I am also available for office hours on other days at other times by appointment.

Purpose and Format of Course
The purpose of this course is to analyze the political, social and economic discourse of African-Americans. During the course of the semester, we will discuss different theoretical perspectives on topics such as race and racism, feminism/womanism, economics, multiculturalism and identity.

There are no “right” or “wrong” answers in this class, but your arguments must come from the literature discussed in class or properly vetted materials from outside of class. The statement, “Well, I know someone . . . “ is not a valid argument for critical discussion! A short guide on how to “read” for this class is included in Appendix A.

Objectives
After taking this class, you will be able to articulate several ideological themes that are explored within the subfield of black political thought. They will also understand the intersectionality of these concepts, broadening their understanding of the machinations of the socio-political environment in which we live. Students should also be able to name seminal texts in the canon and explain their significance. Finally, students will be able to articulate their personal beliefs on the themes explored during the course.

Texts
The required textbooks are much cheaper at Amazon.com and Abebooks and other internet sites. Many readings will be made available on Sakai under Resources. I will email you when they are posted.

Required Books
• Patricia Hill Collins, Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment (Routledge: 2008)
• Manning Marable, How capitalism underdeveloped Black America: problems in race, political economy, and society (South End Press 1999)
• Carter G. Woodson, The Mis-Education of the Negro. (CreateSpace, 2009)
• Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment
• Bettye Colier-Thomas, Sisters in the Struggle: African American Women in the Civil Rights-Black Power Movement (NYU Press 2001) (E-Book on the University Libraries Website)
• Katya Gibel Azoulay, Black, Jewish, and Interracial: It’s Not the Color of Your Skin, but the Race of Your Kin, and Other Myths of Identity (Duke University Press Books 1997)

**Reserve Materials:**
The remainder of the books and articles that we will read are at Library West and will be put on reserve for you. These readings are on reserve on the [www.ufib.ufl.edu](http://www.ufib.ufl.edu) web site. To read or print these articles, click on the course reserves link, type in my last name, and click on the book’s title. All reserve readings will be marked by an asterisk.

**Reserve Readings**
- Frantz Fanon, *Black Skin, White Masks* (1952)
- Amiri Baraka and Larry Neal, eds., *Black Fire: An Anthology of Afro-American Writing*
- Tupac Shakur, *The Rose that Grew from Concrete*

**Class Participation**
This is a political theory course. As political theorists, we are expected to digest, synthesize and discuss the information we are given. Therefore **PARTICIPATION IS MANDATORY!** It is important to remember that there are no right or wrong answers, just different opinions. This is an upper division course so you will be expected to articulate and conduct yourself as such. Please be respectful of others as they are required to be respectful of you.

Discussion questions for each week will be posted on the class Sakai page. **Everyone is required** to resquestions. Select responses may be used as our discussion for class.

**Attendance**
Attendance is, required. If attendance becomes a problem, unannounced pop quizzes can be added to the requirements and count for 10% of the final participation grade.

**Synthesis Papers**
You will be asked to write two papers synthesizing the topics we have covered in class at two separate intervals. The second synthesis paper will count as your mid-term paper. I will provide you with your prompt **one week** prior to the due date of the paper.
The papers must be 5-7 pages double-spaced, typed, formatted according to the Chicago Manual of Style, APA, or MLA formats. You may also write the author’s last name, publication date, and page number in parentheses after citations rather than using the endnote page.

A synthesis is not a summary of the readings. We will summarize the readings through our class discussions. Synthesizing information requires that you critically analyze the readings and find linkages among them based on the prompt given to you.

Annotated Bibliography
Once you have found the 10-15 most relevant sources that you will emphasize in your literature review, you will write (with minimal editing) a one-page annotation on each of them. You should include a factual description of the work, but you should also include analytical information about how the work relates to your research paper. A sample APA Style annotated bibliography is available in Appendix C.

Final Paper
You will write a final research paper about any topic pertaining to Black political thought and ideology. You may cover one of the themes discussed in this course or choose your own. The papers must be 20-25 pages, double-spaced, typed, formatted according to the Chicago Manual of Style, APA, or MLA formats. You may also write the author’s last name, publication date, and page number in parentheses after citations rather than using the endnote page. See Appendix B for a simple guide on how to write your literature review.

Please include subtitles (Introduction, subtitle for each separate section of the paper, and conclusion).

Don’t use abbreviations in academic papers and limit the usage of there is, there are, etc. Do not use internet sources that lack credibility. There is no requirement for the number of sources, but remember that a comprehensive college-level paper usually requires a minimum of 15 sources. The papers are due on DECEMBER 10.

Determination of your grade
Your grade will be determined on the basis of clarity, writing style, and analysis. When writing the paper, try to answer the following questions: Why is this research significant? In other words, what contribution does it make to the political science or other literature? Are the major arguments and evidence presented persuasively? And, Is the paper well written?

Your grade will be based on
Participation 15%
Synthesis Paper 1 20%
Synthesis Paper 2 20%
Annotated Bibliography 15%
Final Paper 30%

Grading Scale

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<tr>
<th>Grade</th>
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A C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or College Basic Distribution credit.
**Disabilities Statement**
Students requiring accommodations must first register with the Dean of Student’s office, Disability Resource Center. The Dean of Student’s office will provide documentation, which the student will then give to the instructor. For more information, see [HTTP://www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc)

**Academic Dishonesty**
Academic dishonesty includes plagiarism and cheating on examinations. The penalty for cheating is a grade of 0 on the exam. In addition, the dean's office may choose to administer a harsher punishment such as a temporary suspension from this class or a permanent expulsion from the university.

### Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>8/25</td>
<td>Class overview</td>
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<tr>
<td><strong>8/27</strong></td>
<td><strong>Foundations of Black Political Thought</strong></td>
</tr>
</tbody>
</table>
| 8/27 | **Derrick A. Bell, “WHO’S AFRAID OF CRITICAL RACE THEORY?”**  
WEB DuBois, *Souls of Black Folk*, All |
| **8/29** | **Barbershops, Bibles and BET**  
Chapter 3, “Black Talk, Black Thought: Evidence in National Data”  
Chapter 5, “Truth and Soul: Black Talk in the Barbershop” |
| 9/1 | Labor Day - NO CLASS |
| **9/3** | **The Racial Contract** |
| 9/3 | Overview |
| 9/3 | Details |
| **9/5** | **Black Power**  
Preface  
Chapter 1: “White Power: The Colonial Situation”  
Chapter 2: “Black Power: Its Need and Substance” |
| **9/8** | **Black Skin, White Masks**  
Chapter 4: “The So-called Dependency Complex of the Colonized”  
Chapter 5: “The Lived Experience of the Black Man”  
Chapter 7: “The Black Man and Recognition” |
| **9/12** | **Post Traumatic Slave Syndrome: America’s Legacy of Enduring Injury and Healing**  
Chapter 1: “From the Beginning”  
Chapter 2: “Double Standard” |
| **9/15** | **UnAfrican Americans: Nineteenth-century Black Nationalists and the Civilizing Mission**  
Chapter 1: “The Cultural Context of Black Nationalism” |
Chapter 2: “The Historical Context of Black Nationalism”


Chapter 4: “Alexander Crummell: Religious, Moral, and Cultural Legitimation of Imperialism”
Chapter 5: “Henry McNeal Turner: The Cultural Imperative of Imperialism”


**Benard Boxill, *Blacks and Social Justice*  
Chapter 8: “Separation or Assimilation?”

9/22 ** John T. McCartney, *Black Power Ideologies*  
Chapter 2: “The Ideology of the Colonization Movement”; “The Tactics of the Pan-Negro Nationalists”; “Pan-Negro Nationalism and Beyond”

**John T. McCartney, *Black Power Ideologies*  
Chapter 5: “Marcus Garvey and the Resurgence of Black Nationalism”

**Economics: The Force that Drives the Racial Order**

9/24 **William Julius Wilson, *The Truly Disadvantaged*  

**Joy DeGruy Leary, *Post Traumatic Slave Syndrome: America’s Legacy of Enduring Injury and Healing*  
Chapter 1: “The American Economy”

9/26 ** Benard Boxill, *Blacks and Social Justice*  
Chapter 2: “Black Progress and the Free Market”

**Patricia Hill Collins, *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*  
Chapter 3: “Work, Family and Women’s Oppression”

9/29 **Manning Marable, *How Capitalism Underdeveloped Black America: Problems in Race, Political Economy, and Society*  
Chapter 1: “The Crisis of the Black Working Class”  
Chapter 2: “The Black Poor”

10/1 ** Synthesis Paper I Due at 5 PM EST!**

**Education**

“When you control a man’s thinking, you do not have to worry about his actions. . . . He will find his proper place and will stay in it.” ~ Dr. Carter G. Woodson

10/3 Carter G. Woodson, *The Mis-Education of the Negro*, All

10/6 **Manning Marable, *How Capitalism Underdeveloped Black America: Problems in Race, Political Economy, and Society*  
Chapter 8: “The Destruction of Black Education”
**Benard Boxill, Blacks and Social Justice**  
Chapter 4: “Busing: The Backward-looking Argument”  
Chapter 5: “Busing: The Forward-looking Argument”

**Black Feminism/Womanism**

10/8 **Nikol G. Alexander-Floyd, Gender, Race, and Nationalism in Contemporary Black Politics,**  
Chapter 1: Toward a Black Feminist Frame of Reference: Gender, Nationalism, and the Ironies of Black Politics  
Conclusion: “When and Where I Enter;” Gender and Black Feminist Praxis in the Study and Interpretation of Black Politics

10/10 Patricia Hill Collins, *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*  

10/10 Patricia Hill Collins, *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*  
Part 2: Core Themes in Black Feminist Thought, Chapters 3-5

10/13 Patricia Hill Collins, *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*  
Part 2: Core Themes in Black Feminist Thought, Chapters 6-9

10/15 Patricia Hill Collins, *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*  
Part 3: Black Feminism, Knowledge, and Power

10/17 **Annotated Bibliography Due at 5 PM EST!**

10/20 **The Thistle**  
“But Some of Us Are Brave: A History of Black Feminism in the United States”  
[http://www.mit.edu/~thistle/v9/9.01/6blackf.html](http://www.mit.edu/~thistle/v9/9.01/6blackf.html)

**Bettye Collier-Thomas, Sisters in the Struggle: African American Women in the Civil Rights-Black Power Movement**  
Mary McLeod Bethune, “Closed Doors: Mary McLeod Bethune on Civil Rights”

V. P. Franklin and Bettye Collier-Thomas, “For the Race in General and Black Women in Particular: The Civil Rights Activities of African American Women’s Organizations, 1915-50”

**Non-“Black” Identity Within the Black Context**

10/22 **Katya Gibel Azoulay, Black, Jewish, and Interracial**  
Chapter 3: “Black, Jewish, and Interracial (I)”  
Chapter 4: “Black, Jewish, and Interracial (II)”

10/24 **Reuel Rogers, in Alex-Assensoh and Hanks, eds.**  
“Afro-Caribbean Immigrants, African-Americans, and the Politics of Group Identity”

**Akwasi B. Assensoh, in Alex-Assensoh and Hanks, eds.**
“Conflict or Cooperation? Africans and African-Americans in Multiracial America”

**Colorblindness/Multiculturalism/Post-Racism**

10/27  Eduardo Bonilla-Silva, *Racism Without Racists*
   Chapter 1: “The Strange Enigma of Race in Contemporary America”
   Chapter 2: “The Central Frames of Color-Blind Racism”

10/29  Eduardo Bonilla-Silva, *Racism Without Racists*
   Chapter 3: “The Style of Color-Blindness: How to Talk Nasty about Minorities without Sounding Racist”
   Conclusion: “The (Color-Blind) Emperor Has No Clothes: exposing the Whiteness of Color-blindness”

10/31  **Synthesis II Due at 5 PM EST!**

**Black Conservatism**

11/3   **Melissa Harris-Lacewell, *Barbershops, Bibles and BET***
   Chapter 4, “Policing Conservatives, Believing Feminists: Reactions to Unpopular Ideologies in Everyday Black Talk”

11/5   **Cornel West, *Race Matters***
   “Demystifying the New Black Conservatism”

11/7   **Thomas Sowell, *Black Rednecks and White Liberals***
   “Black Rednecks and White Liberals”

**Black Political Thought Expressed in the Arts**

The remainder of the class will focus on the Black Arts Movement. For your participation grade, you will select a poem from *Black Fire: An Anthology of Afro-American Writing* to recite for class. You will need to explain why you selected that piece and how it relates to the material we have discussed. Be creative!

11/10  **Kaluma ya Salaam, “Historical Overviews of The Black Arts Movement”**
   [http://www.english.illinois.edu/maps/blackarts/historical.htm](http://www.english.illinois.edu/maps/blackarts/historical.htm)
   **Amiri Baraka and Larry Neal, eds., *Black Fire: An Anthology of Afro-American Writing***
   “The Development of the Black Revolutionary Artist”

11/12  **Amiri Baraka and Larry Neal, eds., *Black Fire: An Anthology of Afro-American Writing***
   “Revolutionary Nationalism and the Afro-American”
   **Amiri Baraka and Larry Neal, eds., *Black Fire: An Anthology of Afro-American Writing***
   “Not Just Whistling Dixie”

11/14  Poetry Readings

11/17  Poetry Readings

11/19  Poetry Readings
Appendix A
How to “Read” critically for this class
(Source Unknown)

1. What are the main ideas of the piece?
   a. What is the argument of the piece? (1 sentence)
   b. What evidence/method did the piece use to support the argument? (list)
   c. Who is (are) the author(s) responding to? (2-4 sentences)

2. Are they building on an existing argument?
   a. Are they challenging an existing argument?
   b. Are they elaborating/refining an argument?
   c. Are they incorporating other disciplinary ideas (outside of more typical education frameworks)?

3. How does the piece contribute to the field’s understanding of the issues? (1-3 sentences)

4. How effective is the argument and evidence in your opinion? (3-5 sentences)
   a. What assumptions does (do) the author(s) make?
   b. What’s missing from the analysis?
   c. Do you know of existing counter evidence?
   d. Is the study generalizable?

5. Do you think there is a “real world” application for the ideas in the piece?

Connecting to the Class Session:
1. Step back and ask: What does this reading contribute to the session topic identified on the syllabus? How do the readings for the week agree/disagree?
2. What’s the root of the disagreement?

Connecting to the Course:
1. Step back again and ask: How does the reading address the big ideas of the course? How does the reading contribute to our understanding of the politics and education?
2. What’s Next?
   a. If you were to take up this topic, what else would you want to know? What questions still linger for you? (2-3 questions – aim for big idea questions, not fact specific questions)

Appendix B
Guide to Writing a Good Synthesis and Literature Review
(Adapted from Social Sciences Dissertation Proposal Handbook)

When examining the literature for the creation of your literature review, follow these simple guidelines:

• Author:
• Title:
• Reference:
• The thesis of this article is:
The most interesting ideas in this article are:

- Why do I find these ideas interesting?
- What aspects of the topic does this article overlook or distort?
- If I were to write to the author of this article discussing these ideas, I might say the following:
- A potential use of this article for my research paper is:

**Appendix C**

Sample APA Annotated bibliography

*From the Purdue OWL APA Style and Formatting Guide*


In this book of nonfiction based on the journalist's experiential research, Ehrenreich attempts to ascertain whether it is currently possible for an individual to live on a minimum-wage in America. Taking jobs as a waitress, a maid in a cleaning service, and a Walmart sales employee, the author summarizes and reflects on her work, her relationships with fellow workers, and her financial struggles in each situation.

An experienced journalist, Ehrenreich is aware of the limitations of her experiment and the ethical implications of her experiential research tactics and reflects on these issues in the text. The author is forthcoming about her methods and supplements her experiences with scholarly research on her places of employment, the economy, and the rising cost of living in America. Ehrenreich's project is timely, descriptive, and well-researched.