

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:

Manning Marable *Race, Reform, and Rebellion: The Second Reconstruction and Beyond in Black America, 1945-2006* (Third Edition, 2007)

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

office hours. 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

- Baldwin, James. "My Dungeon Shook" from *The Fire Next Time*. 1962
- King, Jr. Martin Luther. "Letter from Birmingham Jail." April 16, 1963
- Marable, Manning. "Prologue: The Legacy of the First Reconstruction"

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

- Marable, Manning. Chapter 2 "The Cold War in Black America, 1945-1954" pp. 12-37.
- Esch, Betsy and Robin D.G. Kelley. "Black Like Mao: Red China and the Black Revolution" pp. 6-39.

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

- Marable, Manning. Chapter 3 "The Demand for Reform, 1954-1960" pp. 38-58.
- Jones, Claudia. "An End to the Neglect of the Problems of the Negro Woman!" (1949) in *Let Nobody Turn Us Around: An African American Anthology*. Second Edition (Rowman & Littlefield Publishers, Inc., 2009), pp. 316-326.

***First Critical Response Paper Due**

Week 4 (4/22-4/26) – Origins of the Civil Rights Movement

- Marable, Manning. Chapter 4 “We Shall Overcome, 1960-1965” pp. 59-83.
- Morris, Aldon D. Chapter 2 “Beginnings and Confrontations” from *The Origins of the Civil Rights Movement: Black Communities Organizing for Change* pp. 17-39.

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

- Gore, Dayo. “Race and Gender at Work: From the Labor Journalism of Marvel Cooke to Vicki Garvin and the National Negro Labor Council, 1935-1956” from *Radicalism at the Crossroads: African American Women Activists in the Cold War* pp. 100-129.
- Theoharis, Jeanne. A Life History of Being Rebellious: The Radicalism of Rosa Parks” in *So You Want to Start a Revolution?: Radical Women in the Black Freedom Struggle* pp. 115-138.

***Critical Response #2 Due**

Week 6 (5/6-5/10)– Spirit of the ‘60s

- Marable, Manning. Chapter 5 “Black Power, 1965-1970” pp. 84-111.
- 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?

- Marable, Manning. Chapter 6 “Black Rebellion: Zenith and Decline 1970-1976” pp. 112-145.
- Hamilton, Charles V. and Kwame Ture. Chapter 2 “Black Power: Its Need and Substance” from *Black Power: The Politics of Liberation* pp. 34-56.

***Critical Response #3 Due**

Week 8 (5/20-5/24) – Disrupting the Waves: The Permanence of Black Feminism

- Beale, Frances. “Double Jeopardy: To be Black and Female.” *Sisterhood is Powerful: An Anthology of Writings from the Women's Liberation Movement*. Ed. Robin Morgan. New York: Vintage, 1970.
- Combahee River Collective Statement (1974)
- Kelley, Robin D.G. “The Battlefield Called Life: Black Feminist Dreams” from *Freedom Dreams: The Black Radical Imagination* pp. 135-156.

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

- Marable, Manning. Chapter 7 “From Protest to Politics: The Retreat of the Second Reconstruction, 1976-1982” pp. 146-181.
- Chapter 8 “Reaction: Black Society and Politics during Reagan Conservatism, 1982-1990” pp. 182-215.

***Last Critical Response Due**

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

- Taylor, Keeanga-Yamahtta. “From Black Liberation to #BlackLivesMatter”
<http://salvage.zone/articles/extract-from-blacklivesmatter-to-black-liberation/>
- Garza, Alicia. “A Herstory of the #BlackLivesMatter Movement”
<https://thefeministwire.com/2014/10/blacklivesmatter-2/>
- Hobbs, Allyson. “One Year of #MeToo: The Legacy of Black Women's Testimonies” from The New Yorker October 2018. <https://www.newyorker.com/culture/personal-history/one-year-of-metoo-the-legacy-of-black-womens-testimonies>