "Black Power, 1965-70"
- 2) Marable, Let Nobody Turn Us Around, [Section 4]: Selection #12-23, pp. 401-479

Week #7: Beyond Black Power to Politics (11.7)

- 1) Marable: Race, Reform & Rebellion, Ch. 6 "Black Rebellion: Zenith & Decline, 1970-6"
- 2) Marable: Race, Reform & Rebellion, Ch. 7 "From Protest to Politics: The Retreat from the Second Reconstruction, 1976-82"
- 3) Marable, Let Nobody Turn Us Around, [Section 5]: Selection #1, 2, 4, 5, 9

****Research Paper-(Due 11.6)***

Week #8: Structures of Political Power (11.14)

- 1) Marable: Race, Reform & Rebellion, Ch. 8: "Reaction: Black Society & Politics During Reagan Conservatism, 1982-1990"
- 2) Marable: Race, Reform & Rebellion, Ch. 9: "The Twilight of the Second Reconstruction, 1990-2001"
- 3) Marable, Let Nobody Turn Us Around, [Section 5]

****Response Paper #2-(Due 11.20)***

Week #9: Black Politics Today-[Part 1] (11.21)

- 1) Marable: Race, Reform & Rebellion, Ch. 10: "The New Racial Domain, 2001-6"
- 2) Marable, Let Nobody Turn Us Around, Section 5

Week #10: Black Politics Today-[Part 2] (11.28)

- 1) Kevin Cokely, ed., Making Black Lives Matter, chaps. 4-8

Final's Week 12.3-12.10