ES 323: Contemporary African-American Social and Political Discourse (3)

Teaching Assistant: DaMarcus Redeau, email: Dr. Robert D. Thompson
Winter 2010: CRN 38434
Meets: Tuesday and Thursday 12:00pm to 1:20pm in PHAR 107
Office: 230C, Strand Ag. Hall
Office hours: Wednesday: 10:00am to Noon and Thursday 2:00pm-3:00pm, and by appointment.
Phone: 737-5742
E-mail: rthompson@orst.edu

"[President Nixon] emphasizes that you have to face the fact that the whole problem is really the Blacks. The key is to devise a system that recognizes this while not appearing to."
----H.R. Haldeman
The Haldeman Diaries: Inside the Nixon White House

“The poor must work hard, and they must work harder than any other class above them.”
-----George Gilder

“They ever must believe a lie who see with, not through, the eyes"
-----Blake

“Conservatism brings about the selection of mediocre men [and women]”
-----Albert Memmi

ES 323: Contemporary African-American Discourse (3)

Course Description:
This interdisciplinary course will engage key African-American social and political discourse(s) in the United States in the midst of major social, political, economic, and cultural transformations from the Second World War to the present. We will consider the struggles and conflicts of African-Americans as they relate to the distribution of wealth and power, political participation, organization of opportunity structures, race and ethnicity, gender, and culture. We will be especially concerned with the impact of the various strategies that black people have used to persevere in the midst of these major social, political, cultural, and economic (both National and International) changes.

Course Outcomes:
At the end of this course students will be able to do the following:

1. identify the salient ways in which racism is socially, politically, and historically constructed
2. define the concepts Integrationism, Black Nationalism, and Transformationalism
3. engage in critical analysis of the ways “race,” class, and gender are central to theorizing African American/Black liberation
4. articulate how social structures and systems of power create and sustain the unequal distribution of power and social resources
5. identify the various strategies of resistance, reform, and renewal used by Black people in overcoming White oppression
6. demonstrate through quizzes and writing assignments the ability to assimilate, analyze, and synthesize information gathered through various readings
Required texts:

Videos:
“Congressional hearings of Hurricane Katrina Evacuees Experiences, 2005.”
“State of the Black Union 2009”. We will view portions of the Morning and Afternoon Sessions.

Course requirements:
Students grades will be based upon attendance and participation in class discussions, 3 short (2 page, one-and-half spaced) papers, and an 6 to 8 page review paper of Lee’s Renegade For Peace & Justice. The Final paper will be due Monday, March 15th. There will be a small group presentation of the Portland National Urban League’s report on the “State of Black Oregon.”

Late papers will not be accepted. It is your responsibility to attend to be in class, on time, on the assigned meeting days. If you miss three days during the term your grade will be reduced by half a grade for every three days that you miss.

-- 3 short (2 page) papers 50 points = 150 points
-- 1 final review paper: 100 points = 100pts. [Due Monday, March 15th]
-- Participation/Attendance: 50 points = 50pts.
-- “State of Black Oregon”: 25 points = 25pts. Group led discussions
Total: 325pts.

Grade range: 325-293=A; 292-260=B; 259-228=C; 227-195=D; 194-0=F. Allowance for “+” or “-” enhancements can be made within these ranges.

Incomplete: An “Incomplete” is not an automatic option in this class. A grade of “Incomplete” must be arranged substantially in advance of the end of the term, and may be granted only due to special and well-documented circumstances. The student must be passing the course at the time the “Incomplete” is requested.

Statement Regarding Students with Disabilities
“Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at 737-4098.”

Link to Statement of Expectations for Student Conduct, i.e., cheating policies http://oregonstate.edu/admin/stucon/achon.htm

ES 323: Contemporary African American Social and Political Discourse Paper Guidelines for Barbara Lee’s: Renegade For Peace & Justice. The review of the autobiography can take the form of an examination of the contents of the book in comparison with the themes discussed in lecture(s) and the other texts used in this course. Your book review should take into account: content, theme(s), insights, and interest in the various areas of the autobiography.
Be sure to include your name at the top of each page, and also number each page of your paper.

FORM:

a. Six to eight (6-8) double-spaces pages, with one inch margins.
b. #12 font, in "Times" or equivalent -- No overall Bold or italics.
c. Correct spelling, accurate sentence structure and good grammar are expected.
d. Use the following format for citing/quoting: "The El Paso of my childhood was a thriving town and had been so for quite a while because in the nineteenth century the Mexican Revolution had led to an exodus of refugees fleeing the turmoil across the border" (Lee 2008, 5).

e. Either ITALICIZE or UNDERLINE the title of the book: Renegade For Peace & Justice: Congresswoman Barbara Lee Speaks For Me
Do not use quote marks ("NO") to set-off the title of the book.
f. For those needing additional help with their writing, the WRITING CENTER is available to help you. They are located in Waldo Hall 123; phone number: 737-5640: at this number you can make an appointment to discuss your writing with a peer writing assistant. The service operates from Monday to Thursday 9am to 7pm, and Friday 9am to 4pm. Another option available through the Center is to email to get on-line answers to brief writing questions (writingQ@mail.orst.edu).

SUGGESTIONS:

1. Consider carefully the major themes in the text(s) and course, and points of interest you wish to make including the historical context, event, and the people and/or institutions involved.
2. Support your comments with examples from the book, lectures, and videos.
3. Avoid generalizations, clichés, stereotypes, and most importantly, do not read evaluate the past with the values of the present.
4. Write with a critical mind: this is moving from "manifest" thinking ("self-evident" consciousness, taken-for-granted commonsense knowledge about the world) to "latent" thinking (or critical, theoretical consciousness).
5. In thinking about writing your paper, address such issues as:
--What is your perspective and purpose in writing on the autobiography? What points are the authors trying to make? What does the author communicate about her life and the institutions that impinged upon her life.
--State your argument or your thesis question at the question at the of your paper.
--Who are you writing your paper to or for? What do you want to convince reader of?

Course Calendar: The Numbers [1 through 11] correspond to each week of the term.

Assigned readings for each week are to be completed prior to class meeting.

The Instructor reserves the right to change the syllabus if necessary to meet the pace of the class.

Week 1: Jan. 5 & 7: Conflict, visions, and Political desire in black discourse.
Readings:  Marable (chapters 1 & 2)
         Marable & Mullings (Section 3, docs: 9, 10, 11)

         Readings:
         Marable (chapters 3-4)
         Marable & Mullings (Section 3, docs: 19, 20)

         Readings:  Marable (chapter 5)

First short paper due:  January 21st

         Readings:  Marable (chapters 6-7)
               Marable & Mullings (Section 4, docs:  4, 5, 6, 9, 13, 17, 18 21)

         Southern Exposure:  Black Theology.

Week 5: Feb. 2 & 4:  Political Action (continued).
         Readings:  Marable (chapters 8-9)
               Lee (chapters 1-2)


Second Short paper due:  February 11th
         Readings:  Lee (chapters 3-4)
               Marable & Mullings (Section 5, docs: 1, 2, 6, 10)


         Readings:  Lee (chapters 5-6)
               Marable & Mullings (Section 5, docs:  14, 16, 17, 18)

         Reading:  Lee (chapters 7-8)
               Marable &Mullings (Section 5, docs: 20, 21, 22, 23, 24)

Week 9:  Mar. 2 & 4:  The Empire Strikes B(L)ack: Conservatism and Racism in the 1990s.

         Readings:  Lee (chapters 9-10)
         Web Site www.ulpdx.org; “The State Of Black Oregon,” pp. 77-103

Third short paper due:  March 4th

         Readings:
Week 11: Paper due Monday, March 15th by 5pm. Absolutely, no late papers will be accepted.

“Every generation out of relative obscurity must discover its mission, fulfill it, or betray it”

---Franz Fanon