

Ethnic Studies 306: African American Experience II

Fall 2016

T/TH 12noon-115pm

George (GRG) Hall 214

Instructor: Teresa Hodges, M.A.

Office hours TBA Location TBA

tahodges@hawaii.edu

Course Description:

W.E.B. Du Bois famously wrote that "...the problem of the twentieth century is the problem of the color line." For Black Americans, the legacy of slavery continues to manifest in ways that are related to the enslavement and displacement of them as African peoples. In this course, we will take an exciting journey in understanding the struggles and triumphs of the Black Experience. Through history, film, music, sociology, cultural expression, education, and more, the course will make connections between the past and the present and explore African American lives over time. We will engage in discussions, creative activities, draw from personal experiences, do assignments that (re)center Black struggles and expression, and write papers that engage course materials and the outside world in an attempt to provide relevant and engaging content. We will focus largely on the continent but we will also make connections to the Pacific and other parts of the world and encourage students to draw from their experiences here in Hawai'i and elsewhere. What have been the experiences of African Americans in Hawai'i? As a course, we will especially focus on these key questions: What shapes African American experiences post-Reconstruction, and how have they negotiated these influences? How do institutions impact the interpersonal and internal navigations of Blackness?

In this course we will...

- Foster a supportive community that allows for the critical engagement of Blackness
- Examine the relationship between identity, power, institutions, individuals, and society
- Increase comfort in discussing African American experiences
- Counter antiblackness
- Promote reflection of one's self in relation to African American experiences
- Advocate for social justice
- ...and more!

Course Objectives:

1. Students will develop critical thinking, writing, analytical, and public speaking skills.
2. Students will develop an understanding of identity, history, expression, actualization, and activism of African Americans.
3. Students will examine and link the relationship between African American experiences and the Pacific.
4. Students will understand why race is still relevant.
5. Students will seek the connections between race and gender, class, sexuality, religion, age, labor, and more.

Required Readings

The course reader is available at:

Professional Image (near Kokua Market and across 7-11)

2633 S. King Street

Honolulu, HI, 96826

808-973-6599

Additional readings will be handed out in class or available on Laulima.

**This syllabus is subject to change

Course Requirements Breakdown		
%	Requirements	DUE DATES
20%	Attendance and Participation	Attendance and participation everyday
30%	Unit Projects	Unit Project 1: Thurs. Sept. 22nd Unit Project 2: Thurs. Oct. 6th Unit Project 3: Thurs. Oct. 20th
25%	Midterm	Midterm draft: Final Midterm: Thurs. Nov. 17th
25%	Final	Group presentations: TBD Group papers: Mon. Dec. 12th Individual write-ups: Thurs. Dec. 15th

ATTENDANCE and PARTICIPATION: 20%

5% Attendance: Attendance is mandatory. You are not supposed to be anywhere else during the scheduled class period. I may take attendance during class or may collect attendance from written responses done during the class. You are allowed two unpenalized absence during the semester (amounts to a week's worth of classes). But in all cases of absence, you need to inform me via e-mail. I reserve the right to fail a student whose attendance is irregular. Please understand that if you are absent then you obviously cannot participate in class. Your absences will be reflected in the grade you receive for participation.

15% Participation: Students are expected to participate in class discussions, activities, written and other responses. This includes doing the assigned reading and drawing from the reading within the class period. If you have problems speaking in a classroom setting, please talk to me about it. **NOTE: Syllabus will be altered to contain class agreements to better reflect expectations of participation.

UNIT PROJECTS: 30% (10% each)

Unit Project 1: The Struggle is Real

Individually, students will fill out a worksheet where they identify and explain oppression contained in the unit. They will name them at three different levels: Institutional, Interpersonal, and Internal. They will also identify and explain liberation contained in the unit on each of the three levels. Finally, they will identify oppression and/or liberation on all three levels that has affected them, their community, or others that they know.

Unit Project 2: “Theory is Everywhere”

As bell hooks says, “theory is everywhere.” Although we will be studying theories throughout the semester, we will focus more on theories that engage with appearance.

Students will be placed into groups and as a group will be asked to create a meme from that reflects/counters/problematises/exposes a theory discussed from Unit 2. The group will then have to work together to answer questions regarding the theory and meme. Then each individual group member will create a to-be-determined amount of memes on their own and answer questions about each meme and theory. Each group will present the group meme and analysis, and some individual memes and analysis.

Unit Project 3: Make a Statement

Create two t-shirt designs (text or images or both are fine). One shirt will be a shirt you would wear on campus or around Honolulu. The other shirt would be the shirt you would wear if you wanted to make a bold statement and didn't have to worry about the consequences. Students would then answer questions about the unit and about their shirt designs, using examples as support and analyzing the significance of these statements.

MIDTERM: 25%

Students will write a midterm cumulative essay directed by a prompt. It will be structured in a PTEA format: P- Problem/Premise/Purpose, T-Theory/Theories, E-Evidence, A-Analysis which we will go over. Undergraduate students will be expected to write at least one paragraph for each element of PTEA while graduate students will write each paragraph containing all elements of PTEA in a longer essay. Each of the unit projects center around one or two elements of PTEA to help scaffold the practice of PTEAing. Students will be expected to draw from the course readings, lectures and discussions, and outside sources (books or academic articles and possibly other articles). We will take one class day to go over the PTEA format, begin writing arguments and outlining the PTEA paper, and students will submit a draft of their midterm. While we begin the midterm preparation process and discuss in class, students **MUST** otherwise write the midterm individually, and must appropriately cite the work of others when they draw from ideas and words that are not their original work.

FINAL: 25%

The final project will consist of the following components:

1. Group project, presentation, write-up (15%)
2. Individual write-up (10%)

For the final project (#1), groups will be asked to address a topic/issue in Black Studies. Each must creatively engage a 15 minute performance or presentation in front of friends/peers/professors/community members/etc and at the end of it all take questions from the audience and facilitate dialogue. The exact requirements will be given later including:

1. It must include aspects from at least two different time periods (i.e. segregation and the year 2015).
2. It must include elements from at least two different syllabus units including Unit 4.
3. Each group **MUST** include each element of PTEA (see Midterm for PTEA meaning) in some creative way.
4. It must include an aspect that addresses Institutional, Interpersonal, and Internalized oppression and or/liberation.
5. It must contain an element that connects to Hawai'i.
6. It must utilize a to-be-determined amount of readings, lectures and discussions, and other materials.

The group write-up will be a PTEA group paper that engages the performance as well as an analysis of it that includes how the presentation/performance addressed each of the above requirements. More details on the requirements to come.

The individual write-up (#3) will writing three different things:

1. Letter to instructor
2. Letter to future student
3. Reflection on the group final project as well as their process and participation within it

More details on these requirements to come.

UH KOKUA Program (Disability Student Services)

Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services.

UHM and “Academic Integrity”

Please find the UHM Student Conduct Code and Academic Integrity under the Office of Student Affairs website <http://studentaffairs.manoa.hawaii.edu/> and UHM catalog <http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm>. This includes policies on cheating and plagiarism such as neglecting to attribute a citation to ideas, quotes, and phrases from others. The instructor will take appropriate action for any instances of cheating or plagiarism.

UHM TITLE IX SYLLABUS INFORMATION

Note: Act 208, effective July 1, 2016, mandates that faculty members are “responsible employees” for the purposes of Title IX. This template is revised to comply with Act 208.

The University of Hawai‘i is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. If you or someone you know experiences any of these, UHM has staff and resources on campus to support and assist you. Staff also can direct you to resources in the community. Here are some of your options:

If you wish to remain **ANONYMOUS**, speak with someone **CONFIDENTIALLY**, or would like to receive information and support in a **CONFIDENTIAL** setting, contact:

Lesbian, Gay, Bisexual, Transgender (LGBT) Student Services

Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) Student Services strives to maintain a safe and inclusive campus environment that is free from harassment and discrimination. The office provides direct services to students of the University of Hawai‘i at Mānoa to confidentially discuss or seek advocacy and support for mistreatment due to their actual or perceived sex, gender identity, gender expression, or sexual orientation.

Cameron Miyamoto

Queen Lili‘uokalani Center for Student Services 211
2600 Campus Road
Honolulu, HI 96822
(808) 956-9250
email: lgbtq@hawaii.edu
<http://manoa.hawaii.edu/lgbt/>

Office of Gender Equity

The Office of Gender Equity offers direct services to victims and survivors of sexual harassment and sexual assaults. Brief descriptions of services offered are available here.

(cont’d below)

Jenna Friedman

Queen Lili‘uokalani Center for Student Services 210
2600 Campus Road
Honolulu, HI 96822
(808) 956-9499
email: geneq@hawaii.edu
www.manoa.hawaii.edu/genderequity

Prevention, Awareness, and Understanding (PAU) Violence Program

Prevention, Awareness, and Understanding (PAU) Violence Program exists to inspire, educate, and empower students and campus communities to build safe living-learning environments, end interpersonal violence, and encourage holistic well-being in ways that are supportive, collaborative, student-centered, and strengths-based. PAU Violence Program staff provides direct services to all University of Hawai‘i at Mānoa students including crisis response, safety planning, academic support, and referrals to campus and community resources.

Jennifer Barnett

Leslie Cabingabang

Queen Lili‘uokalani Center for Student Services 211
2600 Campus Road
Honolulu, HI 96822
(808) 956-8059
uhmpau@hawaii.edu

Student Parents At Mānoa (SPAM)

Student Parents At Mānoa (SPAM) seeks to increase the visibility of and resources for student parents at UH Mānoa as they pursue education while parenting. SPAM staff provide advocacy, support, and referrals for pregnant and parenting students to help them succeed in their educational goals.

Teresa Bill

2600 Campus Road
Queen Lili‘uokalani Center for Student Services 211
Honolulu, HI 96822
(808) 956-8059
gotkids@hawaii.edu
<http://manoa.hawaii.edu/studentparents/>

Counseling and Student Development Center (CSDC)

The Counseling and Student Development Center (CSDC) offers support to UHM students, staff, and faculty to assist with personal, academic, and career concerns. All services are confidential and most are free of charge for Mānoa students. They also offer free consultation to faculty and staff on personal and student-related issues as well. CSDC office hours are from 8:00 a.m. to 4:30 p.m., Monday through Friday. They also offer immediate walk in appointments for urgent or emergency/crisis services during their regular daily hours.

Queen Lili‘uokalani Center for Student Services 312
2600 Campus Road
(cont’d below)
Honolulu, HI 96822

(808) 956-7927
uhmcsdc@hawaii.edu
www.manoa.hawaii.edu/counseling

University Health Services Mānoa (UHSM)

[The University Health Services Mānoa](#) (UHSM) is staffed by physicians, nurse clinicians, nurses, and other support staff, and offers a wide range of medical services and programs to UH Mānoa students, with many of the services also available to UH Mānoa faculty and staff and students from other UH campuses. Services include general medical care on a walk-in basis; women's health, sports medicine, psychiatry, and dermatology clinics by appointment; pharmacy and clinical laboratory; and student training, employment and volunteer opportunities.

1710 East West Road
Honolulu, Hawaii 96822
Honolulu, HI 96822
(808) 956- 8965
www.hawaii.edu/shs/

[or]

If you wish to remain **ANONYMOUS**, speak with someone **CONFIDENTIALLY**, or would like to receive information and support in a **CONFIDENTIAL** setting, contact the confidential resources available here:

<http://www.manoa.hawaii.edu/titleix/resources.html#confidential>

If you wish to **REPORT** an incident of sex discrimination or gender-based violence including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence or stalking as well as receive information and support, contact:

Dee Uwono
Director and Title IX Coordinator
Hawai'i Hall 124
2500 Campus Road
Honolulu, HI 96822
(808) 956-2299
t9uhm@hawaii.edu

As a member of the University faculty, I am **required to immediately report** any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need. For more information regarding sex discrimination and gender-based violence, the University's Title IX resources and the University's Policy, Interim EP 1.204, go to: <http://www.manoa.hawaii.edu/titleix/>

Course Schedule

INTRODUCTION		
Week	Topic	DUE TODAY
Week 1		
Tues, Aug 23	Introduction	READINGS: No readings due
Thurs, Aug 25	Cultivating Community	READINGS: Radical Pedagogy (handed out in class, also available on Laulima)
Week 2		
Tues, Aug 30	Black Studies	READINGS: Demand, Controversy, and Institutionalization” (pgs. 27-34) in <i>Introduction to African American Studies</i> by Talmadge Anderson and James Stewart
Thurs, Sept 1	Brief History	READINGS: 1. Timeline (from Michigan State University) 2. “Preface to Volume Two” by Robin D.G. Kelley and Earl Lewis (pgs. vii-xiii) in <i>To Make Our World Anew: Volume II: A History of African Americans Since 1880</i>
UNIT 1: Materialization of Legacy		
Week 3		
Tues, Sept. 6	Place/Home	READINGS: Chapter 2: “Law and Order: Civil Rights Laws and White Privilege” in <i>The Possessive Investment in Whiteness: How White People Profit from Identity Politics</i> by George Lipsitz (pgs. 24-33) HI connection: Native Hawaiian land rights
Thurs, Sept. 8	Economics: Labor, wealth, housing	READINGS: “New African American Inequality” article (81-92) HI Connection: Socioeconomics, labor, and home in Hawai‘i (READ: Great Migration)
Week 4		
Tues, Sept. 13	Black Experiences/ Hawai‘i	READINGS: Pacific Revisions of Blackness: Blacks Address Race and Belonging in Hawai‘i” by Nitasha Sharma (pp. 43-60) “10 Reasons Black Lives Matters in the Hawaiian Kingdom” (Laulima)
Thurs, Sept. 15	Mass Incarceration	READINGS DUE: “Mapping the parallels” section in Chapter 5: “The New Jim Crow” in <i>The New Jim Crow, Mass Incarceration in the Age of Colorblindness</i> (pgs. 190-200) HI connection: mass incarceration in Hawai‘i
Week 5		
Tues, Sept 20	Education	READINGS DUE: “Of Booker T. Washington and Others” in <i>The Souls of Black Folks</i> by W.E B. Du Bois (pgs. 25-35) **Added reading: ARTICLE NAME HERE

		HI connection: Black History Month at UH
UNIT 2: Skin (Goes) Deep: Negotiating Appearance		
Thurs, Sept. 22	Hair/Skin/ Beauty	READINGS: “Black Hair/Style Politics” by Kobena Mercer (pp. 33-41) ASSIGNMENTS: Unit Project 1 Due
Week 6		
Tues, Sept. 27	Appropriation	READINGS: “Black Hair/Style Politics” by Kobena Mercer (pp. 42-53)
Thurs, Sept. 29	Stereotypes and Embodiment	READINGS: Excerpt from <i>Between the World and Me</i> (pg. 14-30) by Ta-nehisi Coates
Week 7		
Tues, Oct. 4	Mixed race and postracialism	READINGS: Chapter 1: “Who is Black? Flux and Change in American Racial Identity” in <i>Beyond Black: Biracial Identity in America</i> by Kerry Ann Rockquemore and David L. Brunsma (pgs. 1-15)
Thurs, Oct. 6	Unit 2 Presentations	NO READINGS UNIT 2: Unit 2 Projects due and students will briefly present them
UNIT 3: “Stand Up For Your Rights”		
Week 8		
Tues, Oct. 11	Civil Rights and Black Power	READINGS: Political Activism and Protest from the 1960s to the Age of Obama” in <i>Freedom is a Constant Struggle</i> by Angela Y. Davis (pgs. 111-127)
Thurs, Oct. 13	Womanism and Intersectionality	READINGS: 1. “Age, Race, Class, and Sex: Women Redifining Difference” in <i>Sister Outsider</i> by Audre Lorde (pgs.114-123) 2. “Where is the Love?” Poem By June Jordan in <i>Making Face, Making Soul: Haciendo Caras: Creative and Critical Perspectives by Women of Color</i> Edited by Gloria Anzaldua (pgs. 174-176) 3. “I was born a boy” Janet Mock article in <i>Marie Claire</i> (1-5)
Week 9		
Tues, Oct 18	Black Lives Matter	READINGS: “A New Civil Rights Movement?” And “Black Women Matter”(161-168); “Black Lives Matter” (pgs. 173-177) all in <i>From #Blacklivesmatter to Black Liberation</i> by Keeanga-Yamahtta Taylor
Thurs, Oct 20	PTEA Writing Day	NO READINGS
UNIT 4: “We Are...”: Art and Expressions of Blackness		
Week 10		
Tues, Oct 25	Black community	READINGS: “The Contours of Community: The Formation and Maintenance of a Black Student Community on a Predominantly White Campus.” By Kevin Michael Foster. (pp. 265-281)
Thurs, Oct. 27	Black sports	READINGS: “Are Sports Overemphasized in the Socialization Process of African American Males? A Qualitative Analysis of Former Collegiate Athletes’

		Perception of Sport Socialization” by Krystal Beamon (pp. 281-297)
Week 11		
Tues, Nov. 1	Black politics	READINGS: Pick an article (Choices announced in class) HI Connection: Voting in Hawai‘i READ:: suffrage chapters in Osorio
Thurs, Nov. 3	NO CLASS	Work Day
Week 12		
Tues. Nov. 8	NO CLASS	Election Day
Thurs, Nov. 10	Black Literature	READINGS: “Black Arts to Def Jam: Performing Black ‘spirit work’ across generations.” By Lisa Gail Collins and Margo Natalie Crawford (pp.349-356).
Week 13		
Tues, Nov. 15	Black Music, Visual, & Performing Arts	READINGS DUE: “Black Arts to Def Jam: Performing Black ‘spirit work’ across generations.” By Lisa Gail Collins and Margo Natalie Crawford (pp.356-360).
Thurs, Nov. 17	Black Music, Visual & Performing Arts	NO READINGS MIDTERM DUE
Week 14		
Tues, Nov. 22	Black Film & TV	READINGS DUE: 1. “Shoving Aside the Politics of Respectability: Black Women, Reality TV, and the Ratchet Performance” by Theri A. Pickens (pgs. 43-55) 2. “Keeping the Black in Media Production: One L.A. Rebellion Filmmaker’s Notes” by Zeinabu Irene Davis (pgs. 157-161).
Thurs, Nov. 24	NO CLASS	Thanksgiving Holiday
Wrap-up		
Week 15		
Tues. Nov. 29	Antiblackness, Blackness, and Me	READINGS: 1. And Why Not Take Black Studies by Conor Friedersdorf (pp. 1-23) And Choose 2 from below: 1. Why Ferguson Matters to Asian Americans by Soya Jung (pp. 1-5) 2. Ending Anti-Blackness needs to be a Top Priority for Asian Americans (pp. 1-6) 3. How Black Writers Helped Me Unlearn My Internalized Anti-Blackness” by Shanice Brim (pp. 1-9)
Thurs, Dec. 1	Coalitions, etc.	READINGS: “Future World” in Afrofuturism by Ytasha L. Womack (pp. 189-193)
Week 16		
Tues, Dec. 6	Work Session	NO READINGS
Thurs,	Presentations	Class will take place during an agreed upon date/time this week for

Dec. 8		presentations
Week 17		
Thurs Dec 15.	Finals	Wrap-up Final group paper due Monday December 12 th via email by 11:59pm Individual Finals due Thursday December 15 th via email by 5pm