

CES 131 Introduction to Black Studies
MWF 10:10-11:00 CUE 219
Fall 2017

Instructor: Nicholas D. Krebs
Office: Wilson-Short 107A
Office Hours: MW 11:30-13:00, or by appointment
E-mail: nicholas.krebs@wsu.edu

Course Description and Objectives

Introduction to Black Studies outlines the basic theory and application of Black Studies as an academic discipline. Black Studies as a discipline examines the culture and experiences of people of African ancestry in the United States. This course thus surveys the contemporary field of Black studies by grappling with cultural, historical, and political movements, sociocultural practices, and contemporary challenges facing people of African descent in the U.S. and around the world. Class discussion and materials focus on: (1) providing counter-narratives to dominant ideas of race and ethnicity as they exist in the U.S., (2) situating the Black experience in the U.S. within specific cultural, historical, and sociopolitical contexts, and (3) supplementing our understanding of how oppressive social systems continue to function and flourish under global capitalism. Introduction to Black studies also pays special attention to the intersection of race and ethnicity with class, gender, and sexuality in both historical and contemporary moments.

By the end of this course students will be able to:

- o Describe the theory and methods of Black Studies as an interdisciplinary academic field ripe for research and teaching.
- o Identify dominant narratives surrounding ethnicity and race in the contemporary United States, and provide concise counter-points regarding systemic inequalities ascribed to class, ethnicity, gender, race, and sexuality in civil, cultural, and legal contexts.
- o Chart the significance of story telling and oral tradition relative to Black experiences in the United States and around the globe.
- o Situate challenges facing the Black community in the United States within a wider context of overlapping oppression under global capitalism.

Course Requirements

The required texts for this course are: (all available at The Bookie in the CUB)

- o Ahrens, Lois. (2008). *The Real Cost of Prisons Comix*. PM Press.
- o Jacobs, Harriet. (2001). *Incidents in the Life of a Slave Girl*. Dover Publications, Inc.; originally published 1861. [Dover Thrift Edition – Unabridged].
- o Johnson, James Weldon. (2007). *The Autobiography of an Ex-Colored Man*. Filiquarian Publishing, originally published 1912.
- o Supplemental readings provided by the instructor on course blackboard.

-Required course activities include preparing for class appropriately by completing assigned readings before the date listed on the course schedule, faithfully attending course lectures, actively participating in honest and frank discussion, and accurately fulfilling all course assessments.

Grade Breakdown

100-93 = A 92-90 = A- 89-88 = B+ 87-83 = B 82-80 = B- 79-78 = C+
 77-73 = C 72-70 = C- 69-68 = D+ 67-63 = D 62-0 = F

- All grades are calculated by point not percentage; this means no rounding.
- All grades are final pending instructor miscalculations.
- You must wait twenty-four hours after receiving a grade to discuss it with the instructor, and grades for a previous assignment can only be discussed before you turn in the next assignment.

Your grade will be based on the following assessments:

- o Five (5) reading facilitations worth 3 points each—total of 15 points
- o Three (3) short response papers worth 10 points each—total of 30 points
- o Nine (9) pop quizzes worth 5 points each—total of 45 points
- o Attendance and Participation worth 5 points each—total of 10 points
- o Total points possible—15+30+45+10=100 points*

*There is no extra credit available in this class

Assessment Details

- Assessment activities must be typed and turned in on time at the beginning of the class period they are due. Hand written or late assignments will not be accepted, and missed assignments cannot be made up.
- All papers must be single-spaced, stapled and use page numbers, 12pt font and black ink, have 1" margins, and feature a uniform and consistent citation style.
 - o Short response papers must be 750 words excluding bibliographic materials. Short response paper topics and due dates will be assigned in class, and specific writing guidelines will be distributed.
 - o Reading facilitations enable students to take-charge of their education by engaging with course materials and fellow classmates. On assigned dates, students must be prepared to carry and lead class discussion with the assigned responsibility rotating equally throughout the semester. Specific facilitation guidelines will be distributed.
 - o Attendance and Participation includes reading beforehand, attending class regularly, and actively participating in all class activities. Specific attendance and etiquette policies are detailed below.

Standard of Excellence and Academic Integrity

Students will be held to a high standard of performance at all times. To receive an "A" in this course requires considerable effort. An "A" student is one who shows originality, careful research, tight reasoning, well thought out audience appeals, and skillful delivery of their critical analysis. "A" work deals with non-trivial subject matter, and constitutes a genuine contribution to the knowledge and beliefs of the audience (i.e., your peers in this class). Do not assume that you can do simply what is assigned to receive a high grade in this course. Doing what is assigned gets you a "C." An "A" requires significantly more work that is both rigorous and time-consuming in order for you to do well.

According to the WSU Student Handbook plagiarism, or any form of academic dishonesty, will not be tolerated, and will result in immediate failure of the course as well as further action per University regulations located here: <http://academicintegrity.wsu.edu>.

Course Attendance

Regular attendance is essential for your success in this class. You are expected to show up for class on time, and to stay for the entire period. *If you are continuously absent – more than three (3) class sessions – you will forfeit your attendance and participation points. Any student that demonstrates additional lack of interest will receive an “F” after missing six (6) class periods.* Frequent tardiness or leaving early is not conducive to your learning or the learning of other students enrolled in this course. *Tardiness begins once the door is closed. Three (3) late entrances or early dismissals count as one (1) absence. If you arrive after more than twenty (20) minutes have passed you will be considered absent for the day.* You are responsible for obtaining any missed materials and/or class notes that result from any absence. To prevent issues from arising, inform the instructor upon sickness, family emergency, or prior to University related travel (at least one week in advance for the latter).

Classroom Etiquette

Laptops, tablet devices, cell phones, music players, newspapers, and any other non-course related materials are not to be seen or used during class time. If classroom distractions are found you will be asked to leave class, and you will receive an absence for the day. This includes sleeping or talking out of turn.

Netiquette

It is imperative that you recognize the importance of proper decorum when communicating online and/or through email in official university relations since WSU mimics what is found in the business world. Additionally, emails are a form of communication recognized by law as contractually binding in many cases. This means you need to be formal in your electronic communication. Grammar, syntax, and punctuation cannot be forgotten. At a bare minimum, make sure each email has a subject, a salutation or greeting, and a signature of some sort. Email is not texting. Email is formal written communication in the digital age, and must be conducted as such. This means I will not reply to any email that is not properly formatted or sent from an official WSU address.

To Note

This course will be dealing with topics that may make some uncomfortable. To engage this material both adequately and appropriately the classroom will function as a safe space for all voices to participate within reason. Aggressive or derogatory behavior and language of any manner will not be tolerated. Explicit lyrics and images may accompany some of the readings and media assignments, so please be aware if you are sensitive to such forms of expression.

Student Access

Students with documented disabilities are allowed reasonable accommodations. However, all accommodations must be approved by the Access Center (<http://accesscenter.wsu.edu>).

Campus Safety

Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the “Alert, Assess, Act,” protocol for all types of emergencies and the “Run, Hide, Fight” response for an active shooter incident. Remain ALERT (through direct observation or emergency notification), ASSESS your specific situation, and ACT in the most appropriate way to assure your own safety (and the safety of others if you are able). For more information on this subject, campus safety, and related topics, please visit the WSU safety portal at <https://faculty.wsu.edu/classroom-safety/>.

Be Advised

The course schedule and syllabus are subject to change at the discretion of the instructor. Your continued enrollment in this course signifies acceptance of all course policies and procedures. Be sure to check your campus-affiliated e-mail regularly for periodic updates and reminders. Finally, if you have a question be sure to consult the syllabus, the course website, and your notes before emailing me.

Thematic Schedule (all readings* to be completed before date listed)

*readings provided by instructor on course blackboard

Part I	Theoretical Perspectives of Blackness and Black Studies
M 08/21	(1) <u>Course Introduction and Overview</u> -Syllabus distribution; instructor and student introductions
W 08/23	(2) <u>Race in/and the United States</u> -Hughes, Langston. (1935). “Let America Be America Again.”* -Mills, C. Wright. (1959). “The Promise,” <i>The Sociological Imagination</i> . Oxford University Press, ps. 3-11.* -Film screening: <i>Black Is... Black Ain't</i> – Marlon T. Riggs (1995).
F 08/25	(3) <u>Black identity and terminology</u> -Holloway, Joseph. (2005). “A Note on Nomenclature.” <i>Africanisms in American Culture</i> . Indiana University Press, ps. 7-16.* -Film screening: <i>Black Is... Black Ain't</i> – Marlon T. Riggs (1995).
M 08/28	(4) <u>Black identity and terminology</u> -Film screening: <i>Black Is... Black Ain't</i> – Marlon T. Riggs (1995).
W 08/30	(5) <u>What is race, and how has it survived?</u> -Coates, Ta-Nehisi. (15 May 2013). “What We Mean When We Say ‘Race Is a Social Construct,’” <i>The Atlantic</i> .* -Roediger, David. (2008). “Afterword: Will Race Survive?,” <i>How Race Survived U.S. History</i> . Verso, ps. 212-230.*
F 09/01	(6) <u>The floating signification of race in the U.S.</u> -Film screening: <i>Race: The Floating Signifier</i> – Stuart Hall (1997).
M 09/04	No Class – Labor Day
W 09/06	(7) <u>The floating signification of race, class, gender, and sexuality</u> -Yu, Henry. (2007). “Ethnicity,” <i>Keywords for American Cultural Studies</i> , ed.

	<p>Bruce Burgett and Glenn Hendler. New York University Press, ps. 103-108.*</p> <p>-Somerville, Siobhan B. (2007). "Queer," <i>Keywords for American Cultural Studies</i>, ed. Bruce Burgett and Glenn Hendler. New York University Press, ps. 187-191.*</p> <p>-Ferguson, Roderick A. (2007). "Race," <i>Keywords for American Cultural Studies</i>, ed. Bruce Burgett and Glenn Hendler. New York University Press, ps. 191-196.*</p> <p>-Film screening: <i>Race: The Floating Signifier</i> – Stuart Hall (1997).</p>
F 09/08	<p>(8) <u>Ethnocentrism, Eurocentrism, and Afrocentrism</u></p> <p>-Asante, Molefi. (1998). "Dancing Between Circles and Lines," <i>The Afrocentric Idea</i>. Temple University Press, ps. 1-23.*</p>
M 09/11	<p>(9) <u>Cultural nationalism, cultural pluralism, and floating signifiers</u></p> <p>-Ransby, Barbara. (2000). "Afrocentrism, Cultural Nationalism, and the Problems with Essentialist Definitions," <i>Dispatches from the Ebony Tower: Intellectuals Confront the African American Experience</i>, ed. Manning Marable. Columbia University Press, ps. 216-223.*</p>
W 09/13	<p>(10) <u>Black Feminism and Africana Womanism</u></p> <p>-Hill-Collins, Patricia. (1999). "Feminism in the United States," <i>Africana: The Encyclopedia of the African and African American Experience</i>, ed. Kwame Anthony Appiah and Henry Louis Gates, Jr. Basic Civitas Books, ps. 741-745.*</p> <p>-Hudson-Weems, Glenora. (2003). "Africana Womanism: An Overview," <i>Out of the Revolution: The Development of Africana Studies</i>, ed. Dolores P. Aldridge and Carlene Young. Lexington Books, ps. 205-217.*</p>
F 09/15	<p>(11) <u>Black Feminism and Black sexual politics</u></p> <p>-Combahee River Collective. (1982). "A Black Feminist Statement," <i>But Some of Us Are Brave</i>, ed. Gloria T. Hull, Patricia Bell Scott, and Barbara Smith. The Feminist Press at City University of New York, ps. 13-22.*</p> <p>-Hill-Collins, Patricia. (2004). "Introduction: No Turning Back," and "Afterword: The Power Of A Free Mind," <i>Black Sexual Politics</i>. Routledge, ps. 1-8, 10-12, 303-307.*</p>
Part II	The Historical and Cultural Legacy of Trans-Atlantic Slavery
M 09/18	<p>(12) <u>Colonial empires and race in the Americas</u></p> <p>-Dawdy, Shannon Lee. (2006). "Proper Caresses and Prudent Distance: A How-To Manual from Colonial Louisiana," <i>Haunted By Empire: Geographies of Intimacy in North American History</i>, ed. Ann Laura Stoler. Duke University Press, ps. 140-162.*</p> <p>-Film screening: <i>Amistad</i> – Stephen Spielberg (1997).</p>
W 09/20	<p>(13) <u>The history of Trans-Atlantic slavery in the U.S. part I</u></p> <p>-Hine, Darlene Clark. (2010). "African Americans in the New Nation 1783-1820," <i>The African-American Odyssey Vol. 1</i> (5th edition). Prentice Hall, p. 94-119.*</p> <p>-Film screening: <i>Amistad</i> – Stephen Spielberg (1997).</p>
F 09/22	No Class – Catch-up Day

M 09/25	(14) <u>The history of Trans-Atlantic slavery in the U.S. part II</u> -Hine, Darlene Clark, (2010). "Life in the Cotton Kingdom," <i>The African-American Odyssey Vol. 1</i> (5 th edition). Prentice Hall, ps. 122-143.* -Film screening: <i>Amistad</i> – Stephen Spielberg (1997).
W 09/27	(15) <u>The history of Trans-Atlantic slavery in the U.S. part III</u> -Bynum, Edward Bruce. (1997). "The Present Conflict in the Americas," <i>The African Unconscious: Roots of Ancient Mysticism and Modern Psychology</i> . Teachers College Press, ps. 247-256, 268-282.* -Film screening <i>Amistad</i> – Stephen Spielberg (1997).
F 09/29	(16) <u>The history of Trans-Atlantic slavery in the U.S. part IV</u> -Film screening: <i>Amistad</i> – Stephen Spielberg (1997).
M 10/02	(17) <u>The history of Trans-Atlantic slavery in the U.S. part V</u> -Film screening: <i>Amistad</i> – Stephen Spielberg (1997).
W 10/04	(18) <u>The legacy of Trans-Atlantic slavery part I</u> -Jacobs, Harriet. (2001). "Note," "Preface," "Introduction," and "Childhood" through "The Slave Who Dared to Feel Like a Man," <i>Incidents in the Life of a Slave Girl</i> . ps. v-26.
F 10/06	(19) <u>The legacy of Trans-Atlantic slavery part II</u> -Jacobs, Harriet. (2001). "The Trials of Girlhood" through "A Perilous Passage in the Slave Girl's Life," <i>Incidents in the Life of a Slave Girl</i> . ps. 26-51.
M 10/09	(20) <u>The legacy of Trans-Atlantic slavery part III</u> -Jacobs, Harriet. (2001). "The New Tie to Life" through "Continued Persecutions," <i>Incidents in the Life of a Slave Girl</i> . ps. 51-73
W 10/11	(21) <u>The legacy of Trans-Atlantic slavery part IV</u> -Jacobs, Harriet. (2001). "Scenes at the Plantation" through "Still in Prison," <i>Incidents in the Life of a Slave Girl</i> . ps. 73-103.
F 10/13	(22) <u>The legacy of Trans-Atlantic slavery part V</u> -Jacobs, Harriet. (2001). "The Candidate for Congress" through "Northward Bound," <i>Incidents in the Life of a Slave Girl</i> . ps. 103-132.
M 10/16	(23) <u>The legacy of Trans-Atlantic slavery part VI</u> -Jacobs, Harriet. (2001). "Incidents in Philadelphia" through "Appendix," <i>Incidents in the Life of a Slave Girl</i> . ps. 132-167.
Part III	Challenging Contemporary Racial Formations in the Prison-Industrial Complex and Beyond
W 10/18	(24) <u>Modern slavery and the case for reparations</u> -Coates, Ta-Nehisi. (22 August 2014). "City Club of Cleveland Friday Forum," <i>City Club of Cleveland</i> .* - http://slaveryfootprint.org *
F 10/20	No Class – Catch-up Day
M 10/23	(25) <u>Classifying ethnicity and race in the United States</u> -Hodes, Martha. (2006). "Fractions and Fictions in the United States Census of 1890," <i>Haunted By Empire: Geographies of Intimacy in North American History</i> , ed. Ann Laura Stoler. Duke University Press, ps. 240-270.* -Film screening: <i>African American</i> – Trevor Noah (2013).

W 10/25	(26) <u>Challenging Modern Racial Formations part I</u> -Johnson, James Weldon. <i>The Autobiography of an Ex-Colored Man</i> – Ch. I-II.
F 10/27	(27) <u>Challenging Modern Racial Formations part II</u> -Johnson, James Weldon. <i>The Autobiography of an Ex-Colored Man</i> – Ch. III-V.
M 10/30	(28) <u>Challenging Modern Racial Formations part III</u> -Johnson, James Weldon. <i>The Autobiography of an Ex-Colored Man</i> – Ch. VI-VIII.
W 11/01	(29) <u>Challenging Modern Racial Formations part IV</u> -Johnson, James Weldon. <i>The Autobiography of an Ex-Colored Man</i> – Ch. IX.
F 11/03	(30) <u>Challenging Modern Racial Formations part V</u> -Johnson, James Weldon. <i>The Autobiography of an Ex-Colored Man</i> – Ch. X.
M 11/06	(31) <u>Challenging Modern Racial Formations part VI</u> -Johnson, James Weldon. <i>The Autobiography of an Ex-Colored Man</i> – Ch. XI.
W 11/08	(32) <u>Examining the real cost of prisons part I</u> -Ahrens, Lois. (2008). "Preface," "Introduction," and "Prison Town: Paying the Price," <i>The Real Cost of Prisons Comix</i> . PM Press.
F 11/10	No Class - Veterans Day
M 11/13	(33) <u>Examining the real cost of prisons part II</u> -Ahrens, Lois. (2008). "Prisoners o the War on Drugs," and "Prisoners of a Hard Life: Women and their Children," <i>The Real Cost of Prisons Comix</i> . PM Press.
W 11/15	(34) <u>Life within the prison-industrial complex</u> -Muntaqim, Jalil. (2005) "The Criminalization of Poverty in Capitalist America (Abridged)," <i>The New Abolitionists: (Neo)Slave Narratives and Contemporary Prison Writings</i> , ed. Joy James. State University of New York Press, ps. 27-36.* -Baxter, Charles, Wayne Brown, Tony Chatman-Bey, H.B. Johnson Jr., Mark Medley, Donald Thompson, Selvyn Tillet, and John Woodland Jr. with Drew Leder. (2005) "Live from the Panopticon: Architecture and Power Revisited," <i>The New Abolitionists: (Neo)Slave Narratives and Contemporary Prison Writings</i> , ed. Joy James. State University of New York Press, ps. 205-216.* -Davis, Angela with Leslie DiBenedetto. (2005). "On Prisons and Prisoners," <i>The New Abolitionists: (Neo)Slave Narratives and Contemporary Prison Writings</i> , ed. Joy James. State University of New York Press, ps. 217-226.*
F 11/17	(35) <u>Prison abolition and re-envisioning the future</u> -Film Screening: <i>Visions of Abolition: From Critical Resistance to a New Way of Life</i> . Setsu Shigematsu (2011).
M 11/20	No Class - Thanksgiving Break
W 11/22	No Class - Thanksgiving Break
F 11/24	No Class - Thanksgiving Break
M 11/27	(36) <u>Racialization and the war on drugs part I</u> -Alexander, Michelle. (2010). "Preface," and "Introduction," <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> . The New Press,

	ps. xiii, 1-19.*
W 11/29	(37) <u>Racialization and the war on drugs part II</u> -Alexander, Michelle. (2010). "The Rebirth of Caste," <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> . The New Press, ps. 20-58.*
F 12/01	(38) <u>Racialization and the war on drugs part III</u> -Alexander, Michelle. (2010). "The New Jim Crow," <i>The New Jim Crow: Mass Incarceration in the Age of Colorblindness</i> . The New Press, ps. 173-208.*
M 12/04	Final Grade Meetings - Wilson-Short 107A
W 12/06	Final Grade Meetings - Wilson-Short 107A
F 12/08	Final Grade Meetings - Wilson-Short 107A