



AAAS 2205 — BLACK POLITICS IN AMERICA

*Department of Africology & African American Studies
Temple University
Fall 2019*

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Office Hours by Appointment

Section 001
MWF 10:00am - 10:50 am
Weiss Hall 517

COURSE OVERVIEW

Course Description & Objectives

This course introduces and grounds students in the history and development of the social and political thought of Africana people in America. This course will explore the critical political ideologies, responses and movements engaged in by Africana people in America from the period of enslavement up to the contemporary moment. Emphasis will be given to exploring how Africana people have and continue to exert individual and collective sociopolitical agency within an American context. Students in this course will examine the seminal debates in Africana political discourse, work to develop proficiency in the realm of Africological inquiry, and explore how to best leverage the discipline's vast intellectual tools in the ongoing struggle to solve challenges faced by the contemporary Africana community.

Required Texts

- **Angela Jones, ed. *The Modern African American Political Thought Reader*. Routledge, 2013.**
- *There will also be other required articles available in Canvas.*

Recommended Texts

- Dawson, M. C. *Black Visions: The Roots of Contemporary African-American Political Ideologies*. Chicago: University of Chicago Press, 2001.
- Zamalin, A. *Struggle on their Minds: The Political Thought of African American Resistance*. New York: Columbia University Press, 2017.

COURSE POLICIES

Statement on Academic Freedom

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

The West African Adinkra Symbol "Funtunfunefu-Denkyemfunefu" ("siamese crocodiles") is a symbol of democracy and unity. The Siamese crocodiles share one stomach, yet they fight over food. This popular symbol is a remind that infighting and tribalism is harmful to all who engage in it.



Academic Integrity

Temple University believes strongly in academic honesty and integrity. Essential to intellectual growth and the university's core educational mission is the development of independent thought and a respect for the thoughts of others. Academic honesty fosters this independence and respect. Academic dishonesty undermines the university's mission and purpose and devalues the work of all members of the Temple community. Every member of the university community is responsible for upholding the highest standards of honesty at all times. Students, as members of the community, are responsible for adhering to the principles of academic honesty and integrity.

Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling or distribution of term papers or other academic materials. Cheating includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff; (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus, assignment, or class discussion; (5) or otherwise engaging in behavior that gives the Student an unfair academic advantage including, but not limited to, fabrication of data or sources, resubmitting work already submitted for another academic requirement without prior authorization, or other similar behavior.

The penalty for academic dishonesty can vary from receiving a reprimand and a failing grade for a particular assignment, to a failing grade in the course, to suspension or expulsion from the university. The penalty varies with the nature of the offense, the individual instructor, the department, the school or college, and the Office of Student Conduct and Community Standards. Refer to the Student Conduct Code (policy # 03.70.12) (<https://www.temple.edu/secretary/sites/secretary/files/policies/03.70.12.pdf>) for more information.

Disability Statement

Any student who has a need for accommodations based on the impact of a documented disability or medical condition should contact Disability Resources and Services (DRS) in 100 Ritter Annex (drs@temple.edu; 215-204-1280) to request accommodations and learn more about the resources available to you. If you have a DRS accommodation letter to share with me, or you would like to discuss your accommodations, please contact me as soon as practical. I will work with you and with DRS to coordinate reasonable accommodations for all students with documented disabilities. All discussions related to your accommodations will be confidential.

Attendance Policy

Attendance is vital to your success in this class. Attendance will be taken at the beginning of each class. All students must adhere to the following attendance policies:

- **Unexcused Absences**: Unexcused absences will not be tolerated and will negatively affect a students' final grade. Students are allowed three (3) unexcused absences. For every additional unexcused absence, your overall course grade will be lowered by 5 points. Any students who accumulate eight (8) or more unexcused absences will automatically fail the course.

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- **Excused Absences:** If you are sick or have extenuating (University Approved) circumstances, communicate with me as soon as possible with regards to your work and I will work with you. Students with an emergency (e.g. death in the family, automobile accident, etc.) will have those absences excused, but if such absences amount to more than 20% of class hours for the semester, students should withdraw from the course. To be clear, if you do not contact me with a University Approved reason for your absence prior to class or have an emergency as defined above, it will be considered unexcused.
- **Lateness:** Students who arrive after the stated class start time will be considered late. Repeated lateness will negatively impact your participation grade for the course. Students arriving more than 10 minutes late to class will be considered absent. You are still welcome to come, get notes, and sit in for the lesson of the day, but will not receive attendance credit. Such absences will be considered unexcused.
- **Religious Holidays:** If you will be observing any religious holidays that will prevent you from attending a regularly scheduled class, or interfere with you fulfilling any course requirement, you will be provided an opportunity to make up the class or course requirement if you make arrangements by informing me of the dates of your religious holidays within two (2) weeks of the beginning of the semester (or three (3) days before any holiday which falls within the first two (2) weeks of class.)

Class Preparation and Participation

Class discussions will include in-depth discussions of readings that will require thoughtful engagement by both student and instructor. In order to maximize these discussions, thorough reading of all assigned readings is absolutely essential. ***All assigned readings should be completed before the class in which they are to be discussed.***

All students start out with an A in Participation (10% of your final grade). Once the course begins, students either maintain that A or lose points. Students can lose points due to any of the following:

- Lateness
- Disrespectful behavior toward peers, instructor, or guests
- Texting or use of non-instructional social and other media in class
- Obvious unpreparedness and/or perpetual non-engagement in class discussions and activities

Class Conduct

In order to be a viable intellectual community, all class participants must agree to certain principles that will guide our interaction with each other. If you cannot abide by these principles, you should consider taking an alternate course.

- **Inclusiveness:** We will respect the rights of others to express their views, no matter how different from our own. We will also create an atmosphere wherein everyone feels comfortable expressing his/her/their views without censor or the threat of personal attack.
- **Openness:** Some materials and discussions may make some feel uncomfortable or emotional. We must be open to discussing these subjects in the appropriate intellectual context. Some students may find some of the readings and/or comments in class (or in

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discussion conducted through an online forum) controversial or challenging. Our purpose in this class is to explore this subject matter deeply and consider multiple perspectives and arguments. Students are expected to listen to the instructor and to one another respectfully, but of course are free to respectfully disagree with views expressed in class, in electronic discussions, or in readings.

- **Debate:** While it is important that everyone has the chance to express his/her/their views, it is equally important that everyone has the chance to challenge others' ideas. As such, we will provide a forum where everyone is comfortable analyzing others' viewpoints.
- **Disruptions:** If you must come to class late, or leave early, please sit close to a door so that your movement doesn't distract the professor or other students. Please turn off all cell phones and other electronic devices that may cause a disruption.

Email Policy

Student emails will be responded within 48 hours, Monday thru Thursday. In order to ensure a reply, students must use Temple email accounts and include their name (no nicknames please), the course number and section number in the subject line. All messages must be conveyed using Standard English. I will delete all e-mails that read like text messaging.

All e-mail correspondence must have the following:

- Your first and last name; a greeting/salutation (Hello/Dear Professor Moses, etc.)
- A clear statement detailing the nature of your concern
- Use of Standard American English and reasonably correct grammar
- Closing (Sincerely, Kind regards, Best, etc.)

Technology Use

All students must adhere to the following policies regarding technology use in and outside of class:

- **Canvas:** Each student needs to set up a Temple University e-mail account in order to have access to Canvas. With the exception of the required texts listed above, all other required reading assignments listed in the course schedule will be posted in Canvas. You are also responsible for signing on to Canvas regularly to check for any announcements and updates.
- **Devices:** Cell phones should be turned off during class. If you have an emergency and you need to be available to take a phone call during our class, please notify me via email prior to the class meeting. Texting will not be tolerated during the class. Use of computers and tablets for note-taking is allowed, however, if it comes to the attention of the instructor that you are utilizing this technology for extra-curricular purposes you will no longer be allowed to utilize said technology in the classroom.



COURSE WORK AND GRADING

Grade Distribution

Final grades for this course will be comprised of the following:

Exams (3) —	45%
Group Project & Presentation —	25%
Position Papers (2) —	20%
Participation —	10%

Grading Scale

Final grades will be assigned according to the following scale:

A:	94 - 100
A-:	90 - 93
B+:	87 - 89
B:	83 - 86
B-:	80 - 82
C+:	77 - 79
C:	73 - 76
C-:	70 - 72
D+:	67 - 69
D:	63 - 66
D-:	60 - 62
F:	59 and below

GRADING POLICIES

Timely Submission of Work

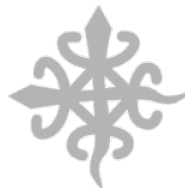
All assignments are due on the dates indicated on your syllabus and in Canvas. ***All late work will be penalized a full letter grade per day it is late for up to 3 days. No work that is more than 3 days late will be accepted.***

- **Exceptions:** Exceptions will be made only in cases of documented medical or family emergency or religious observation. Employment, childcare, computer errors or other academic pressures do not constitute a valid excuse for late work. Students providing appropriate documentation will have a one-week (7 days) grace period to make up and submit their missing work without penalty. After the grace period ends, any work that is still not submitted will occur the normal letter grade per day penalty. No work that is outstanding more than 3 days beyond the grace period will be accepted.

Extra Credit

There is no extra credit in this course.

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Course Drops and Withdrawals

- The last day to drop this class is September 9.
- The last day to withdraw from this class is October 22.

Incomplete Grades

“I” grades will be assigned only for those students who have earned the minimum passing grade of 60 points (“D”) by the last scheduled day of instruction. Only students submitting written documentation of legitimate emergency situations and requesting incomplete grades will be accommodated. The assignment of an incomplete grade requires the completion of a university-approved contract detailing what work must still be submitted, when it is due, and the consequences of not submitting required work by the stated deadline.

Please Note: *This syllabus in its entirety is subject to change at the discretion of the instructor. All changes will be announced in class and posted in Canvas.*



COURSE SCHEDULE

** "Reader" : Angela Jones, ed. *The Modern African American Political Thought Reader*

Week	Topic	Date	Lessons & Readings	Assignments
1	Defining Black Sociopolitical Thought & The Afrocentric Perspective	Mon 8/26	Course Introduction and Syllabus Review	
		Wed 8/28	<u>Lesson 1:</u> Defining Black Sociopolitical Thought <ul style="list-style-type: none"> • Dawson, "Introduction: The Contours of Black Political Thought" 	
		Fri 8/30	<u>Lesson 2:</u> This Course's Approach to Studying Black Sociopolitical Thought <ul style="list-style-type: none"> • <i>Reader</i>: "Introduction" • Asante, "Afrocentricity: Notes on a Disciplinary Position" 	
2	The American Sociopolitical Landscape	Mon 9/2	LABOR DAY: NO CLASS	
		Wed 9/4	<u>Lesson 3:</u> Racism & White Supremacy as Ideology <ul style="list-style-type: none"> • DiAngelo, "Racism and White Supremacy" • Higginbotham, "The Precept of Inferiority" 	
		Fri 9/6	<u>Lesson 4:</u> Racism & White Supremacy in Practice <ul style="list-style-type: none"> • Leonardo, "The Color of Supremacy: beyond the discourse of 'white privilege'" • Ball, "The Colonized Rhythm Nation" 	
3	The Period of Enslavement	Mon 9/9	<u>Lesson 5:</u> Abolitionist Men <ul style="list-style-type: none"> • <i>Reader</i>: Chapter 1, David Walker • <i>Reader</i>: Chapter 3, Frederick Douglass 	
		Wed 9/11	<u>Lesson 6:</u> Abolitionist Women <ul style="list-style-type: none"> • <i>Reader</i>: Chapter 2, Maria Stewart • <i>Reader</i>: Chapter 4, Anna Julia Cooper 	
		Fri 9/13	<u>Lesson 7:</u> Early Black Nationalism <ul style="list-style-type: none"> • <i>Reader</i>: Chapter 14, Martin R. Delany 	

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4	Reconstruction & Its Aftermath	Mon 9/16	<p><u>Lesson 8</u>: Post-Civil War Historical Context</p> <ul style="list-style-type: none"> 13th, 14th, & 15th Amendments to the Constitution (https://www.archives.gov/founding-docs/amendments-11-27) DuBois, "Back Toward Slavery" Rekey, "Introduction" to <i>Black Exodus: Black Nationalist and Back to Africa Movements, 1890-1910</i> 	
		Wed 9/18	<p><u>Lesson 9</u>: Early Black "Conservatives"</p> <ul style="list-style-type: none"> <i>Reader</i>: Chapter 5, Alexander Crummell <i>Reader</i>: Chapter 6, Booker T. Washington 	
		Fri 9/20	<p><u>Lesson 10</u>: The Fight Against Lynching</p> <ul style="list-style-type: none"> <i>Reader</i>: Chapter 7, Ida B. Wells-Barnett 	
5		Mon 9/23	<p><u>Lesson 11</u>: The Niagara Movement and Early Civil Rights Struggles</p> <ul style="list-style-type: none"> <i>Reader</i>: Chapter 8, William Monroe Trotter <i>Reader</i>: Chapter 9, W.E.B. Dubois 	
		Wed 9/25	<p><u>Lesson 12</u>: Early Black Socialist Thought</p> <ul style="list-style-type: none"> <i>Reader</i>: Chapter 10: A. Philip Randolph 	
		Fri 9/27	<p><u>Lesson 13</u>: Post-Reconstruction Era Black Nationalists</p> <ul style="list-style-type: none"> <i>Reader</i>: Chapter 15, Henry McNeal Turner <i>Reader</i>: Chapter 16, Marcus Garvey 	
6	The Civil Rights & Black Power Movements	Mon 9/30	<p><u>Lesson 14</u>: Black Freedom Movement Historical Context</p> <ul style="list-style-type: none"> Shapiro, "The Emergence of Dr. King" Cobb, "Revolution: From Stokely Carmichael to Kwame Ture" 	<p>Exam 1</p> <p><i>(covers Lessons 1-13)</i></p> <p>Exam Opens: Mon 9/30</p> <p>EXAM DUE by SUN 10/6 @ 11:59pm</p>
		Wed 10/2	<p><u>Lesson 15</u>: The Civil Rights Movement (1)</p> <ul style="list-style-type: none"> <i>Reader</i>: Chapter 11, Bayard Rustin <i>Reader</i>: Chapter 12, Mary McLeod Bethune 	
		Fri 10/4	<p><u>Lesson 16</u>: The Civil Rights Movement (2)</p> <ul style="list-style-type: none"> <i>Reader</i>: Chapter 13, Martin Luther King, Jr. King, "Letter from Birmingham Jail" 	

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7	The Civil Rights & Black Power Movements	Mon 10/7	<p><u>Lesson 17</u>: The Black Power Movement (1)</p> <ul style="list-style-type: none"> • <i>Reader</i>: Chapter 17, Malcolm X • “Program of the Organization of Afro-American Unity”
		Wed 10/9	<p><u>Lesson 18</u>: The Black Power Movement (2)</p> <ul style="list-style-type: none"> • <i>Reader</i>: Chapter 18, Stokley Carmichael / Kwame Ture • <i>Reader</i>: Chapter 19: The Black Panthers
		Fri 10/11	<p><u>Lesson 19</u>: Radical Black Feminism (1)</p> <ul style="list-style-type: none"> • <i>Reader</i>: Chapter 20, Claudia Jones • <i>Reader</i>: Chapter 21, Florynce “Flo” Kennedy
8		Mon 10/14	<p><u>Lesson 20</u>: Radical Black Feminism (2)</p> <ul style="list-style-type: none"> • <i>Reader</i>, Chapter 22, Shirley Chisholm • <i>Reader</i>, Chapter 23, Angela Y. Davis
		Wed 10/16	<p><u>Lesson 21</u>: Freedom Movement Ideology: Integrationism</p> <ul style="list-style-type: none"> • Rustin, “The Failure of Black Separatism”
		Fri 10/18	<p><u>Lesson 22</u>: Freedom Movement Ideology: Nationalism</p> <ul style="list-style-type: none"> • Van, “Introduction” to <i>Modern Black nationalism: From Marcus Garvey to Louis Farrakhan</i>
		POSITION PAPER 1 Due Sun 10/20 by 11:59 pm	
9	Black Social & Political Identity in America	Mon 10/21	<p><u>Lesson 23</u>: “Collective” Identities</p> <ul style="list-style-type: none"> • Asante, “Racism, Consciousness, and Afrocentricity” • Tillotson, “The Neoliberal/Neoconservative Alliance”
		Wed 10/23	<p><u>Lesson 24</u>: “Individual” Perspectives</p> <ul style="list-style-type: none"> • Loury, “Free at Last? A Personal Perspective on Race and Identity in America”
		Fri 10/25	<p><u>Lesson 25</u>: Competing Political Identities</p> <ul style="list-style-type: none"> • Harris & McKenzie, “Unreconciled Strivings and Warring Ideals: The Complexities of Competing African-American Political Identities”

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10	Traditional Black Participatory Politics: Party Politics	Mon 10/28	<u>Lesson 26</u> : African American Partisanship in Context <ul style="list-style-type: none"> Dawson, "African-American Partisanship and the American Party System" 	<p align="center"><u>Exam 2</u></p> <p align="center"><i>(covers Lessons 14-25)</i></p> <p align="center">Exam Opens: Mon 10/28</p> <p align="center">EXAM DUE by SUN 11/3 @ 11:59pm</p>
		Wed 10/30	<u>Lesson 27</u> : Modern Black Conservatives <ul style="list-style-type: none"> <i>Reader</i>: Chapter 24, Clarence Thomas ("Overview of Ideas" & "Why Black Americans Should Look to Conservative Policies") <i>Reader</i>: Chapter 25, Alan Keyes 	
		Fri 11/1	<u>Lesson 28</u> : Modern Black Liberals <ul style="list-style-type: none"> <i>Reader</i>: Chapter 28, Barack Obama ("Overview of Ideas" & "A More Perfect Union 'The Race Speech', 2008") 	
11	Black Resistance and Non-(Traditional) Participatory Politics	Mon 11/4	<u>Lesson 29</u> : Black Resistance in Perspective <ul style="list-style-type: none"> Zamalin, "Introduction: The Political Thought of African American Resistance" 	
		Wed 11/6	<u>Lesson 30</u> : To Vote or Not to Vote <ul style="list-style-type: none"> Glaude, "Resurrection" 	
		Fri 11/8	<u>Lesson 31</u> : More Than One Way to "Politic" <ul style="list-style-type: none"> Cohen and Kahne, "Participatory Politics: New Media and Youth Political Action" ("Executive Summary") 	
12	International & Pan-African Politics	Mon 11/11	<u>Lesson 32</u> : Pan-Africanism <ul style="list-style-type: none"> Adi, "Introduction" to <i>Pan-Africanism: A History</i> Carmichael, "Pan-Africanism-Land and Power" 	<p align="center">POSITION PAPER 2</p> <p align="center">Due Sun 11/17 by 11:59 pm</p>
		Wed 11/13	<u>Lesson 33</u> : Black Internationalism <ul style="list-style-type: none"> Bush, "Reflections on Black Internationalism as Strategy" 	
		Fri 11/15	GROUP PROJECT WORKSHOP	

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13	The Future of Black Politics?	Mon 11/18	<u>Lesson 34</u> : The Evolution of Black Political Thought <ul style="list-style-type: none"> Dawson, "Conclusion: The Future Evolution of Black Political Thought, Black Politics, and American Political Thought"
		Wed 11/20	<u>Lesson 35</u> : The Black Political Imagination <ul style="list-style-type: none"> Kelley, "When History Sleeps: A Beginning"
		Fri 11/22	<u>Lesson 36</u> : Black Resistance in Perspective <ul style="list-style-type: none"> Zamalin, "Introduction: Utopia in Black American Thought"
14	Mon - Fri 11/25 -29: FALL BREAK (NO CLASSES)		
15	Group Projects	Mon 12/2	Group Presentations
		Wed 12/4	Group Presentations
		Fri 12/6	Group Presentations
		Mon 12/9	Group Presentations
16	<u>Exam 3</u> (covers Lessons 26-36) Exam Opens: Mon 12/9 EXAM DUE by SUN 12/15 @ 11:59pm		

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