

GEOG 80.03 / AAAS 80.05

10 Weeks, 10 Professors: #BlackLivesMatter

Spring 2015

3A (modified): Mondays, 3-6pm (seminar)

Thursdays, 4-6pm (x-hour, media lab, and guest speakers)

Black.Lives.Matter.Course@dartmouth.edu

#BlackLivesMatterDartmouth

<https://www.facebook.com/groups/BLMatDartmouth/>

Coordinating Instructors:

Aimee Bahng, English

Abigail Neely, Geography

The Ferguson Teaching Collective:

Denise Anthony, Sociology

Aimee Bahng, English

Lisa Baldez, Government, DCAL, WGST, LALACS

Robert Baum, Religion and AAAS

Sonu Bedi, Government

Colleen Boggs, English and Leslie Center

Michael Chaney, English

Mary Coffey, Art History

Alysia Garrison, English

Reena Goldthree, AAAS

Christian Haines, English

Lucinda Hall, Research Librarian

Ashley Kehoe, Educational Technologies

Chelsey Kivland, Anthropology

Patricia Lopez, Geography

Annabel Martin, Spanish, CoLT, and WGST

Scott Millspaugh, Educational Technologies

Giavanna Munafo, WGST

Abigail Neely, Geography

Annelise Orleck, History

Julia Rabig, MALS, WGST, and History

Ivy Schweitzer, English and WGST

Jeff Sharlet, English

Susan Simon, Jones Media Center

Craig Sutton, Math

Emily Walton, Sociology

Derrick White, History

Amy Witzel, Research Librarian

Richard Wright, Geography



TA's:

Logan Henderson '17

Lily Michelson '15

Yomalis Rosario '15

COURSE DESCRIPTION

Though the academy can never lay claim to social movements, this course seeks in part to answer the call of students and young activists around the country to take the opportunity to raise questions about, offer studied reflection upon, and allocate dedicated institutional space to the failures of democracy, capitalism, and leadership and to make #BlackLivesMatter. Developed through a group effort, this course brings to bear collective thinking, teaching, research, and focus on questions around race, structural inequality, and violence. Through this course, we examine the particular historical, geographical, cultural, social, and political ways in which race is configured and deployed in the United States and beyond in the past and present. In Part One, the course offers a context, both past and present, for the events in Ferguson, Missouri in 2014. In Part Two, it then places those events in a broader context of race and racism in the United States.

Finally, in Part Three, it examines the entanglements of trauma and violence for individuals, communities, and society as a whole. Rather than a single instructor or a pair of instructors, this course is taught by a collective of more than 20 faculty members. As such, it straddles several disciplines and approaches with readings and discussions that draw from that diversity of disciplines. In addition, guests and speakers represent a key component of our learning, offering even more perspectives on the ongoing events in Ferguson. By beginning our analysis in Ferguson and moving out from there, this course offers a way to place these very important current events in broader national and international contexts. Striking a balance between this complexity and the need for collective inquiry and action is exactly what this course is designed to do. Your participation as students is central to this collective endeavor as we read, think, and learn together.

STUDENT LEARNING OBJECTIVES

During this course, students will:

- enact and participate in a learning collective;
- develop critical thinking skills with which to understand important current events;
- think across a number of disciplines;
- communicate important, difficult topics to a broad audience.

ASSESSMENT

Your achievement of these learning objectives will be assessed through:

- weekly reading responses (20%),
- a course continuity blog (15%),
- a public outreach project and accompanying reflection paper (25%),
- and a group multimedia project (35%).
- An additional 5% of your final grade will derive from attendance.

REQUIRED TEXTS (available at Wheelock Books, Dartmouth Bookstore, and online)

John Lewis, Andrew Aydin, and Nate Powell. *March: Book One*. Top Shelf Productions, 2013
ISBN-10: 1603093001; ISBN-13: 978-1603093002

Claudia Rankine, *Citizen*. Graywolf Press, 2015
ISBN-13: 978-1555976903; ISBN-10: 1555976905

ADDITIONAL READINGS and STREAMING MEDIA:

All readings except books will be available on Canvas at least one week before their designated class. Most articles will be available for download either in “Files” → “Readings” on Canvas and/or via Course Reserves. Some readings may exist as electronic books and can be accessed via the Library Catalog, as long as you are connected to the Dartmouth Secure network. To stream films, click on “Library Reserves” → All.Streaming.Media. For best streaming, jack in using an Ethernet cable. Remember that you can always go to Jones Media Center to check out the physical copy.

ASSIGNMENTS

(detailed assignments will be handed out in class and made available on Canvas).

Attendance (5%)

Although you are only evaluated on your basic attendance, this class is collective by design, and your full participation in class discussions is particularly important. The success of the course requires that people be ready to articulate and defend their ideas, as well as to listen to and work with the ideas of others. In pursuit of active discussion, all students can expect to be called upon during class.

Weekly Response Papers (20%)

Each week students will respond to specific prompts or questions written by the instructor(s) for that week. These responses, unless specified otherwise, will be 1-2 pages, single-spaced (2-4 pages, double-spaced). These responses will be submitted on Canvas and will (under normal circumstances) NOT be viewable by the other students. Responses are not just to ensure you have completed the reading and have spent time critically engaging with the material, but are also an opportunity for you to think through difficult concepts and raise questions that you might otherwise feel unable or uncomfortable bringing forward in the classroom setting. Your weekly response papers will be held in *strict confidentiality* among the co-conveners and support faculty.

Response papers are **due by 5pm every Sunday** in order to give the instructor(s) enough time to gain insight into your preparation and thoughts for class on Monday. The instructor(s) in charge of that week will be responsible for assessing response papers. As a general matter, these papers will be assessed in terms of clarity and coherence, the extent to which you answer the prompt or question by drawing on the relevant readings, and the nuance and sophistication of the overall content. Personal reflections that move beyond critical engagement with the texts and discussion will not be graded.

Course Continuity Blog (15%)

Because this course is collectively taught with different instructors stepping in for each week, the responsibility of ensuring continuity across the weeks of the course falls mostly to the students. This Course Continuity Blog provides a space where that work can be done purposively – where it can be recorded and shared collectively. Three times during the term, you will be required to post a short reflection (no longer than 500 words) on the Course Blog. In your post, you must connect explicitly the materials and discussion of the previous week with the materials assigned for the week in which you’re posting. What were the main questions raised? What lingering questions

remain after the discussion? What other things have you encountered that help make these connections more pronounced? Do you see connections with other weeks?

Public Outreach Project + Reflection Paper (25%)

During the term, you must engage in one or more form(s) of public outreach and/or scholarship of your choosing and complete a reflection of this engagement. Possible forms of public scholarship might include: leading a teach-in, writing and submitting a newspaper op-ed, creating your own #BLM syllabus to share with the public, organizing and facilitating a #BLM discussion group in your dorm, posting a reasoned opinion piece on facebook or tumblr, attending and documenting a #BLM-related performance/protest/event, etc. Because each of these forms of public discourse requires differing levels of engagement, time, and emotional and intellectual labor, they have been assigned various point values. You are responsible for completing a total of **15 points** of public outreach over the course of the term. At the end of the term, you will write a 1,000-1,500 word reflective essay analyzing your experience(s).

Final Group Multimedia Projects: 35%

Students will break into groups to complete a collaborative multimedia project. This project should be a piece of original research and composition and should draw from course themes. Each group will have a faculty advisor (drawn from the Teaching Collective) with whom they will develop their project. There will be extensive in-class time (on Thursdays) devoted to this project as well as an expectation of out-of-class work. The final projects will be shared in a public reception at the end of the term. Over the course of the term, there will be a series of checkpoints with your faculty advisor. A final reflection piece will be due during Finals Week.

POLICIES

Tardiness: When you are late, we will notice and record your tardiness. Please make an effort to slip in discreetly and wait to discuss any reasons for tardiness once class is over. Chronic lateness will have adverse effects on your grade.

Late Assignments: For each day you submit an assignment late, it will be docked a third of a letter grade. For example, if a paper is due Sunday night, but you turn it in on Monday, the A- you would have received will become a B+.

Laptops: Please do not use your various electronic devices in class, unless otherwise instructed/permitted.

Media/Press/Journalists: Because we seek to make our class a space for thinking, teaching, and learning together, we will not invite or admit any members of the press to class meetings. In addition, and in accordance with FERPA laws, we will not make any student information available to anyone not directly involved in teaching the course. That said, because there has been a broad media interest in the course and because public engagement is central to the #BlackLivesMatter movement that has inspired this course, we will pass along information about all media requests to students and members of the teaching collective involved in the course. You should feel free to engage or not engage with the media as you feel comfortable.

Plagiarism: Plagiarism, whether intentional or not, is an affront to the educational process and is considered a serious academic offense by the University. You should never feel the need to copy

another person's words, ideas, or facts without giving that person credit. Your own ideas and writing will always be good enough. What matters is that you demonstrate your dedication to independent thinking and learning. I trust every student to comply with all of the provisions of the Dartmouth Academic Honor Principle.

(<http://www.dartmouth.edu/~reg/regulations/undergrad/acad-honor.html>). In order to avoid plagiarism, work you submit to this class must provide full citations for all references: direct quotations, summaries, or ideas. Work from other courses will not be accepted in this course. For your information, an online version of Sources and Citation at Dartmouth is available at <http://Dartmouth.edu/writing-speech/learning/materials/sources-and-citations-dartmouth>. For this course, please consult Diana Hacker's *Research and Documentation Online* (<http://www.dianahacker.com/resdoc/>), which offers appropriate citation practices for research papers across the disciplines. I will accept MLA, APA, or Chicago style documentation, as long as you stay consistent within your papers.

Student Accessibility and Academic Adjustments: Students with disabilities enrolled in this course and who may need disability-related classroom accommodations are encouraged to see me privately as early as possible in the term. Students requiring disability-related accommodations must register with the Student Accessibility Service office. Once SAS has authorized accommodations, students must show the originally signed SAS Services and Consent Form and/or a letter on SAS letterhead to their professor. As a first step, if students have questions about whether they qualify to receive accommodations, they should contact the SAS office. All inquiries and discussions about accommodations will remain confidential.

Sexual Assault: Students can access resources anonymously or file complaints (named or anonymous) directly with the Sexual Assault Awareness Program (SAAP) coordinators (Amanda Childress and Rebekah Carrow, available 8-5 weekdays), Safety & Security, or the undergraduate deans' office. These and other resources (for after 5 and on weekends) are listed on the SAAP website above. WISE, an off-campus advocacy center, has a 24-hour crisis hotline at 1-866-348-9473. <http://www.wiseuv.org>

Sexual Abuse Awareness Program (SAAP) and Additional Resources:
<<http://www.dartmouth.edu/sexualrespect/help/index.html>>

Religious Accommodations: We realize that some students may wish to take part in religious observances that fall during this academic term. Should you have a religious observance that conflicts with your participation in the course, please reach out to the Coordinating Instructors before the end of the second week of the term to discuss appropriate accommodations.

COURSE SCHEDULE

(subject to change)

PART ONE | #BlackLivesMatter

Week One

S Mar 29 [INTRODUCE YOURSELF TO THE CLASS!](#) Post a video introduction by 11:59pm
M Mar 30 **#BlackLivesMatter, Queer Feminist Praxis, and the Ivory Tower**

INSTRUCTORS: [Aimee Bahng](#) and [Abigail Neely](#)

LEARNING GOALS

- To understand the course format and expectations
- To interrogate where, how, and under what conditions learning can happen
- To review the critiques of this course from multiple perspectives
- To develop beginning familiarity using close analysis, historical context, and theoretical analytics
- To lay the groundwork for collectivity, black queer feminist praxis, and thinking about how "Black (Intellectual) Lives Matter"

READINGS

- Read through all the sections of the Canvas site, familiarizing yourself with the basic elements of the course.
- Read: <http://blacklivesmatter.com/a-herstory-of-the-blacklivesmatter-movement/>
- Read comments from *The Dartmouth* article: <http://thedartmouth.com/2015/02/03/new-blacklivesmatter-class-to-cover-race-violence/>
- Read NYTimes piece, "[What's Wrong with 'All Lives Matter'?](#)" (George Yancy interview with Judith Butler)
- Read Derrick White, "[Black Intellectual Lives Matter](#)" (Professor White's emailed response to the negative outcome of his Dartmouth tenure case, addressed to members of the History and AAAS departments, reprinted here with permission).
- Read Patricia Hill Collins, excerpt from *Black Feminist Thought* Read Patricia Hill Collins, [excerpt from Black Feminist Thought](#)

RECOMMENDED READINGS

We also recommend but do not require you to review the articles below from *The D* to familiarize yourselves with the topic of faculty of color recruitment and retention at Dartmouth in particular:

- (2002): <http://thedartmouth.com/2002/04/03/minority-faculty-face-unique-challenges-in-obtaining-tenure/>
- (2013): <http://thedartmouth.com/2013/11/14/minority-faculty-retentions-remains-concern-at-college/>
- (2013): <http://thedartmouth.com/2013/07/19/rickford-to-depart-college-for-cornell/>
- (2014): <http://www.thedartmouth.com/2014/04/15/discussion-hones-in-on-faculty-retention/>
- (2014): <http://thedartmouth.com/2014/11/14/after-hiatus-diversity-council-reforms/>
- (2015): <http://thedartmouth.com/2015/02/12/vice-provost-aims-for-faculty-diversity/>

T Mar 31 **Recommended:** [Abraham.in.Motion](#) performance
W Apr 1 **Recommended:** [Abraham.in.Motion](#) performance

Th Apr 2 **X-Hour:** Student In-House Training, "Crossing the Line" led by TAs & OPAL
Th Apr 2 **Recommended:** Dinner with Kyle Abraham, co-sponsored by OPAL and Afro-American Society, Cutter-Shabbaz

Week Two

S Apr 5 **PRE-CLASS READING RESPONSE** due at 5:00 pm
Continuity Blog Assignment: [Sign up](#) for 3 Wednesdays by 11:59pm tonight!
M Apr 6 **Placing Ferguson: Understanding St. Louis and its Racial History**

INSTRUCTORS: Reena Goldthree, Annelise Orleck, and Julia Rabig

WEEKLY LEARNING GOALS

- To develop historical interpretations of Ferguson that consider:
 - Housing, policing, labor, and tax policies that produce and reinforce racial inequality
 - Recent activism in Ferguson in the context of a longer history of organizing against inequality and resistance to state violence by black communities in the greater St. Louis area
- To be able to define structural racism with reference to concrete historical examples
- To develop historical analysis and interpretive skills through an in-class exercise with primary sources

READINGS

- Marilyn Johnson, *Street Justice: A History of Police Violence in New York City* (Beacon: 2003), Chapter 8, Conclusion
- Jason Sokol, "The Unreconstructed North," *New York Times*, December 4, 2015.
- Clarence Lang, *Grassroots at the Gateway: Class Politics and Black Freedom Struggle in St. Louis, 1936-1975* (University of Michigan Press, 2009), Chapters 4 (97-126), 6 (155-185), 8 (217-244)
- Walter Johnson, "Fergusonomics," *The Atlantic* (theatlantic.com) forthcoming Spring 2015

T Apr 7 **Recommended:** Kristie Dotson, "A Road to Oblivion or Joe Scarborough on Ferguson," 4pm, 103 Thornton Hall
W Apr 8 **Recommended:** #BLM Lunch with Kristie Dotson, details TBD
Th Apr 9 **X-Hour:** Introduction to Library Research and Media Project Resources
*** Final Project Groups Finalized + Project Advisors Assigned**
Sat Apr 11 **PUBLIC OUTREACH PROPOSAL** due at 11:59pm

Week Three

S Apr 12 **PRE-CLASS READING RESPONSE** due at 5:00 pm
M Apr 13 **Documenting Ferguson and Racial Violence**

WEEKLY LEARNING GOALS

- To develop an ability to read and interpret visual culture
- To develop critical understanding of the "visual field as a racial formation"
- To develop a set of critical tools for analyzing and intervening in the visual field

READINGS

- John Lewis, Andrew Aydin, and Nate Powell, *March: Book One*. Top Shelf Productions, 2013 (read the entire book)
- W. J. T. Mitchell, "The Violence of Public Art: 'Do the Right Thing,'" *Critical Inquiry*, Vol. 16, No. 4. (Summer, 1990), pp. 880-899 ([available on JSTOR \(Links to an external site.\)](#))
- **Optional, but strongly recommended:** Spike Lee's *Do the Right Thing* (available through Jones streaming media)

Th	Apr 16	X-hour: Guest Lecture: Samantha Sheppard '07, details TBD
F	Apr 17	Recommended: GRID speaker Kimberlé Crenshaw, "Harriet's Legacy: Navigating Intersectionality in the Age of Post-Racialism," 3:30 pm, location TBD
Sat	Apr 18	<u>FINAL PROJECT CHECKPOINT: Proposals and Treatment Plans Due</u>

PART TWO | #HandsUpDontShoot

Week Four

S	Apr 19	<u>PRE-CLASS READING RESPONSE</u> due by 5pm
M	Apr 20	Systematic and Unconscious Racism, Intersections with the Law and the Criminal Justice System

INSTRUCTORS: [Emily Walton](#) and [Sonu Bedi](#)

WEEKLY LEARNING GOALS

- Think critically about the multifaceted, systemic, and often-invisible nature of racism, with grounding in historical and contemporary mechanisms of maintaining white supremacy.
- Identify the challenges, both legal and political, with responding to systematic and unconscious racism.

READINGS

- Alexander, Michelle. 2012. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press. (Chapter 5). [PDF on Canvas in Files]
- Department of Justice, Investigation of the Ferguson Police Dept., March 4, 2015 ([only read pp. 70-78](#))
- *United States v. Clary* (8th Cir. 1994)
- Lawrence, Charles R. "The id, the ego, and equal protection: Reckoning with unconscious racism." (*Stanford Law Review*) (1987) [only read pp. 317-328, 355-376](#)
- Lee, Cynthia. "Making race salient: Trayvon Martin and implicit bias in a not yet post-racial society." (*North Carolina Law Review*) (2013)
- "Ferguson's Grand Jury Problem", by Noah Feldman <http://www.bloomberglaw.com/articles/2014-11-25/fergusons-grand-jury-problem> ([Links to an external site.](#))
- NPR, This American Life: [Cops See it Differently, Part One \(Links to an external site.\)](#)
- NPR, This American Life: [Cops See it Differently, Part Two \(Links to an external site.\)](#)

T	Apr 21/22	Recommended: Peace Poets (4 pm, One Wheelock)
W	Apr 22	Recommended: GRID speaker Brittney Cooper, 5:00 pm, location TBD

Th Apr 23 **Recommended:** Peace Poets (Wed. 7 pm, Collis Common Ground)
X-hour: Brandon Del Pozo '96, NYC Police Department

Week Five

S Apr 26 **PRE-CLASS READING RESPONSE** due by 5pm
M Apr 27 **The Intersections of Race and Class in the U.S. in Housing, Education, & Beyond**

INSTRUCTORS: [Denise Anthony](#) and [Richard Wright](#)

WEEKLY LEARNING GOALS

- Know and describe the current distribution of income and wealth by race in the United States
- Identify the government policies that have contributed to the differential acquisition of wealth over time
- Consider and analyze the implications of differential wealth over generations in the US
- Understand the causes and consequences of black residential segregation
- Understand how residential racial segregation and residential diversity can occur at the same time in the same places
- Understand how the forces that segregate blacks might differ from the causes that produce residential concentrations of other racialized groups

READINGS

- Lui, Meiszhu, Barbara Robles, Betsy Leondar-Wright, Rose Brewer, and Rebecca Adamson. 2006. *The Color of Wealth*. New York: The New Press. Chapters 1, 3, 6
- [Shapiro, Thomas, Tajana Meschede, Sam Osoro. 2013. "The Roots of the Widening Racial Wealth Gap: Explaining the Black-White Economic Divide." Institute on Assets and Social Policy. \(Links to an external site.\)](#)
- Douglas Massey and Nancy Denton 1993 *American Apartheid* Chapters 1 and 2
- Steven Holloway et al. 2012 "The Racially Fragmented City? Neighborhood Racial Segregation and Diversity Jointly Considered," *The Professional Geographer*, 63, 4, 1-20

Th Apr 30 **X-hour:** iMovie Training + Jeff Sharlet on documenting social movements

FINAL PROJECT CHECKPOINT: Script drafts due

F May 1 **Recommended:** GRID Lecture: Robin Morgan, "Who Pays for Free Speech," followed by writer/activist panel with Zerlina Maxwell, Hannah Giorgis, and Soraya Chemaly, 3:30 pm, location TBD

Week Six

S May 3 **PRE-CLASS READING RESPONSE** due by 5pm
M May 4 **Racialized Risk, The Subprime Mortgage Crisis, and Fugitive Planning**

INSTRUCTORS: [Christian Haines](#) and [Craig Sutton](#)

WEEKLY LEARNING GOALS

- Identify government policies and regulations that have contributed to the creation of a two-tiered credit market and explore the implications for wealth creation in communities of color

- Explore the market forces, technical advances and historical factors that led to the financial crisis and conspired to make communities of color particularly vulnerable
- Understand no-arbitrage pricing and hedging, Collateralized Debt Obligations (CDO) and Credit Default Swaps (CDS)
- Identify other parts of the credit market where similar patterns are emerging

READINGS (subject to change)

- Sarah Banet-Weiser, Preface to “Race, Empire and the Crisis of the Subprime,” *American Quarterly*, Vol. 64, No. 3, Sept. 2012, v-vii.
- M. Bailey, R. Litan and M. Johnson, “The Origins of the Financial Crisis,” *Brookings Institute Fixing Finance Series*, Paper 3, Nov. 2008, 47 pages. (read the summary p. 7-9)
http://www.brookings.edu/~media/research/files/papers/2008/11/origin-crisis-baily-litan/11_origins_crisis_baily_litan.pdf
- Philip Ashton “Troubled Assets: Financial Emergencies and Racialized Risk,” preprint, 15 pages.
- Listen to the following Podcasts from *This American Life* (each is about 60 minutes long):
 - <http://www.thisamericanlife.org/radio-archives/episode/355/the-giant-pool-of-money>
 - <http://www.thisamericanlife.org/radio-archives/episode/375/bad-bank>
- <http://dealbook.nytimes.com/2014/07/19/in-a-subprime-bubble-for-used-cars-unfit-borrowers-pay-sky-high-rates/>
- View the film “Trouble the Water” (2008, Dir. Tia Lessin and Carl Deal, 96 minutes)
- Additional Resources (optional)
 - http://www.brookings.edu/~media/research/files/papers/2008/11/origin-crisis-baily-litan/11_origins_crisis_baily_litan.pdf (47 pages)
 - <http://www.pbs.org/wgbh/pages/frontline/meltdown/> (60 minutes)
 - <http://www.economist.com/news/essays/21600451-finance-not-merely-prone-crises-it-shaped-them-five-historical-crises-show-how-aspects-today-s-fina>
 - <http://www.economist.com/news/schoolsbrief/21584534-effects-financial-crisis-are-still-being-felt-five-years-article>
 - <http://www.thisamericanlife.org/radio-archives/episode/365/another-frightening-show-about-the-economy>
 - <http://www.thisamericanlife.org/radio-archives/episode/390/return-to-the-giant-pool-of-money>
 - <http://www.nytimes.com/library/national/race/textindex.html>

Th May 7 **X-hour:** Media Lab Time

PART THREE | #ShutItDown

Week Seven

S	May 10	PRE-CLASS READING RESPONSE due by 5pm
M	May 11	Racial Mythologies and the Violence of the Universal

INSTRUCTORS: [Colleen Glenney Boggs](#) and [Alysia Garrison](#)

WEEKLY LEARNING GOALS

- understanding the strategic use of the universal and the particular toward political change
- an understanding that universality and particularity are in dialogue with one another

- an ability to understand how issues of race need to be key to understanding that dialogue; and the silences it can produce

READINGS

Framing:

- Re-read George Yancy and Judith Butler, "What's Wrong with 'All Lives Matter'?" *New York Times*, January 12, 2015.
- Eddie S. Glaude, "A Requiem for Michael Brown/A Praisesong for Ferguson," *Theory & Event*, 17.3, 2014.

Theory:

- Hamilton Carroll, from "Introduction: White Masculinities and the Politics of Representation," *Affirmative Reaction: New Formations of White Masculinity*. Durham: Duke University Press, 2011, 1-10.
- Roland Barthes, "The Great Family of Man," *Mythologies*, New York: Farrar, Straus & Giroux, 1957, 100-102.
- [Optional: Judith Butler, "Restaging the Universal: Hegemony and the Limits of Formalism," *Contingency, Hegemony, Universality: Contemporary Dialogues on the Left*. London: Verso, 2000, 11-43.]

Literature:

- Franz Fanon, "The Fact of Blackness," *Black Skin, White Masks*. New York: Grove Press, 1967, 109-140 and "Concerning Violence," *The Wretched of the Earth*. New York: Grove Press, 1963, 35-109 [focus on 35-75].
- W.E.B. DuBois, "The Talented Tenth," *The Negro Problem: A Series of Articles by Representative Negroes of Today*, New York: 1903.
- *The Speech of Moses Bon Sàam, a Free Negro, to the Revolted Slaves*, London: 1735.

T	May 12	Recommended: GRID speaker Rebecca Solnit, "The Silence Is Broken," 4:30 pm, location TBD
Th	May 14	X-hour: Skype Session with <i>Through a Lens Darkly</i> filmmaker Thomas Allen Harris (film screening in advance)
Sat	May 16	FINAL PROJECT CHECKPOINT: Rough Cuts/Storyboard/Mock-Ups Due

Week Eight

S	May 17	<u>PRE-CLASS READING RESPONSE</u> due by 5pm
M	May 18	Responding to Racial Violence: Poetry, Prose, Sermons, and Songs

INSTRUCTORS: [Robert Baum](#) and [Ivy Schweitzer](#)

WEEKLY LEARNING GOALS

- Students will learn about the transatlantic history of poetic expression about the importance of Black lives, the violence visited upon them, and use of language and art to expose and resist such violence
- Students will enter, through poetry, the experiences of Black bodies and specifically, the experience of racism over a range of time including our contemporary moment.

READINGS

(*Print out the reading, especially the poetry, so that you can "close read it," that is, highlight or circle what you find important or confusing and generally interact with the text.)

- Phillis Wheatley, "On Being Brought from Africa to America," (p. 18) "To the Right Honorable William, Earl of Dartmouth," (pp. 73-75) in the [digital first edition online](#).
- "Letter to Samson Occom" (in Canvas "Files")
- Context: "[The Difficult Miracle of Black Poetry in America: Something Like a Sonnet for Phillis Wheatley](#)" by June Jordan.
- Frances Ellen Watkins Harper: "Aunt Chloe's Politics," "Learning to Read" ([pdf](#))
 - Watch on [YouTube](#) and read [biography](#).
- Walt Whitman: "I Sing the Body Electric," especially sections 7 and 8: <http://www.poetryfoundation.org/poem/174740> (Links to an external site.)
 - Commentary: http://www.whitmanarchive.org/criticism/current/encyclopedia/entry_9.html (Links to an external site.)
- "Runaway slave" passage from *Song of Myself* section 10 1855/91 <http://iwp.uiowa.edu/whitmanweb/en/section-10> (Links to an external site.)
- Langston Hughes "I, too, Sing America"
 - <http://www.poets.org/poetsorg/poem/i-too-sing-america> (Links to an external site.)
- Paul Lawrence Dunbar, "We Wear the Mask"
 - <http://www.poetryfoundation.org/poem/173467> (Links to an external site.)
- "Sympathy." <http://www.poetryfoundation.org/poem/175756> (Links to an external site.)
- Gwendolyn Brooks, "A Bronzeville Mother Loiters in Mississippi. Meanwhile, a Mississippi Mother Burns Bacon" from *The Bean Eaters*, 1960, and "The Last Quatrain of the Ballad of Emmett Till" <http://www.emmettillmurder.com/Brooks.htm> (Links to an external site.) Click on the link "Emmett Till" at the bottom for background information.
- Claudia Rankine, *Citizen* (required text for course).

Religious Texts:

- A collection of four spirituals
- A sermon of Monas Buthelezi
- James Cone, *A Black Theology of Liberation*, p. 22-45.
- Martin Luther King, "Eulogy for the Martyred Children" 1963
- James Cone, *The Cross and the Lynching Tree*, p. 1-29.

T	May 19	Recommended: GRID singer-songwriter and activist Toshi Reagon, 4 pm, location TBD
Th	May 21	X-hour: Russell Rickford, Prof. of History, Cornell
Sat	May 23	Recommended: Gospel Choir Performance <u>PUBLIC OUTREACH REFLECTION DUE!</u>

Week Nine

S	May 24	<u>PRE-CLASS READING RESPONSE</u> due by 5pm
M	May 25	Global Ties, Intimate Lives: Placing Ferguson and Racial Politics in the U.S. in a Global Context

INSTRUCTORS: Chelsey Kivland, Patricia Lopez, and Annabel Martín

WEEKLY LEARNING GOALS

During this week, we will explore transnational solidarism, and in particular, examine how #BlackLivesMatter has traveled. We will read and discuss the statement submitted by Michael Brown's family to the UN Committee Against Torture and the subsequent response along with articles that highlight transnational solidarity both theoretically. We will also examine some of the ways in which international conversations reformulate local realities, through film, art, and political discourse.

Through this week's readings, discussions, and activities, students will be able to:

- define and understand what constitutes solidarity and how movements are formed across international boundaries;
- engage with multiple ways in which transnational solidarity is articulated and mobilized;
- identify how transnational solidarity complements liberation struggles domestically and internationally;
- place the discussion of racial discrimination in a comparative framework;
- "translate" and contrast the US context and its specificities to those in Europe, Palestine, and the Caribbean;
- be inspired by the power of filmmaking to instigate fertile and difficult conversations concerning racial violence and its intersectionalities;
- learn about the power of the arts for political transformation.

READINGS

- 53rd Session of the United Nations Committee Against Torture November 3-28, 2014, Written statement on police shooting (etc.) Submitted by family of Michael Brown et al
- OHCHR response: <http://www.ohchr.org/FR/NewsEvents/Pages/DisplayNews.aspx?NewsID=15342&LangID=E>
- Alexander, M. Jacqui and Chandra Talpade Mohanty. 2010. Cartographies of knowledge and power: Transnational feminism as radical praxis, In *Critical Transnational Feminist Praxis*, edited by Amanda Lock Swarr and Nicha Nagar, pp. 23-45.
- Rolston, Bill. 2009. "The brothers on the walls": International solidarity and Irish political murals. *Journal of Black Studies*, 39 (3): 446-470.
- Gilroy, Paul. 1991. It ain't where you're from, it's where you're at: the dialectics of diasporic identification. *Third Text*. 5(13): 3-16.
- Chomsky, Noam: Interview with Amy Goodman (online and transcript)
- Žižek, Slavoj, "Divine Violence in Ferguson." *The European* 9 March 2015
- Nancy, Jean-Luc. "God, Charlie, No one." *The European* 2 March 2015
- Robcis, Camille. "The Limits of Republicanism." *Jacobin* 26 January 2015. <https://www.jacobinmag.com/2015/01/charlie-hebdo-republicanism-racism/>

FILMS

Entre les murs. Laurent Cantet (2008), available to stream via Jones Media Reserves

Be Kind, Rewind. Michel Gondry (2008), available to stream via Jones Media Reserves

Th	May 28	X-hour: Media Lab Time
Sat	May 30	<u>FINAL PROJECT DEADLINE:</u> Projects Due!

Week Ten

S	May 31	<u>PRE-CLASS READING RESPONSE</u> due by 5pm
M	Jun 1	From Hip-Hop to Hashtags: Black Opposition to Police Brutality in the Hip Hop Generation

INSTRUCTOR: [Derrick White](#) and [Soyica Colbert](#)

WEEKLY LEARNING GOALS

- To understand how hip hop culture anticipated and responded to the Rodney King incident, verdict, and subsequent riot
- To compare the hip hop response to the Rodney King to the use of social media in wake of #BlackLivesMatter
- To critique the effectiveness of hip-hop and social media in political organizing.

READINGS

- Jeff Chang, *Can't Stop, Won't Stop: A History of the Hip Hop Generation* (New York: Picador, 2005), ch. 1 & 16.
- [Sylvia Wynter, "N.H.I.: No Humans Involved," Forum N.H.I.: Knowledge for the 21st Century 1, no. 1 \(Fall 1994\) \[PDF on Canvas, in "Files"\]](#)
- ["In Hashtag Protest: 'Black Twitter' Shows Its Strength," NPR, August 13, 2014. \(Links to an external site.\)](#)
- [Mychal Denzel Smith, "How Trayvon Martin's Death Launched a New Generation of Black Activism," The Nation, September 15, 2015. \(Links to an external site.\)](#)

T Jun 2 FINAL SCREENING NIGHT AND RECEPTION, 7-10pm, Location TBD

T Jun 9 FINAL PROJECT REFLECTION PAPERS DUE