

# **ETHN 184: Black Intellectuals in the 20<sup>th</sup> Century**

Course #95628 (Fall 2022)  
University of California, San Diego

## **Course Information**

Instructor: Tsekani Browne (etbrowne@ucsd.edu)  
Class Meetings: Wednesday, 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:** An analysis of black cultural and intellectual production since 1895. Course will explore how race and race-consciousness have influenced the dialogue between ideas and social experience; and how other factors i.e., age, gender, and class affected scholars' insights.

## **Possible topics may include:**

Expanding definitions of "Intellectual," Lesser known/Non-Traditional Black Intellectuals, Black Intellectual writers & storytellers, Discourses around Reparations, Allyship & Kinship, Colorism and Intra-Racial Stereotypes, Blacks & Media Representation, White/Male Privilege, Black intellectuals in sports, music and popular culture, etc.

## **Texts**

1) Manning Marable, et al. Let Nobody Turn Us Around: An African American Anthology, 2<sup>nd</sup> Edition, Rowman & Littlefield, 2009.

\*Optional/Related Reading) Manning Marable, Race, Reform Rebellion, 3<sup>rd</sup> Edition, Univ. of Mississippi Press, 2007.

\*Selected Readings available on Canvas: (canvas.ucsd.edu)

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## **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](mailto: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

-Course Work & Class Participation-	25%
-(3) Response Paper(s): (approx. 2-3 pages)-	45%
-Final-	30%

### **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](http://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](http://ophd.ucsd.edu). Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at [care.ucsd.edu](http://care.ucsd.edu) or Counseling and Psychological Services at [caps.ucsd.edu](http://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 (9.28 & 10.5)**

1. Anderson, Imagined Communities, "Introduction"
2. Gladwell, Tipping Point, Introduction & chap. 1
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 (10.12)**

- 1) James C Scott, Domination & the Arts of Resistance (pdf)
- 2) Baldwin, "Chicago Has No Intelligensia" (pdf)
- 3) Hine, "Rape & the Inner Lives of Black Women: Notes on Culture of Dissemblance"

### **Week #4: WW2 & Cold War (10.19)**

- 1) Marable, Let Nobody Turn Us Around [Section 3]: #2-6, 8-11, 17-21
  - 2) Kelley, "Congested Terrain" from Race Rebels (pdf)
  - 3) Maya Angelou, I Know Why the Caged Bird Sings (pdf)
- \*Marable, Race, Reform & Rebellion ch. 2 "The Cold War in Black America, 1945-54" (optional)

**\*Response Paper #1-(Due 10.25)**

**Week #5: Black Intellectuals & the Civil Rights Movement (10.26)**

1) Marable, Let Nobody Turn Us Around, [Section 4]: #6, 7, 9, 10-11,

\*Marable, Race, Reform, & Rebellion ch. 3 "The Demand for Reform, 1954-60" (optional)

\*Marable, Race, Reform, & Rebellion ch. 4 "We Shall Overcome, 1960-65"

**Week #6: Black Power & Black Nationalist Intellectuals (11.2)**

1) Marable, Let Nobody Turn Us Around, [Section 4]: Selection #12-19 & 23

2) Elaine Brown, A Taste of Power (pdf)

3) Foner, The Black Panther's Speak (excerpts)

\*Marable: Race, Reform & Rebellion, Ch. 5 "Black Power, 1965-70" (optional)

**\*Response Paper #2-(Due 11.8)**

**Week #7: Beyond Black Power/Black Nationalism (11.9)**

1) Marable, Let Nobody Turn Us Around, [Section 5]: #1, 2, 4, 5, 8, 9, 10, 11, 13, 14

\*Marable: Race, Reform & Rebellion, Ch. 6 "Black Rebellion: Zenith & Decline, 1970-6" (optional)

\*Marable: Race, Reform & Rebellion, Ch. 7 "From Protest to Politics: The Retreat from the Second Reconstruction, 1976-82" (optional)

**Week #8: Systems & Black Culture: Gender & Intra-Racial Matters (11.16)**

1) Marable, Let Nobody Turn Us Around, [Section 5]: #18, 21, 22

2) Kelley, "Kickin' Ballistics" in Race Rebels

3) Joan Morgan, When Chickenheads Come Home to Roost

\*Marable: Race, Reform & Rebellion, Ch. 8: "Reaction: Black Society & Politics During Reagan Conservatism, 1982-1990" (optional)

\*Marable: Race, Reform & Rebellion, Ch. 9: "The Twilight of the Second Reconstruction, 1990-2001" (optional)

**\*Response Paper #3-(Due 11.20)**

**Week #9: Black Intellectuals Today-[Part 1] (11.23)**

1) Marable, Let Nobody Turn Us Around, Section 5

\*Marable: Race, Reform & Rebellion, Ch. 10: "The New Racial Domain, 2001-6" (optional)

**Week #10: Black Intellectuals Today-[Part 2] (11.30)**

1, Kelley, "Introduction: Writing Black Working Class History From Way, Way Below"

2) Kim Crenshaw, "Intersectionality"

3) Ibram X. Kendi, "My Racist Introduction" in How to Be an Anti-Racist

4) John McWorter, "Critique of Woke Racist"

**Final's Week 12.3-12.10**