

INTDS 210
M 3-4:15 (in Quigley 123)
W 3:30-4:45 (in Oddfellows 221)
Spring, 2007

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Office Hours:
M.T.W.TH. 1:30-3:00 and by
appointment

Introduction to Black Studies

This course will first examine what “Black Studies” is. We will learn about the development of the field of Black Studies in the 1960s and 1970s in response to black student and activist demand for opportunities to study black experience, history, culture, communities. We will read a wide variety of work written by black scholars, political leaders, and literary/cultural figures. We will explore black productions in the visual arts and film, both fictional and documentary. In the first half of the course, we will probe the *interdisciplinarity* of Black Studies, looking at the advantages of exploring the black experience from a wide range of perspectives.

The second half of the course will undertake an interdisciplinary case study of the contemporary political and legal issue of “reparations.” In addition to readings on the reparations debates, we will host a Diversity-Scholar-in-Residence, Professor Angelique Davis, an African American lawyer who works on the reparations issue and who will provide us with a framework for understanding what is at stake in the controversy over reparations.

The class will be highly interactive. Students will engage the material through reading, writing, discussing, and presenting research, as well as being actively involved with Black History Month programming and with the hosting and community outreach of our Diversity Scholar-in-Residence. The course is required for Black Studies Minors, but any interested students are welcome.

Required Texts:

The New Black Renaissance: The Souls Anthology of Critical African-American Studies
edited by Manning Marable

Should America Pay?: Slavery and the Raging Debate on Reparations edited by
Raymond Winbush

The Shame of the Nation: The Restoration of Apartheid Schooling in America by
Jonathan Kozol

(Additionally there will be a number of handouts throughout the semester and we will view a number of films)

Schedule of Readings and Assignments:

January	17	Introduction to Course; a few poems; poster assignment introduced
	22	“The Intellectual and Institutional Development of Africana Studies” by Robert L. Harris, Jr. and “Black Studies in Liberal Arts Education” by Jhonna Cole (handouts)
	23	Tony Norman MLK Lecture in Quigley Auditorium at 7:00 p.m. (required)
	24	View film, The Black Press: Soldiers Without Swords ; Discussion of Tony Norman lecture
	29	Read “Remapping the Black Experience” in <i>The New Black Renaissance (NBR)</i> pages 1-75
	31	View Black Press film continued Due; Critical Review Paper Assigned
February	5	Read “Losing Ground: Harlem, the War on Drugs, and the Prison Industrial Complex” by Leith Mullings in <i>NBR</i> ; also read “Notes on a National Report” by Nikhil Singh and “Cheap Talk, er, Dialogue” by Gary Okihiro in <i>NBR</i> ; poster proposals due
	7	View Nat Turner: A Troublesome Property
	12	Read “Black Feminist Studies: The New Politics of Gender” in <i>NBR</i> , pages 137-181
	14	View The Strange Demise of Jim Crow
	19	Read “Beyond Black and White: Redefining Racialized Identities” in <i>NBR</i> , pages 203-229; read also “Transnational Blackness: Africa and the African Diaspora, Asia and Globalization” in <i>NBR</i> pages 231-278
	21	Posters due and presented in class; posters will be set up in Student Center for Friday, February 23
	26	Read “The Responsibility of the Critical Black Scholar” in <i>NBR</i> , pages 279-303; read “Talking About Race, Learning About Racism” by Beverly Daniel Tatum (handout)
	28	Critical Review Paper Due; view Strange Fruit
March	5	Read handouts on Brown v Board; read Kozol, Introduction and Chapter One; Response Paper Assigned
	7	Read Kozol, Chapters Two through Seven
	12	Continue Kozol: Chapters Eight through Eleven
	14	Finish Kozol; Reparations Research Paper Assignment handed out and discussed

	19	No Class; Spring Break
	21	No Class; Spring Break
	26	Read <i>Should America Pay (SAP)</i> ; Introduction and pages 3-54
	28	Read <i>SAP</i> , pages 57-162
April	2	Read <i>SAP</i> , pages 165-236
	4	No Class; I am at a Conference
	9	Read <i>SAP</i> , pages 239-320
	11	Finish <i>SAP</i> , pages 323-383; readings by Scholar-in-Residence handed out
	16	Professor Angelique Davis joins class for discussion of reparations
	17	Evening lecture by Professor Angelique Davis; time and place TBA (attendance required)
	18	Continued discussion with Professor Davis
	23	Presentations of Student Research on Reparations Parallels
	25	Student Presentations Continued
	30	Last Day: Discussion and Readings (TBA) on future directions for Black Studies
May	8	Final Research Papers Due in my Office by 5:00 p.m.

Grade Distribution:

Poster	20%
Critical Review Paper	20%
Presentation of Reparations Research	10%
Research Paper:	30%
Participation:	20%

Graded Assignments: For each of the assignments you will be provided with a detailed handout, with specific instructions and guidelines.

Class participation is an important part of your grade and will be taken very seriously as a requirement for the course. Some participation will be

structured and assigned, but, for the most part, you are responsible for your own level of participation in class. If classroom participation is difficult for you, remind yourself that writing papers and/or taking exams are also difficult for some people; yet, students are routinely required to write papers, take exams, and get graded on both. See the attached handout for the standards by which you will be graded for class participation. **Also, keep in mind that you are expected to be involved in Black History Month events and in the promoting and publicizing of the public lecture that our Diversity-Scholar-In-Residence will present. This all counts importantly toward your class participation grade.**

Rules and Regulations:

1. You are expected to complete the reading for each class session and to participate actively in discussion of the reading. Class participation will be graded on the basis of the criteria below.
2. **All assigned work for the course must be completed by the end of the semester if you are to pass the course. Failure to complete any of the written work will result in failure for the course. This applies to those taking the course for credit/no-credit as well as those on a grade basis.**
3. Attendance is a baseline requirement; unexcused absences will factor into your class participation grade. Anyone who misses an excessive number of classes will fail the course.
4. All papers must be word-processed and follow standard academic paper format. They must be spell-checked and carefully proofread.
5. Late papers will only be accepted in documented emergency circumstances.
6. I am unable because of time and other factors to read your rough drafts; drafting papers is your responsibility. Should you need a considerable amount of assistance with your writing, you should go to the Learning Commons and get matched with a tutor. I will be more than happy to discuss your papers with you in my office in terms of clarifying the assignments, helping you focus your topic, helping you get unblocked, but I will not help you write your papers. This is a selective private liberal arts college, and you are all qualified students, able to do your own work.

7. Papers must be turned in as hard copies at the assigned time. I will only accept e-mailed attachments if there is a compelling reason to do so and if prior arrangements have been made with me.

Criteria for Grading Papers:

1. An **A** paper will be
 - polished and error-free
 - insightful, going well beyond the obvious and well beyond what was said in class
 - thoroughly developed and logically structured
2. A **B** paper will be
 - well-written overall, but with some minor lapses
 - above average in insight, but less original than the **A** paper
 - competently developed but a little less thorough than an **A** paper
3. A **C** paper will be
 - competently written but with a number of minor or a few major lapses
 - average in insight and originality
 - readable in terms of organization and structure but in need of more coherence
4. A **D** paper will be
 - error-ridden and un-proofread
 - below average in insight and originality
 - disorganized and hard to follow
5. An **F** paper will be
 - unreadable because of writing errors
 - inaccurate and/or otherwise irresponsible in content
 - incoherent

Important: Any instances of plagiarism, whether intentional or “accidental” will automatically result in a failure on the assignment and notification of the Honor Committee. You will not be allowed to rewrite a plagiarized paper. If you are not clear about the definition of plagiarism, read the relevant section in *The Compass*.

Criteria for Grading Class Participation:

A participation is marked by its active nature, its consistency, and its quality. An **A** participant doesn't wait to respond to questions that the instructor poses but initiates discussion by coming prepared with questions, ideas, observations about the reading assigned that day. This participant will also be consistently engaged in class discussion, always letting me know that she/he has engaged the reading thoroughly and thoughtfully. Finally an **A** participant will not try to substitute **quantity** of participation for **quality** (being consistent is not the same thing as dominating a discussion). To earn the highest grade for your participation, you will want to make it possible for others to participate productively too (this is not a competition); thus, habits such as interrupting others and taking up too much conversational space will not enhance your grade. It will also do you no good to participate if you haven't done the reading. I expect participation to be firmly grounded in

Careful and thoughtful reading. As the **A** reader reads, she or he **prepares** to participate in a class discussion with other readers.

A **B** discussant is less consistent than an **A** in initiating discussion but is active in responding to questions or problems posed by the professor and other students. To get a **B** in participation, you will need to be in class and talk regularly--more, certainly, than once during a class session once a week or so. Regular means regular. This level of class participation will also communicate clearly to me that you have done **all** the reading for the day and that you have done it thoughtfully. This level will also include productive discussion habits, such as engaging the ideas of others, not dominating, listening carefully, etc.

A **C** grade for participation means that you have contributed in an **average** way to the discussion. Your contributions have been less frequent than those of the **B** participant or have let me know that you are not always keeping up with the reading or have, in some way, interfered with good discussion--for instance, a "dominator" would get credit for participating often but would get knocked down to a **C** for taking over and not engaging others in discussion. In short, you have not been silent or absent or altogether uninvolved, but your involvement did not work consistently to make the class a productive learning experience.

A **D** grade means that you were there physically most of the time and maybe even piped up three or four times during the semester but that's it. It's just the grade it should be--a minimal passing grade.

An **F** grade should need no explanation.