

Spring 2016 Seminar: #BlackLivesMatter: Critical Perspectives

BBL 6973, C&I 6973, ENG 5933, and ENG 6033

LEARNING MODULES

Readings and related content for each week's lecture topic are contained in the content folder for the corresponding week/professor, as listed in the syllabus. N.b. : These readings can be difficult. Please give yourself time to go through these ideas. It's okay if you don't understand some things--we will wrestle with these ideas in class together. Be patient with yourself and do not wait until the last minute to read these articles.

Week 1 - Introduction

What does #BLM mean – to you? How is it not possible to get a fair trial in Baltimore? How do we effect change for a more equitable society in spite of hegemony? What's silenced in #AllLivesMatter? Approaching Equity v Equality. The wages of Whiteness. Class v Race v Religion v so on... The erasure of colorblindness.

1. "Black Lives Matter | Freedom & Justice for All Black Lives." 2016.
<http://blacklivesmatter.com/>.

This is the Official #BlackLivesMatter Organization founded by Patrisse Cullors, Opal Tometi, and Alicia Garza.

#BlackLivesMatter is an online forum intended to build connections between Black people and our allies to fight anti-Black racism, to spark dialogue among Black people, and to facilitate the types of connections necessary to encourage social action and engagement.

2. Macklemore & Ryan Lewis. 2016. *White Privilege II*. Music Video. Macklemore LLC.
https://www.youtube.com/watch?v=Y_rl4ZGdy34
3. Roberts, Frank Leon. 2015. "Black Lives Matter: Race, Resistance, and Populist Protest" *#Black Lives Matter Syllabus*. <http://www.blacklivesmattersyllabus.com/frankleonrobertsr/>.

This is the #BLM Syllabus from Fall 2012 at Hunter College: "Black Lives Matter: Race, Resistance, and Populist Protest." It includes videos that correspond to each week of the course. We want you to view these videos as assigned.

4. "African American Intellectual Historical Society | #Charlestonsyllabus." 2015.
<http://www.aaihs.org/resources/charlestonsyllabus/>

Here is a list of readings that educators can use to broach conversations in the classroom about the horrendous events that unfolded in Charleston, South Carolina on the evening of June 17, 2015. These readings provide valuable information about the history of racial violence in this country and contextualize the history of race relations in South Carolina and the United States in general. They also offer insights on race, racial identities, global white supremacy and black resistance. All readings are arranged by date of publication. **This list is not meant to be exhaustive—you will find omissions. Please check out #Charlestonsyllabus and the Goodreads List for additional reading suggestions.**

#Charlestonsyllabus was conceived by Chad Williams (@Dr_ChadWilliams), Associate Professor of African and Afro-American Studies at Brandeis University. With the help of Kidada Williams (@KidadaEWilliams), the hashtag started trending on Twitter on the evening of June 19, 2015. The following list was compiled and organized by AAIHS blogger Keisha N. Blain (@KeishaBlain) with the assistance of Melissa Morrone (@InfAgit), Ryan P. Randall (@foureyedsoul), and Cecily Walker(@skeskali). *Special thanks to everyone who contributed suggestions via Twitter.* Please click **here** to read more about the origin and significance of #Charlestonsyllabus.

5. 2016. "Celebration of Gospel: Kirk Franklin's Performance Calls for Victory!: Kirk Franklin performs a "Wanna Be Happy" and "123 Victory" mashup." *BET.com*, January 31.
<http://www.bet.com/video/celebrationofgospel/2016/performances/kirk-franklin-wanna-be-happy-123-victory.html>
6. Merrill, Heather and Donald Carter. 2016. "What Black Campus Activists Can Learn From the Freedom Summer of 1964." *The Chronicle of Higher Education* January 31.
<http://www.chronicle.com/article/What-Black-Campus-Activists/235113/>.
7. Gates, Henry Louis, Jr. 2016. "Black America and the Class Divide." *The New York Times*, February 1. <https://www.nytimes.com/2016/02/07/education/edlife/black-america-and-the-class-divide.html>.
8. Cullors, Patrisse. 2016. "Patrisse Cullors, Black Lives Matter Founder, on Race in America." *USA Today*, February 1. <http://www.usatoday.com/videos/news/nation-now/2016/02/01/79462618/>

9. 2016. "Why We Don't Need a White History Month." *HuffPost Black Voices*, February 1. <https://www.facebook.com/blackvoicesdotcom/videos/10154419787882565/> .
10. Ellin, Abby. 2016. "Meet the New Student Activists." *The New York Times*, February 1. <https://www.nytimes.com/2016/02/07/education/edlife/the-new-student-activists.html> .
11. 2012. "Michael Eric Dyson Shares Why "Black People Can't Be Racist" Backstage At Don't Sleep!" BETNetworks, October 4. <https://www.youtube.com/watch?v=bZ0QfLkjujY> .
12. Blow, Charles M. 2016. "White America's 'Broken Heart.'" *The New York Times*, February 4. <https://www.nytimes.com/2016/02/04/opinion/white-americas-broken-heart.html>.
13. "The African American Policy Forum ." 2016. <http://www.aapf.org>

Our Mission:

The African American Policy Forum (AAPF) is an innovative think tank that connects academics, activists and policy-makers to promote efforts to dismantle structural inequality. We utilize new ideas and innovative perspectives to transform public discourse and policy.

We promote frameworks and strategies that address a vision of racial justice that embraces the intersections of race, gender, class, and the array of barriers that disempower those who are marginalized in society. AAPF is dedicated to advancing and expanding racial justice, gender equality, and the indivisibility of all human rights, both in the U.S. and internationally.

14. Williams, Brennan. 2015. "Beyoncé Releases Mini-Documentary Highlighting Racial Injustice (VIDEO)." *Huffington Post*, February 10, http://www.huffingtonpost.com/2015/02/10/beyonce-documentary-racial-injustice_n_6654360.html .
15. "Jewish Multiracial Network | Privilege Checklist." 2009. <http://www.jewishmultiracialnetwork.org/advocacy/privilege-checklist/> .

The Privilege Checklist was developed by Corinne Lightweaver, Sasha King, and members of the Jewish Multiracial Network online discussion group, 2006–2009, to teach about the widening range of privilege experienced in the Jewish community. Please distribute the Privilege Checklist, use it in workshops, and add to it.

The following statements are examples of ways in which privilege is experienced. The privileges listed below are ones that many people take for granted today, but which are not available to most Jews of color in the United States.

16. Hurston, Zora Neale. 1928. "How It Feels to Be Colored Me."
<http://xroads.virginia.edu/~ma01/grand-jean/hurston/chapters/how.html>

Week 2 – Critical Race Theory with Dr. Berry

Required reading for this class is Delgado and Stefancic's *Critical Race Theory: An Introduction*. Read prior to 1/19 class.

1. Ignatiev, Noel. 1995. *How the Irish Became White*. New York: Routledge.
2. Houston, Shannon M. 2015. "Mapping Brutality: How Last Year's 'Belle' Perfectly Explains White America's Response to Racism." *IndieWire*. August 17.
<http://www.indiewire.com/2015/08/mapping-brutality-how-last-years-belle-perfectly-explains-white-americas-response-to-racism-151854/> .
3. DiAngelo, Robin. 2015. "White Fragility: Why It's So Hard to Talk to White People About Racism." *The Good Men Project*. April 9. <https://goodmenproject.com/featured-content/white-fragility-why-its-so-hard-to-talk-to-white-people-about-racism-twlm/> .
4. Blow, Charles M. 2016. "White America's 'Broken Heart.'" *The New York Times*, February 4.
<https://www.nytimes.com/2016/02/04/opinion/white-americas-broken-heart.html>.
5. Wikipedia contributors, "Intersectionality," *Wikipedia, The Free Encyclopedia*.

Week 3 – AfroPessimism with Dr. Brooks

Required reading for this class includes all the materials in the BB folder. Read prior to 1/26 class.

1. Spillers, Hortense J. 1994. "The Crisis of the Negro Intellectual: A Post-Date." *Boundary 2* 21, no. 3: 65-116. <http://www.jstor.org/stable/303601>.

This article replaces Black Nihilism--which I think may just confuse things instead of bringing clarity.

2. Sexton, Jared. 2011. "The Social Life of Social Death: On Afro-Pessimism and Black Optimism." *InTensions Journal*, Issue 5. Toronto: York University.

Please, PLEASE, read the footnotes. They will help you A LOT!!!

3. J.-A. Mbembé and Libby Meintjes. 2003. "Necropolitics." *Public Culture* 15, no. 1: 11-40. <http://muse.jhu.edu/article/39984> .
4. Wilderson, Frank B., III. 2003. "The Prison Slave as Hegemony's (Silent) Scandal." *Social Justice* 30, 2.
5. *Space Traders*. Directed by Reginald Hudlin and written by Trey Ellis. Based on the short story by Derrick Bell. <https://www.youtube.com/watch?v=K0BtFWwH0mQ>
6. Bell, Derrick. 1992. "The Space Traders." <https://web.archive.org/web/20100404123611/http://edweb.tusd.k12.az.us/uhs/APUSH/1st%20Sem/Articles%20Semester%201/Articles%20Semester%201/Bell.htm>

Week 4 – Critical Discourse Analysis with Dr. Lanehart

Read prior to 2/2 class.

1. Wodak, Ruth, and Michael Meyer. 2009. *Methods of critical discourse analysis*. 2nd ed. London; Los Angeles: SAGE, 1-14.
2. Blommaert, Jan, and Chris Bulcaen. 2000. "Critical Discourse Analysis." *Annual Review of Anthropology* 29: 447–66. <http://www.jstor.org/stable/223428>.
3. Weiss, Gilbert, and Ruth Wodak. 2003. "Introduction: Theory, Interdisciplinarity and Critical Discourse Analysis." In *Critical discourse analysis: Theory and interdisciplinarity*, edited by Gilbert Weiss and Ruth Wodak, 1-34. New York; Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.

4. Billig, Michael. 2003. "Critical Discourse Analysis and the Rhetoric of Critique." In *Critical discourse analysis: Theory and interdisciplinarity*, edited by Gilbert Weiss and Ruth Wodak, 35-46. New York; Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.
5. Caldas-Coulthard, Carmen Rosa. 2003. "Cross-Cultural Representation of 'Otherness' in Media Discourse." In *Critical discourse analysis: Theory and interdisciplinarity*, edited by Gilbert Weiss and Ruth Wodak, 272-296. New York; Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.
6. Critical Discourse Analysis Presentation by Dr. Lanehart.
[Available as a PDF linked on the Learning Modules page.]
7. "Black Lives Matter | Freedom & Justice for All Black Lives." 2016.
<http://blacklivesmatter.com/>.

Black Lives Matter is a unique contribution that goes beyond extrajudicial killings of Black people by police and vigilantes. It goes beyond the narrow nationalism that can be prevalent within some Black communities, which merely call on Black people to love Black, live Black and buy Black, keeping straight cis Black men in the front of the movement while our sisters, queer and **trans** and **disabled** folk take up roles in the background or not at all. Black Lives Matter affirms the lives of Black queer and trans folks, disabled folks, **Black-undocumented folks**, folks with **records**, **women** and **all Black lives** along the gender spectrum. It centers those that have been marginalized within Black liberation movements. It is a tactic to (re)build the Black liberation movement.

8. McDonald, Brent, and John Woo. 2015. "#BlackTwitter After #Ferguson." *The New York Times*, August 10. <https://www.nytimes.com/video/us/100000003841604/blacktwitter-after-ferguson.html>.

From NYT 2015 Hashtags: #BlackLivesMatter, a social media movement that developed as people protested the deaths of black men by police officers, became an avenue for protesters to congregate both online and in person. (Protests in Ferguson, Mo., were highlighted in Twitter's 2014 report.)

9. Jacobsen, Margaret E. 2016. "I Recorded The Racist Things People Said & Did To Me For 2 Weeks." *Romper*. /p/i-recorded-the-racist-things-people-said-did-to-me-for-2-weeks-1690.

<https://www.romper.com/p/i-recorded-the-racist-things-people-said-did-to-me-for-2-weeks-1690>

10. "Racial Slur Published in the Annual Report of Lawrence University." 2016. *The Journal of Blacks in Higher Education*. January 4. <https://www.jbhe.com/2016/01/racial-slur-published-in-the-annual-report-of-lawrence-university/>.

Lawrence University in Appleton, Wisconsin, recently published an annual report. A large photograph of university executives was included. The photograph was taken inside the cupola of Main Hall on campus. It has been a tradition on campus for students to be granted entrance to the cupola to write their names on the wall.

But after the annual report was published, an alumnus of the university noticed that the word "nigger" had been written in chalk on the wall behind the executives. The racial slur is very small in the printed photograph but is clearly noticeable, particularly when the photograph is magnified.

The university used computer software to eliminate the slur in an updated version of the annual report. The slur was removed from the wall. Craig L. Cagnon, associate vice president of communications at the university issued a statement apologizing for the publication of the slur. He noted that the graffiti could have been written a decade ago or even a century ago.

Lawrence University enrolls about 1,560 students. African Americans make up 3 percent of the undergraduate student body.

11. Eligon, John. 2016. "A Question of Environmental Racism in Flint." *The New York Times*, January 22. <https://www.nytimes.com/2016/01/22/us/a-question-of-environmental-racism-in-flint.html>.
12. Blinder, Alan. 2016. "In Rural Alabama, a Longtime Mistrust of Medicine Fuels a Tuberculosis Outbreak." *The New York Times*, January 17. <https://www.nytimes.com/2016/01/18/us/in-rural-alabama-a-longtime-mistrust-of-medicine-fuels-a-tuberculosis-outbreak.html>.

It is amazing that this is not receiving more attention and that efforts in Alabama to combat lack of trust and to increase engaging in medical care are not more apparent. I contrast this with the 2015 HIV and hepatitis C epidemic in Scott County, Indiana. It received national news coverage and coordinated action from the state and the CDC as it unfolded in a mostly poor white rural Indiana county. There has not been such coverage or action during the multiple times in multiple local communities for outbreaks that resulted in current unacceptable HIV levels among African Americans.

This unfolding tuberculosis epidemic in Marion should receive major effort on many fronts to stop. As with Ebola in West Africa and lead-laden city water in Flint, MI, these are modern atrocities that require attentive actions that don't seem to come until the health issue becomes even more devastating. Such is unacceptable. I will alert the clergy leader network with which I work to engage in getting essential info to people in or near the Marion area. Like with HIV and Ebola virus, asymptomatic infection can occur with tuberculosis bacteria. Unlike with HIV or Ebola virus, the tuberculosis bacteria is airborne. Both features can greatly enhance spread in an epidemic.

13. Zielinski, Alex. 2016. "A Shameful Racial History Has Led To A Severe Tuberculosis Outbreak In Alabama." *ThinkProgress*. January 20. <https://thinkprogress.org/a-shameful-racial-history-has-led-to-a-severe-tuberculosis-outbreak-in-alabama-a0da3a67842e>.
14. Geary, Daniel. 2015. "The Moynihan Report: An Annotated Edition." *The Atlantic*, September 14. <https://www.theatlantic.com/politics/archive/2015/09/the-moynihan-report-an-annotated-edition/404632/>.

On New Year's Eve, 1964, Assistant Secretary of Labor Daniel Patrick Moynihan assembled his staff in his office to announce that they were going to help him write a report on African American families. *The Negro Family: The Case for National Action*, completed in March, 1965, became one of the most controversial documents of the twentieth century. Best known as the "Moynihan Report," it launched the career of its author, who became a professor at Harvard University, a top adviser to President Nixon, and a four-term U.S. senator representing New York.

Moynihan wrote the report on his own initiative hoping to persuade White House officials that civil-rights legislation alone would not produce racial equality. He succeeded in getting President Johnson's attention. On June 4, 1965, President Lyndon Johnson gave a major address at Howard University based largely on the Moynihan Report and co-written by Moynihan and Richard Goodwin. Echoing civil-rights leaders of the time, Johnson declared, "Freedom is not enough": Equal citizenship for African Americans was incomplete without the ability to make a decent living.

However, the Johnson administration quickly disowned the Moynihan Report when it sparked heated debate after becoming public in August, 1965. Distracted by the Vietnam War, Johnson never followed up his stirring rhetoric at Howard with significant new policies. The Moynihan Report became a lightning rod for civil-rights activists frustrated with Johnson's inaction.

Week 5 - #SayHerName with Dr. Berry

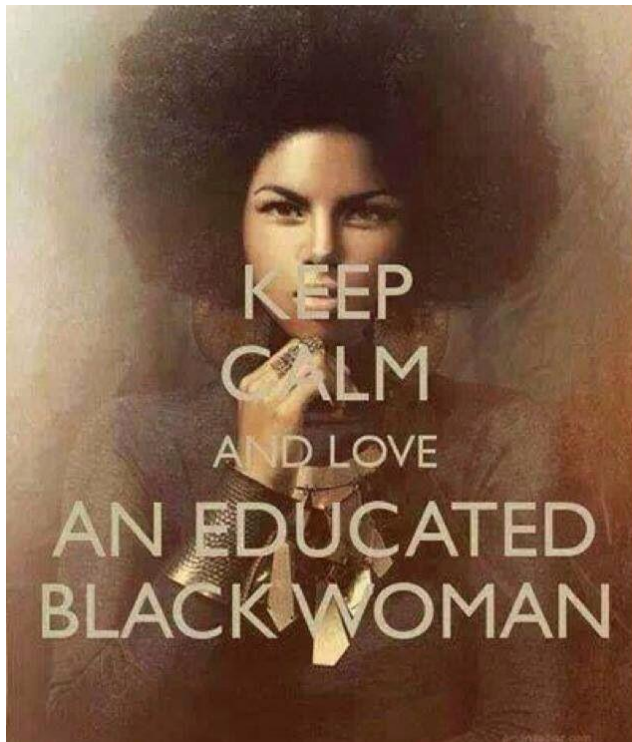
Content for this class session will include (but is not limited to) readings, websites/webpages, and videos regarding intersectionality, Black women, respectability politics, black feminist thought, and critical race feminism. Topics for this class session may include (but is not limited to) the (anti)essentialism of Black women in Black culture, life, and education, Black women and activism, and the policing of Black women in the media and beyond.

1. "OKC Statement." 2017. *AAPF*. Accessed February 2. <http://www.aapf.org/okc-statement/> .

The African American Policy Forum (AAPF) developed Actions to Demand Justice for the OKC 13 at the Intersection of Sexual Violence and Racialized Police Brutality as a response to the case regarding Daniel Holtzclaw. AAPF was developed as part of an ongoing effort to promote women's rights in the context of struggles for racial equality. It serves as an information clearinghouse that works to bridge the gap between scholarly research and public debates on questions of inequality, discrimination and injustice.

2. "NowThis - 'White Feminism' needs to Stop — Now | Facebook." 2015. <https://www.facebook.com/NowThisNews/videos/885320488224743/> .

3.



4. “#SandyStillSpeaks: ‘Living Black History’ and Resources on Sandra Bland – AAIHS.” 2016. <http://www.aaihs.org/sandystillspeaks/> .

Previous AAIHS posts about Sandra Bland include an account of local civil rights groundwork in Waller County following Bland’s death, and a call for resources to develop #WallerCountySyllabus. Today’s post seeks to narrate recent developments about the case of Sandra Bland by drawing attention to published journalism as well as on-the-ground activism through social media and digital history.

5. “Assata’s Syllabus - Controlling Our Narrative.” 2016. May 1. <http://web.archive.org/web/20160501235158/http://www.assatassyllabus.org/assatas-syllabus.html>.

“No one is going to give you the education you need to overthrow them. Nobody is going to teach you your true history, teach you your true heroes, if that know that that knowledge will help set you free.” – Assata Shakur

6. Miller, David. 2016. “How Gender Interacts with Other Social Identities to Shape Bias.” *The Conversation*, February 4. <https://phys.org/news/2016-02-gender-interacts-social-identities-bias.html>.

Actress Patricia Arquette's comments at the 2015 Oscars award night drew criticism for implicitly framing gender equality as an issue for straight white women. She insisted that, "It's time for all the women in America and all the men that love women and all the gay people and all the people of color that we've all fought for to fight for us now."

7. Beyoncé. 2016. *Formation (Explicit)*. <https://www.youtube.com/watch?v=LrCHz1gwzTo&feature=youtu.be>.

8. Díes, Juan and Juan Felipe Herrera. “El Corrido de Sandra Bland.” Performed during Herrera’s inaugural reading as the 21st Poet Laureate of the United States, on September 15, 2015. <http://the-only-mainstream.tumblr.com/post/132075866182/el-corrido-de-sandra-bland-2015-performed>

9. Khaleeli, Homa. 2016. “#SayHerName: Why Kimberlé Crenshaw Is Fighting for Forgotten Women,” *The Guardian*. May 30. <https://www.theguardian.com/lifeandstyle/2016/may/30/sayhername-why-kimberle-crenshaw-is-fighting-for-forgotten-women> .

10. Brah, Avtar and Ann Phoenix. 2004. "Ain't I A Woman? Revisiting Intersectionality," *Journal of International Women's Studies*, 5 (3).
11. Crenshaw, Kimberle. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." *Stanford Law Review* 43, no. 6: 1241-299.
doi:10.2307/1229039.
12. Lorde, Audre. 1983. "There is no hierarchy of oppressions," *Bulletin: Homophobia and Education*, 14(3/4): 9.
13. Wing, Adrien K. 2015. "Critical Race Feminism." In *Theories of race and ethnicity: Contemporary debates and perspectives*, edited by Murji, Karim, and John Solomos, 162-179. Cambridge: Cambridge University Press.

Week 6 – Caught on Camera with Dr. Cervantes

Read prior to 2/16 class.

1. Akom, A.A. 2009. "Critical Hip Hop Pedagogy as a Form of Liberatory Praxis." *Equity & Excellence in Education* Vol. 42, Iss. 1. doi: 10.1080/10665680802612519.
2. Rose, Tricia. 1994. *Black Noise: Rap Music and Black Culture in Contemporary America*. Hanover, NH: University Press of New England, 99-145.
3. Perry, Imani. 2004. *Prophets of the Hood, Politics and Poetics in Hip Hop*. Durham: Duke University Press.
4. KRS-One. 1993. *Sound of Da Police*. Music Video. Jive.
<https://www.youtube.com/watch?v=9ZrAYxWPN6c>.
5. Ice Cube. 1990. *Endangered Species (Tales from the Darkside)*. Music Video. Priority.
<https://www.youtube.com/watch?v=PxBkpiJY5qk>.

6. 2Pac. 1992. *Holler If Ya Hear Me*. Music Video. Interscope.
<https://www.youtube.com/watch?v=zAtqb3T5CHE>.
7. Killer Mike. 2012. *Reagan*. Music Video. Williams Street Records.
<https://www.youtube.com/watch?v=6llqNjC1RKU>.

Week 7 – Midterm Panel

No additional readings required prior to 2/23 class.

1. “Baltimore: Geraldo confronted over Fox ‘News’ biased reporting #FreddieGray.” 2015.
<https://www.youtube.com/watch?v=OwHvCy-a-Pg>

Even Geraldo Rivera's bodyguard had to step aside to let this young man speak his mind in Baltimore.

Kwame Rose inadvertently became a viral sensation Tuesday night when he came between Geraldo Rivera and his Fox News cameras just as that city's 10 p.m. curfew was going into effect. “You're making a fool of yourself!” Rivera told the young man as he fired back, “We don't your false coverage.”

A few days later, after Maryland State Attorney Marilyn Mosby brought charges against the six officers involved in Freddie Gray's death and things had started to calm down in Baltimore, Media Matters spoke to Rose about his objections to “outside agitators” like Fox.

“I want people to know that this issue is bigger than some clip of me, it's about Black Lives,” Rose said of his moment in the spotlight. “I have been out protesting for almost two weeks now without being on one camera. After Monday night when the media started pouring in, I sat at work and watched how the media basically forced people to believe that Baltimore was some Third World city. I just wanted to set the record straight and let it be known that this generation refuses to be misinterpreted.”

Rose lamented the fact that when media outlets “set up their camps in front of boarded up homes,” seemingly ignoring the organizers who were “cleaning up the streets as one community,” the “cameras weren't rolling, nobody cared.”

“Outside agitators such as Fox News came onto the scene trying to exploit the situation,” Rose said of Rivera's employer specifically. “I don't care about the people watching Fox News, but I will not let you report lies about the people of this city.”

“Geraldo is like the majority of America,” he added. “He fears a black man so much that he [would] rather try to instigate a fight than to engage in a conversation. If you’ve seen the full clip of the video you’d know that his verbal assaults were a waste of breath.”

Week 8 – Hip Hop with Dr. Cervantes

Read prior to 3/1 class.

1. Jslim the Great featuring Dallas G. 2015. *Black Planet*. <https://soundcloud.com/jslim-tosmoothtolose-watkins/black-planet-by-j-slim-ft-dallas-g>

This song was made to up lift and give black people a positive message. To let the young generation understand the fight and the struggle that still lives on; simply that the black Man will always be considered a threat. Slavery back then is no different than the Slavery we have now called Prison. Help one another and grow thru the words I place before you.

2. Norris, Michele. 2013. “The Mix: Songs Inspired By the Civil Rights Movement.” *NPR.org*. <http://www.npr.org/2013/07/09/199105070/the-mix-songs-inspired-by-the-civil-rights-movement>.

The civil rights movement captured the nation's attention in 1963, and musicians proved no exception. The marches, protests and tragedies of 50 years ago influenced some of the greatest artists of the 20th century, including Aretha Franklin, Bob Dylan, Harry Belafonte and Mavis Staples. We've gathered more than 150 songs for a special NPR Music Radio channel that commemorates this important moment in our nation's history. Several of the songs we chose were part of the movement, sung by protestors at rallies, while others were inspired by the events of the era — such as Neil Young songs answered by Lynyrd Skynyrd. The stream includes many genres of music from across the last five decades that draw direct inspiration from that historic year.

3. Asante, M. K., Jr. 2009. *It's Bigger than Hip Hop: The Rise of the Post-Hip-Hop Generation*. Macmillan.
4. Hope, Clover. 2017. “The Overwhelming Blackness of Kendrick Lamar’s To Pimp a Butterfly.” *The Muse*. <http://themuse.jezebel.com/the-overwhelming-blackness-of-kendrick-lamars-butterfly-1691770606>.

5. Gebreyes, Rahel. 2014. "Killer Mike Speaks Out On Ferguson: 'Justice Is Not Always Served.'" *Huffington Post*, November 30, http://www.huffingtonpost.com/2014/11/30/killer-mike-speech_n_6238996.html.
6. Tate, Greg. 2015. "How #BlackLivesMatter Changed Hip-Hop and R&B in 2015." *Rolling Stone*, December 16, <http://www.rollingstone.com/music/news/how-blacklivesmatter-changed-hip-hop-and-r-b-in-2015-20151216>.
7. The Game, featuring Rick Ross, 2 Chainz, Diddy, Fabolous, Wale, DJ Khaled, Swizz Beatz, Yo Gotti, Curren\$y, Problem, King Pharaoh, and TGT. 2014. *Don't Shoot*. <https://www.youtube.com/watch?v=N-QWI-ly1ns>.
8. Run The Jewels. 2014. *Early*. Music Video. Mass Appeal. <https://www.youtube.com/watch?v=pJJyKlRxyvA>.
9. Hill, Lauryn. 2014. *Black Rage (#BlackLivesMatter Edition)*. Music Video. <https://www.youtube.com/watch?v=xAhFAgQGf88>.
10. Lamar, Kendrick. 2014. *Alright*. Music Video. Top Dawg/Aftermath/Interscope. https://www.youtube.com/watch?v=Z-48u_uWMHY

Week 9 – Art with Dr. Sherer

Read prior to 3/8 class.

1. Schmelzer, Paul. 2015. "The Art of Black Lives Matter Minneapolis." *Hyperallergic*. December 23. <http://hyperallergic.com/263941/the-art-of-black-lives-matter-minneapolis/>.
2. Rodney, Seph. 2015. "Why Are There So Few Black Full Professors of Art History in the US?" 2015. *Hyperallergic*. November 30. <http://hyperallergic.com/256013/why-are-there-so-few-black-full-time-art-historians-in-the-us/>.
3. Doss, Erika. 1999. "Revolutionary Art is a Tool for Liberation: Emory Douglas and Protest Aesthetics at *The Black Panther*." *New Political Science* 21 (2): 245-59.

- Francis, Jacqueline. 2003. "Introduction and Overview." *American Art* 17, no. 1: 2-10.
<http://www.jstor.org/stable/3109410>.

Week 10 – Slavery with Dr. Gray

No additional resources

Week 11 – Reconstruction with Dr. Gray

Read prior to 3/29 class.

- Bower, Tim. 2016. "My First Police Stop." 2017. *The New York Times*. February 1.
<https://mobile.nytimes.com/2016/02/05/fashion/mens-style/my-first-police-stop.html>.

Week 12 – Segregation with Dr. Smith

Read prior to 4/5 class.

- Smith, Howard L. 1998. "Literacy and Instruction in African American Communities: Shall We Overcome?" In *Sociocultural contexts of language and literacy*, edited by B. Pérez, B. Mahwah, NJ: Erlbaum.

Week 13 – Electoral Democracy with Dr. Amberg

Read prior to 4/12 class.

- Five news stories on BLM and elections
[Available as a PDF linked on the Learning Modules page.]
- Further Readings on Race and American Politics
[Available as a PDF linked on the Learning Modules page.]

3. Dawson, Michael C. 2012. "The Future of Black Politics." *The Boston Review*.
http://bostonreview.net/archives/BR37.1/ndf_michael_dawson_black_politics.php.
4. Bayard Rustin, Working Papers for the SCLC and SCLC, A Statement to the South and Nation (1957).
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10. Devichand, Mukul. 2016. "Will 'Black Lives Matter' Change America in an Election Year?" *BBC News*, January 30, <http://www.bbc.com/news/blogs-trending-35444899>.
11. Rose, Kwame. 2016. "Why I'm Not Inspired to Vote for Bernie Sanders yet." *Mashable*, February 25, <http://mashable.com/2016/02/25/kwame-rose-how-bernie-sanders-lost-my-vote/#5nlrr.BLX8qc>.

Week 14 – Dreamkeepers with Dr. Smith

Read prior to 4/19 class.

1. Greenwald, Glenn. 2016. "New Film Shows Real-Time, Inside Account of the University of Missouri Student Protests." *The Intercept*, March 22.
<https://theintercept.com/2016/03/22/concerned-student-1950-new-film-shows-inside-account-of-university-of-missouri-protests/>.

This article accompanies release of the *Field of Vision* film *Concerned Student 1950*, directed by University of Missouri students Adam Dietrich, Varun Bajaj, and Kellan Marvin.

Week 15 – Black Literary Theory with Dr. Brooks

Readings in addition to Ellison's *The Invisible Man*. Read prior to 4/26 class.

1. Schomburg Center for Research in Black Culture, The New York Public Library. 2015. *Stage for Debate: Respectability and Politics*. Livestream Video.
<https://livestream.com/schomburgcenter/events/4710955?t=1486075555>.

Date

Tue, Feb 2 2016 5:30 PM CST — Tue, Feb 2 2016 7:00 PM CST

About

In October 2015, Dr. Randall Kennedy published an article in Harper's Magazine arguing a progressive defense of respectability politics. For our inaugural debate at the Schomburg Center, we bring together a contemporary debate on respectability and its relationship to activism and black liberation movements in the U.S. and abroad. Dr. Brittney Cooper and Mychal Denzel Smith will join Dr. Kennedy for an important discussion on representation and the underbelly of Black sociocultural politics. @SchomburgLive | #StageForDebate

2. Locke, Steve. 2015. "I Fit the Description..." *Art and Everything after*. December 5.
<http://artandeverythingafter.com/i-fit-the-description/>.

A blog post by Steve Locke, assistant professor at the Massachusetts College of Art and Design, describes his experience being detained by Boston police officers, and what it's like to be a black man whose very general physical description and status as a black man can be used by police to question him, in this case about a break-in. Locke describes the fear and humiliation of waiting for a group of police officers to realize that he's not a criminal, but a professor who had his college ID on a lanyard around his neck.

The piece, "I Fit the Description," has gone viral. (The piece features the photo of Locke at right, which he published, dressed as he was when he was stopped.) To many black men, it describes a reality they face. And it shows how their college professor identities don't necessarily help them in encounters with law enforcement.

"Something weird happens when you are on the street being detained by the police," he wrote. "People look at you like you are a criminal. The police are detaining you so clearly you must have done something, otherwise they wouldn't have you. No one made eye contact with me.

"Nothing I am, nothing I do, nothing I have means anything because I fit the description," wrote Locke.

Lieutenant Detective Michael McCarthy told The Boston Globe that Police Commissioner William B. Evans was reaching out to Locke to discuss what happened. McCarthy said Locke was not mistreated and he praised Locke and the police officers for their conduct. "We understand that people may feel uncomfortable, and we would encourage them to be patient and to be respectful -- as this individual was," McCarthy said. "The outcome can be as good as it was here."

3. Equity & Inclusion in Physics & Astronomy. 2015. "An Open Letter to SCOTUS from Professional Physicists by Eblur." <http://eblur.github.io/scotus/>.

This a letter by physicists and astrophysicists in response to comments by Justices Robert and Scalia at the Fisher v UT hearings in 2015.