

Race, Violence and the State
AFA 3930/ANTH 3930
Fall 2015
Tuesday 5-6, Thursday 6 – Larsen 330
Instructor: Justin Hosbey (justin.h)
Office Hours: By Appointment, Pugh 241



Course Description: The recent shooting death of teenager Michael Brown in Ferguson, Missouri, and the strangulation of Eric Garner in Staten Island, New York, have sparked several national conversations about the relationship between the police and Black communities in the United States. However, moral and political crises surrounding the use of violent repression against Black Americans have reverberated in American society since the nation’s inception – from the beginnings of racial slavery to its current afterlife (in the form of hyper-policing, racial profiling, police brutality, mass incarceration, et al.) Using anthropological, historical, literary, psychoanalytical, and sociological texts, this course analyzes the complex relationship between racialization and state violence in the Americas. Students enrolled in the course will critically analyze and reflect on the historical and contemporary uses of “legitimized” state violence against the black body, the ways that this racial terror both corrodes and coheres American civil society, and the ways that Black American communities and activists continue to resist this violent repression.

Objectives: Students will: 1.) Define and understand the concepts of “race,” racism, and intersectionality in the United States; 2.) Link historical processes of racialization to the

development of modern policing in the Americas; 3.) Define and analyze violence; 4.) Historicize contemporary moral panics surrounding repressive violence and policing in black communities; 5.) Analyze the symbolic role of antiblackness and gendered anti-Black violence in the construction of American civil society; 6.) To analyze the role the state plays in the production of bodies and identities through legitimized violence; 7.) Understand how Black American communities and political activists have understood and resisted anti-Black violence.

Required Texts

Davis, Angela

2003 *Are Prisons Obsolete?* New York: Seven Stories Press.

Hartman, Saidiya

1997 *Scenes of Subjection: Terror, Slavery, and Self-Making in Nineteenth Century America.* Oxford: Oxford University Press.

Jackson, George L.

1972 *Blood In My Eye.* New York: Random House.

Morrison, Toni

1987 *Beloved.* New York: Penguin Books.

Shakur, Assata

2001 *Assata: An Autobiography.* Chicago: Lawrence Hill Books.

****All other texts will be uploaded to eLearning.**

Attendance: Attendance will be taken in each class each day. Students are expected to come to class having read carefully the reading assignments for that session. They should be prepared to contribute to class discussions by raising questions and comments related to the topic for that class. Students are allowed (2) unexcused absences for the semester, every successive absence will negatively impact their final grade (1/2 letter grade for each subsequent absence.) Absences for religious holidays, illness, and official university business are excused, but proper notification must be provided (in advance if possible.)

Evaluations: Final course grades will be calculated through a combination of:

- **Attendance and Class participation (10%):** Students are expected to come to class having carefully read the reading assignments for that session. They should be prepared to contribute to class discussions by raising questions and comments related to the topic for that class.
- **Discussion Posts (40%):** In order to ensure an active and engaged class, this course requires students to read the materials outlined in the syllabus. Therefore, all students are responsible for submitting a weekly response to the readings by 11:59PM **each Monday**, in the online discussion forum. Each entry should not be between 400 and 500 words, and express a meaningful, critical

summary/commentary on those readings. **Students are required to submit 10 posts over the course of the semester. Late posts will not be given credit.**

- **Key Terms List (10%):** The instructor will distribute a list of key terms for students to define at the beginning, mid-point, and end of the semester. Each definition should be approximately 1 paragraph, 2 maximum. A key objective of this course is for students to be able to critically analyze contested sociopolitical terms that often emerge in discussions that interrogate the intersections of racism and state violence. As the semester progresses, students will be able to revisit their previous definitions and update them for both clarity and depth, citing readings and media that are presented over the course of the semester. Discussion Posts are not required on the weeks that key terms are due.
- **Seminar Facilitation (20%):** Every Monday, a team of (2) students will present comments and/or questions and lead discussion of the readings in class for at least an hour. This assignment is intended to bring in whatever insights students wish to contribute, based on the readings, class discussions, online discussion forum, and their own experiences and observations. Students can include videos, news articles, and additional materials.
- **Take Home Final Exam (20%):** The final exam will be distributed at the end of the semester as a take-home exam in essay format. Students will have one week to complete the exam and are expected to use class notes, course discussions and outside sources.

Course Grading Scale (by %):		
A 93-100	A- 90-92	B+ 87-89
B 84-86	B- 80-83	C+ 77-79
C 74-76	C- 70-73	D+ 67-69
D 64-66	D- 60-63	F 59-below

Additional Course Information:

Academic Honesty: Academic dishonesty will not be tolerated. As a registered student in this course and at the University of Florida, you have agreed to the following statement:

“I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”

If you are caught plagiarizing, you will receive a zero on the assignment and will be referred to University administration for disciplinary action. If you have any doubt with citing correctly, please ask the instructor for guidance. You can also refer to the University’s Honor Code for more information regarding university policies at: <http://www.registrar.ufl.edu/catalog/policies/students.html>. **Please don’t plagiarize.**

Student Conduct: All students must comply with the Student Conduct Code, which can found at <http://www.dso.ufl.edu/studentguide/studentconductcode.php>. Behavior

that interferes with the instructor's ability to conduct the class or the ability of other students to benefit from the instructional program will not be tolerated. Please silence/vibrate cell phones and all other electronic devices class. Laptops may only be used to take notes (i.e. please wait until the end of class to check your Facebook and Twitter).

Disability Accommodations: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. The Disability Resource office is located in 001 Reid Hall. Further information can be found at www.dso.ufl.edu/drp.

University of Florida Counseling Services: Resources are available on campus for students having personal or goal oriented problems:

- University Counseling Center, 301 Peabody Hall, 392---1575
- Student Mental Health, Student Health Care Center, 391---1171 (personal counseling)
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392---1161
- Career Resource Center, Reitz Union, 392---1601

****Please note:** I may make adjustments to class readings or assignments over the course of the semester. If any modifications are made, I will let you know ahead of time.

Course Schedule

Week 1: Introduction to the Course

- 8/25** Course expectations, distribution of syllabus, class introductions
- 8/27** Bell, Derrick (1992) "Introduction: Divining Our Racial Themes" and "Chapter 8: Racism's Secret Bonding" *In* Faces at the Bottom of the Well: The Permanence of Racism.

Week 2: "We Who Are Darker Than Blue"

- 9/1** Fanon, Frantz (1967) The Fact of Blackness (Chapter 5) *In* Black Skin, White Masks
Wright, Michelle (2004) Becoming Black (Introduction pp. 1-26)
****Key Terms Due****
- 9/3** Wanderings of the Slave: Black life and Social Death (R.L.)
<http://www.metamute.org/editorial/articles/wanderings-slave-black-life-and-social-death>
Morrison, Beloved (Chapter 1)

Week 3: Racial Slavery, Terror, and Policing

- 9/8** Hartman, Scenes of Subjection (Introduction)
Morrison, Beloved (Chapters 2-4)
Ritskes, Eric (2015) "The Fleishy Excess of Black Life: Mike Brown, Eric Garner and Tamir Rice"
<https://decolonization.wordpress.com/2015/01/02/the-fleishy-excess-of-black-life-mike-brown-eric-garner-and-tamir-rice/>

- 9/10 Hartman, Scenes of Subjection (Chapter 1)
Morrison, Beloved (Chapters 5-7)

Week 4: Racial Slavery, Terror, and Policing

- 9/15 Morrison, Beloved (Chapters 8-14)
Hartman, Scenes of Subjection (Chapter 3)
- 9/17 Broeck, Sabine (2008) "Black Women's Writing Revisited –
Enslavement as Regime of Western Modernity: Re-reading Gender
Studies Epistemology Through Black Feminist Critique"
Morrison, Beloved (Chapters 15-16)

Week 5: Slave Narratives: Gender, the Black Body and Spectacle

- 9/22 Spillers, Hortense (1987) "Mama's Baby, Papa's Maybe: An
American Grammar Book"
Ricks, Omar (2012) Still Mama's Baby–The Continued Relevance of
the American Grammar Book: A Prologue, Omar Ricks (2012)
<http://www.thefeministwire.com/2012/05/still-mamas-baby-the-continued-relevance-of-the-american-grammar-book-a-prologue/>
Nyong'o, Tavia (2012) "Black Survival in the Uchromatic Dark"
<http://www.thefeministwire.com/2012/12/black-survival-in-the-uchromatic-dark/>
- 9/24 Morrison, Beloved (Chapters 17-19)

Week 6: Race, Violence, and the Structure of US Antagonisms

- 9/29 Frank B. Wilderson, III and Saidiya Hartman, "The Position of the
Unthought" (interview)
Wilderson, Red, White and Black (Introduction)
- 10/1 Film: "Set it Off" (1996), directed by F. Gary Gray
"What's Up With That? She Don't Talk?: *Set It Off's* Black Lesbian
Butch-Femme" (2007) *In The Witch's Flight: The Cinematic, the
Black Femme, and the Image of Common Sense.*

Week 7: Race, Violence and the Structure of US Antagonisms (continued)

- 10/6 Film: "Set It Off" (1996), directed by F. Gary Gray (finish)
James, Joy (2009), "Framing the Panther: Assata Shakur and Black
Female Agency"
- 10/8 Shakur, Assata: An Autobiography (Chapters 1–3)

Week 8: Resistance and State Repression

- 10/13 Shakur, Assata: An Autobiography (Chapters 4–8)
Film: "Black August" (2015), directed by dream hampton
- 10/15 Shakur, Assata: An Autobiography (Chapter 9 – 12)
****Key Terms Due****

Week 9: Resistance and State Repression (continued)

- 10/20 Shakur, Assata: An Autobiography (Chapter 13-16)
Film: "Freedom Archives: Cointelpro 101"

- 10/22** Shakur, Assata: An Autobiography (Finish)
Hamer, Fannie Lou (1964) "I Question America," address at the
1964 Democratic National Convention (video)

Week 10: Resistance and State Repression (continued)

- 10/27** Jackson, George L., Excerpts from *Soledad Brother* and *Blood in My Eye*
Foucault et al., (1971) "The Masked Assassination"
Film: "The Murder of Fred Hampton," (1971) directed by Howard Alk
- 10/29** Baldwin, James (1965) "Going to Meet the Man" *In* *Going to Meet the Man*
Film: "The Murder of Fred Hampton," (1971) directed by Howard Alk (Finish)

Week 11: Race, Gender, and the Black Arts Movement

- 11/3** Lorde, Audre (1982) "Learning from the '60s" *In* *Sister Outsider: Essays and Speeches* by Audre Lorde
Lorde, (1981) "The Uses of Anger: Women Responding to Racism" *In* *Sister Outsider: Essays and Speeches* by Audre Lorde
Lorde and Baldwin, "Revolutionary Hope: A Conversation Between James Baldwin and Audre Lorde" *In* *Essence Magazine* (1984)
<http://mocada-museum.tumblr.com/post/73421979421/revolutionary-hope-a-conversation-between-james>
- Simone, Nina (1964) Pirate Jenny (song)
- 11/5** Reed, Conor Tomas (2015), *Black Arts Boomerang*
<http://thenewinquiry.com/features/black-arts-boomerang/>
Henderson, David (1964) Keep on Pushing (poem)
Jordan, June (1978) Poem about Police Violence (poem)
Langston Hughes (1936) White Man (poem)
Mayfield, Curtis (1971) Super Fly (soundtrack/album)

Week 12: The Anti-Black Genocidal Continuum – Transnational Implications

- 11/10** Vargas, Never Meant to Survive: Genocide and Utopias in Black Diaspora Communities (Introduction and Chapter 1)
Vargas, "Black Lives Don't Matter"
<http://culanth.org/fieldsights/695-black-lives-don-t-matter>
Smith, Christen (2015) "Performance, Affect, and Anti-Black Violence: A Transnational Perspective on #BlackLivesMatter"
<http://culanth.org/fieldsights/698-performance-affect-and-anti-black-violence-a-transnational-perspective-on-blacklivesmatter>
- 11/12** Alves, Jaime Amparo (2014) "Neither Humans nor Rights: Some Notes on the Double Negation of Black Life in Brazil"
"We Charge Genocide: The Historic Petition to the United Nations for Relief From a Crime of The United States Government Against the Negro People" (1951)

Week 13: Carceral Logics and Anti-Black Repression

- 11/17** Wacquant, Loic (2002) "From Slavery to Mass Incarceration: Rethinking the 'Race Question' in the US."
Brewer, Rose M. and Nancy A. Heitzeg (2008) "The Racialization of Crime and Punishment: Criminal Justice, Color-Blind Racism, and the Political Economy of the Prison Industrial Complex"
The Economy of Incarceration: Ruth Wilson Gilmore (video)
<https://www.youtube.com/watch?v=39Axc3Flu9A>
- 11/19** Rodriguez, Dylan (2015) The present tense of (racial) slavery: the racial chattel logic of the US prison
<https://www.opendemocracy.net/beyondslavery/dylan-rodr%C3%ADguez/present-tense-of-racial-slavery-racial-chattel-logic-of-us-prison>
Davis, Are Prisons Obsolete? (Chapters 1-3)

Week 14: Carceral Logics and Anti-Black Repression

- 11/24** Davis, Are Prisons Obsolete? (Chapters 4-6)
Davis, "Racialized Punishment and Prison Abolition" *In* The Angela Y. Davis Reader, Joy James ed. (1998)
- 11/26** Holiday (no class)

Week 15: Do You Want A Revolution?

- 12/1** Sexton, Jared (2015) "Unbearable Blackness"
Wilderson, Frank B. III (2014) "We're trying to destroy the world": Anti-Blackness & Police Violence After Ferguson: An Interview with Frank B. Wilderson, III
Simone, Nina (1972) "22nd Century" (song)
Simone, Nina (1969) "Are You Ready?" (video)
- 12/3** Kaba, Mariame (2015) "Summer Heat"
<http://thenewinquiry.com/essays/summer-heat/>
Rakia, Raven (2013) "Black Riot"
<http://thenewinquiry.com/essays/black-riot/>
Osterweil, Willie (2014) "In Defense of Looting"
<http://thenewinquiry.com/essays/in-defense-of-looting/>
Black Time, Keguro Macharia (poem)
<http://naranzarian.com/post/46534506938/history-does-not-disclose-the-name-of-the-first>

Week 16: Do You Want A Revolution?

- 12/8** Jackson, George L. (1972) *Blood In My Eye* (pp. 3-87)
The Impressions (1964) "Keep On Pushing" (song)
The Impressions (1971) "Smiling Faces Sometimes" (song)
Mayfield, Curtis (1970) "We Who Are Darker Than Blue" (song)
****Key Terms Due****
Course wrap up. Final thoughts/interdisciplinary connections

