

Pat Washington, Ph.D., Instructor
UCSD Ethnic Studies Department
Room: U413

Winter Quarter 2007
MWF 11:00 am – 11:50 am

Office: Social Science Bldg. Room 247

Office Hrs: Wed. 12:30-2:30pm, Fri. 9:30am-10:30am or by appointment

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ETHN 167 x HIUS 138 African-American History in War and Peace: 1917 to the Present

COURSE DESCRIPTION: This course is designed to provide students with an understanding of how social, political, economic and ideological pressures generated during national and international conflicts of the twentieth century have had an enormous impact on the lives of Black Americans in the United States. This course examines how the pressures of wartime ideologies, events, forces, and people have shaped the African American experience from 1917 to the present, during times of war and peace on the international front, as well as during times of internal conflict at home.

REQUIRED TEXTS:

The African-American Odyssey, Volume II (Chapters 12-24), 3rd Edition (2005) by Darlene Clark Hine, William C. Hine, Stanley Harrold.

The Boundaries of Blackness: AIDS and the Breakdown of Black Politics (1999) by Cathy Cohen

The Paradox of Loyalty: An African American Response to the War on Terrorism (2004), edited by Julianne Malveaux and Regina Green.

Other Readings as Assigned

COURSE REQUIREMENTS:

Regular preparation for and participation in class discussions is essential. You are expected to come to class having completed all assigned readings, and you are expected to come to class prepared to make substantive contributions to class discussions. Lectures are designed to supplement assigned readings, rather than summarize or replicate them. You are responsible for assigned readings, even if they are not discussed in class. If you have questions regarding readings, please raise them during class or during office hours.

Note: Group projects to develop educational brochures on pre-determined topics concerning the health, education, employment and/or general welfare of Black Californians will be a core undertaking for this course. Students will be assigned to brochure project groups by lottery and will meet with the instructor (in designated groups) within the first three weeks of the quarter to discuss the project selected by the group, as well as the group's plan of action to bring the project to fruition.

Majoring or Minor in Ethnic Studies at UCSD

You may be closer to a major, minor or a double major in Ethnic Studies than you realize. An Ethnic Studies major or minor is excellent preparation for a career in education, public policy, law, government and politics, journalism, public health, international relations, and many other careers. Please contact the Ethnic Studies Department Undergraduate Advisor for more information.

GRADING POLICY

Incomplete grades and opportunities to make up assignments will be given only in exceptional cases. Late submission of assigned written work requires officially documented reasons (e.g., authorized medical excuse for day missed work is due). Late completion of required work will likely result in grade reduction.

GRADES: Total 100 points

Midterm Exam (Take Home Essay)	30 points
Mid-Term Individual Paper Regarding the Brochure Project (Max: 6 pp)	5 points
Final Individual Paper Regarding the Brochure Project (Max: 6 pp)	5 points
Brochures Project (Group)	30 points
Final Exam (short answer, take home essay)	30 points

COURSE OUTLINE

Instructor reserves the right to make changes in course schedule as warranted

WEEK I COURSE INTRODUCTION AND BACKGROUND

- Jan. 8:** Review of Syllabus, Course Overview & Topics for Brochures Project
Assigned Reading: Handout of James Bell's "Correcting the System of Unequal Justice"
- Jan. 10:** Grounding Lectures in Brochures Project
- Jan. 12:** Grounding Lectures in Brochures Project (Continued)

WEEK II STATUS OF BLACK AMERICANS IN THE YEARS SURROUNDING WWI (1900-1930's)

- Jan. 15:** No Class: Martin Luther King, Jr., Holiday
- Jan. 17:** Post-Reconstruction Movements for Equality & the Resurgence of White Racism in WWI
Assigned Reading: *The African-American Odyssey*, pp. 394-425; 432-454
- Jan. 19:** Survival Techniques and Resistance Strategies for Blacks in the Post-WWI Economy & Great Depression
Assigned Reading: *The African-American Odyssey*, pp. 460-483

WEEK III WW II AND THE BEGINNINGS OF THE MODERN CIVIL RIGHTS MOVEMENT

- Jan. 22:** Fighting for Freedom at Home and Abroad
Assigned Reading: *The African-American Odyssey*, pp. 516-538
- Jan. 24:** Freedom Movements and the Movement toward Freedom
Assigned Reading: *The African-American Odyssey*, pp.546-575
- Jan. 26:** Video Clip: *Soldiers Without Swords*
****Brochures Project Update (Team Meeting with Instructor) Must be Completed by this Time****

WEEK IV THE VIETNAM WAR VS. THE WAR ON POVERTY – THE IMPACT ON BLACK AMERICANS

- Jan. 29:** Malcolm X and Martin Luther King on Vietnam and Black Struggles
Assigned Reading: *The African American Odyssey*, pp. 580-613
- Jan. 31:** Black Power Movements vis-à-vis Freedom Movements
- Feb. 2:** Video Clip: *Eyes on the Prize*

- WEEK V** CULTURE WARS, THE RISING ‘RIGHT,’ AND THE DEATH OF THE ‘GREAT SOCIETY’
- Feb. 5:** Backlash against Black Progress: Black Assistance and Black Resistance
Assigned Reading: The African American Odyssey, pp. 614-637
- Feb. 7:** Gender/Sexuality/Class ‘Culture Wars’ within Black America
- Feb. 9:** Video Clip: *A Place of Rage*
Assigned Reading: The Boundaries of Blackness: AIDS and the Breakdown of Black Politics, pp. 33-77

***Brochures Project Update-MIDTERM Individual Paper Must be Completed by this Time**

- WEEK VI** BLACK AMERICA’S INTERNAL WARFARE: SECONDARY MARGINALIZATION AND THE AIDS EPIDEMIC IN BLACK COMMUNITIES
- Feb. 12:** Historical Context for Black America’s Initial Mishandling of the AIDS Crisis
Assigned Reading: The Boundaries of Blackness: AIDS and the Breakdown of Black Politics, pp. 78-118
- Feb. 14:** Video Clip: *All God’s Children*
Assigned Reading: The Boundaries of Blackness: AIDS and the Breakdown of Black Politics, pp. 119-148
- Feb. 16:** Take Home Midterm Exam Essay Due (Maximum five pages including bibliography, single-spaced, 12-inch font with one inch margins on all sides, to be submitted no later than 3pm to Instructor’s Mailbox in Ethnic Studies)

- WEEK VII** BLACK AMERICA’S INTERNAL WARFARE (Continued)
- Feb. 19:** No Class: President’s Day
- Feb. 21:** The Political Consequences of De-Racing Same-Sex Sexuality - Part I (“Innocent Victims” vs. “Deserving Victims”)
Assigned Reading: The Boundaries of Blackness: AIDS and the Breakdown of Black Politics, pp. 149-185; 220-249
- Feb. 23:** The Political Consequences of De-Racing Same-Sexuality- Part II (“color-blindness” and restricted access to funding and pharmaceuticals)
Assigned Reading: The Boundaries of Blackness: Aids and the Breakdown of Black Politics, pp. 293-338

- WEEK VIII** BLACK RESPONSES TO THE WAR ON TERRORISM
- Feb. 26:** Old and New Forms of Racial Profiling
Assigned Reading: The Paradox of Loyalty, chapters 1-3
- Feb. 28:** Competing Perspectives on War and Peace among African Americans
- Mar. 2:** Competing Perspectives on War and Peace among African Americans (continued)

- WEEK IX** BLACK RESPONSES TO THE WAR ON TERRORISM (Continued)
- Mar. 5:** Asleep at the Struggle: Black Losses, Black Gains in the time of War and Peace
Assigned Reading: The Paradox of Loyalty, Chapter 4 & 5
- Mar. 7:** The Social Justice Promise of Hip Hop Culture
- Mar. 9:** New Dimensions of Domestic Terrorism
Assigned Reading: The Paradox of Loyalty, Chapter 6 & 7

- WEEK X** PAST AS PROLOGUE OR REASON TO HOPE?
- Mar. 12:** Persistent Racism/Recurrent Social Ills
Assigned Reading: The African American Odyssey, pp. 642-665
- Mar. 14:** Envisioning the Future
- Mar. 16:** Wrap-up and review

*** *Brochures Project Final Individual Paper Due* ***
*** *Final Camera-Ready Brochure Proof Due* ***

Final Exam: Monday, March 19, 2007, 11:30-2:30pm

Citation format to be used for course essays:

For lecture material:

(Washington Lecture)

For documentaries/films:

(Film/documentary title)

For articles in journals:

Washington, Pat. “‘First, You Got to Use What’s Lying around the House’: Some Personal Reflections on Affirmative Action and White Feminism,” *NWSA Journal*, Volume 10, Number 3, (Fall 1998), 168-182.

For articles in books:

Crenshaw, K.W. (1997). Beyond racism and misogyny: Black feminism and 2 Live Crew. In C. Cohen, K. Jones, & J. Tronto (Eds.), *Women transforming politics* (pp. 549-568). New York: New York University Press.

For books:

Collins, P. (1990). *Black feminist thought*. Boston: Unwin Hyman.

African American Brochures Project:

Educational Resources Regarding the State of Black California

Project Purpose: Black Studies is a diverse body of interdisciplinary scholarly, creative and activist endeavors produced by and for people of African descent. Historian and Political Scientist Manning Marable ascribes three primary qualities to the field of Black Studies, calling it “descriptive,” “corrective,” and “prescriptive.” According to Marable, Black Studies is “descriptive” in that it details the lived experiences of people of African descent, particularly in ways that foreground Black people as the principal agents in advancing Black interests and concerns. It is “corrective” in that it challenges mainstream racist stereotypes about Blacks. Finally, it is “prescriptive” in that scholars and activists within the Black intellectual tradition study the experiences of Black people, not simply to acquire knowledge for its own sake, but to improve the quality of Black lives.

The African American Brochures Project is designed to mirror the three-pronged tradition described by Marable, in that students will research and analyze scholarly, creative and activist productions by and about Black Americans in order to generate new knowledge that can be both “corrective” and “prescriptive”—i.e., used to challenge stereotypes and promote positive social change in the lives of Black Californians.

Students will work in teams to identify, research and document a significant contemporary social problem that has received scholarly and activist attention and that poses a major risk to the well being of Black Californians, particularly Blacks in San Diego County. The problem can be related to any aspect of the health, education, employment and/or general welfare of Black Californians. However, there must be sufficient scholarly and activist research on the topic to enable students to develop meaningful lists of readings, as well as lists of California-based organizations providing services and information on the issue.

Teams will generate a brochure that, once reproduced, can be circulated to individuals and organizations throughout California to increase education and activism to address the problem identified. Brochures should provide brief analyses or summaries of issues, as well as practice-based responses and strategies formal and informal groups use to address the problem. Brochures should also include some or all of the following: background information from scholars and activists; appropriate artwork and/or photographs; comments from the impacted populations, as well as spokespersons (educational, community or political leaders) working to address the issues; California-based resources for assistance and advocacy groups; information on recent or pending legislation, etc. Ultimately, each brochure should be an informed “call to action” that captures the three components of the Black Studies tradition by being (1) “descriptive,” (2) “corrective,” and (3) “prescriptive.”

Possible topics include, but are not limited to, health issues in Black families and communities (HIV-AIDS, cancer, suicide, diabetes), veterans issues, employment issues (impact of 209 on Black contracting, under-representation of Blacks in technology, etc.), education issues (impact of Prop 209 on Black college enrollment, crisis in access to higher education, universal preschool, black student enrollment in college readiness programs, coalitions for educational equity, etc.), political issues (the continued incarceration of Black political prisoners from the 1960s, etc. the rise in incarceration of nonviolent Black women, outsourcing prisoners to private companies, Black elected or appointed leaders in CA, campaigning for office, getting out the Black vote, etc.) and social issues (hate violence against Blacks, Black teen pregnancy, Black community support for Marriage Equality, homelessness, gang violence, incarceration rates of Black women and men, etc.). Students must conduct sufficient research on the topic to provide accurate and meaningful information to the general reader and must document all sources of

information. Based on research findings, students should attempt to generate their own recommendations for solving the problem being researched and offer those recommendations for future study.

Grading: The African American Brochures Project will be graded on the basis of three products: (1) a mid-term individual paper regarding the brochure project (maximum of 5 points); (2) a final individual paper regarding the brochure project (maximum of 5 points); (3) the camera-ready final proof of the brochure (maximum of 30 points).

(1) ***Mid-Term Individual Paper Regarding the Brochure Project*** (max. 6 pages)

Mid-term individual papers should include a candid analysis of the strengths and challenges of working on this project, critique group process for strengths and areas in need of further development and provide documentation of the individual student's contributions to the research and analysis needed to produce a viable brochure on the selected topic. For example, this project requires substantial work outside of class and individual accountability to the group for work product. Did the group establish manageable meeting times and strategies for bringing the various components of the project together in a timely fashion. How were project assignments determined? What resources did the group have readily available? What resources are still needed? Did the group determine what skills each group member could contribute to the project? Did group members establish a workable communications system? If not, what needs to happen to insure a successful product at the end of the quarter?

(2) ***Final Individual Paper Regarding the Brochure Project*** (max. 6 pages)

The final individual brochure paper should expand upon the elements covered in the mid-term individual paper, with particular attention to how the group process evolved to address shortcomings, strengthen productivity and accountability and refine resources used for the project, detailing how these elements came together for the final product.

(3) ***Camera-Ready Final Proof of the Brochure.***

All group participants will receive the same grade for the final brochure proof submitted at the end of the quarter. The final brochure proof will be evaluated on the basis of the quality of the information, scholarly and activist resources provided, and format style and utility.