ES 323 Contemporary African American Social Discourse (4)
No prerequisites or co-requisites
Class Meeting Times: Twice a week for one hour and fifty minutes each meeting.

Catalog Description:
Interdisciplinary course examines key African American political discourse(s) that emerged in response to major social and cultural transformations occurring in the United States after World War II to the present.

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 Learning 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

Student success in meeting the above learning outcomes will be demonstrated through participation in in-class exams, in-class discussions, and writing assignments, and a final paper. (See Requirements and Evaluation of Student Performance below)

Required texts:
"The State of Black Oregon" (online: http://ulpdx.org)

Required 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).

Requirements and Evaluation of Student Performance:
Students grades will be based upon attendance and participation in class discussions, 3 short (3 page, one-and-half spaced) papers, and an 6 to 8 page final review paper of Lee’s Renegade For Peace & Justice. The Final paper will be due Monday of Finals Week. There will be also be small group led discussions 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.
-- Participation/Attendance: 100 points = 50pts.
-- 3 short (3-page) papers 50 points = 150pts
-- 1 final review paper: 100 points = 100pts. [Due Monday of Finals Week]
-- “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.

Final Review 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?

Incompletes: 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.

Students with Disabilities — Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS 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 DAS should contact DAS immediately at 541-737-4098.
Expectations for Student Conduct — Student conduct is governed by the university’s policies, as explained in the Office of Student Conduct and Community Standards.

Conduct in this classroom — Students are expected to conduct themselves in the course (e.g., in the classroom, on discussion boards, via email or voicemail) in compliance with the university’s regulations regarding civility. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruption of teaching, administration, research, and other institutional activities is unacceptable and can result in sanctions as defined by Oregon Administrative Rule 576-015-0015 (1) and (2).

Academic Integrity — Students are expected to uphold Oregon State University’s Student Conduct Code. This Code prohibits cheating, fraud, and dishonesty (including, but not limited to, plagiarism, buying and stealing course assignments and papers, performing academic assignments by other persons, unauthorized disclosure and receipt of academic information, and other practices commonly understood to be academically dishonest). Any assignments found to be in violation of the code will receive a failing grade, and all participants will be subject to disciplinary action and will most likely fail the course as well as the assignment. For further information, visit http://oregonstate.edu/studentconduct/offenses or contact the office of Student Conduct and Mediation at 541-737-3656.

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: Conflict, visions, and Political desire in black discourse.
Readings: Marable (chapters 1 & 2)
Marable & Mullings (Section 3, docs: 5, 9, 10, 11,12)

Week 2: African-Americans and the discourse of inclusion: Civil Rights.
Readings: Marable (chapters 3-4)
Marable & Mullings (Section 3, docs: 19, 20)

Week 3: African-American discourse of unity/power.
Readings: Marable (chapter 5)

First short paper due end of Week 3

Week 4: Political Action: Civil Rights.
Readings: Marable (chapters 6-7)
Marable & Mullings (Section 4, docs: 4, 5, 6, 8, 9, 13, 14,17, 18, 20, 21)

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

Week 6: Black Women in America.
Readings: Lee (chapters 3-4)
Marable & Mullings (Section 5, docs: 1, 2, 4, 6, 7, 8, 10)

Second Short paper due end of Week 6

Week 7: Post Civil Rights Era.
Readings: Lee (chapters 5-6)
Marable & Mullings (Section 5, docs: 13, 14, 16, 17, 18)
Week 8: Back to the future: Inequality and public policy.
   Reading: Lee (chapters 7-8)
   Marable & Mullings (Section 5, docs: 20, 21, 22, 23, 24)

Week 9: The Empire Strikes B(L)ack: Conservatism and Racism in the 1990s.
   Readings: Lee (chapters 9-10)
   Web Site http://ulpdx.org:: “The State Of Black Oregon,” pp. 77-103

Third short paper due end of Week 9

Week 10: Wrap-up Discussion--Trouble in the eye: “Color blind” society and more.

Week 11: Final Paper due Monday 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