

SYLLABUS

AFRICAN-AMERICAN STUDIES G4510y CRITICAL APPROACHES TO AFRICAN-AMERICAN STUDIES SPRING SEMESTER, 2006

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Office Location: Professors Marable and Matsumoto are both located in the Center for Contemporary Black History, in Suite 760 Schermerhorn Extension.

Office Hours: For Dr. Marable, please arrange appointments with his secretary at 212.854.1489. Dr. Matsumoto will be available for office hours Thursday afternoons from 4:00 p.m. – 5:30 p.m.

Seminar Location: 758 Schermerhorn Extension.
Seminar Day/Time: Thursdays, 2:10 p.m. – 4:00 p.m.

Credits: 4 hours/points

Enrollment requirements: Students enrolled in the African-American Studies M.A. Program, and majors/concentrations in African-American Studies who are seniors and juniors have first priority. All other graduate and undergraduate students must obtain written permission to enroll.

INTRODUCTION

African-American Studies is essentially at its core the black intellectual tradition, the richly diverse body of interdisciplinary scholarly research and creative works by people of African descent. This classical intellectual tradition has historically been defined by three points of departure. Black Studies is “descriptive” – that is, it attempts to provide a detailed, “thick description” of the cultural materiality of black people’s lives. It starts with the central assumption that people of African descent have been the principal actors in the making of their own history. Black Studies has always been “corrective,” in the sense of challenging racist stereotypes and biased interpretations of black people in mainstream white academic institutions and within its pseudo-scholarship. And third, Black Studies is “prescriptive,” presenting theoretical and programmatic models designed to empower black people in the real world. By its very nature, it requires a “praxis”

– the unity of critical analysis and social action, the production of new ideas, not merely designed to interpret the world, but change it.

Within this broad paradigm flourishes many different approaches to the interpretation and understanding of what it means to be “black.” One could say that what is most characteristic of Black Studies is that it has been, and continues to be, a series of intellectual debates, both between black scholars and the white academic establishment, and with and against each other. African-American Studies has also developed as a growing literature of “intersectionality” – illustrative of how race, gender, class and sexuality interact with each other in creating dynamic contexts of social change. The growth of globalization and the increased transnational migrations of black people from Latin America, the Caribbean and Africa into the United States have also reshaped our understanding of how “blackness” is defined, and what “black America” will become.

This colloquium, which is an optional requirement for all Master of Arts students in the African-American Studies graduate program, is designed to introduce some of the key issues, controversies and debates that characterize the field of black studies historically and today. There are two goals of the colloquium: (1) to discuss and analyze issues such as the treatment of women and gender issues in African-American Studies, the impact of the prison industrial complex and mass incarceration of black American life, the role of political and cultural institutions on black society; the function of black intellectuals and leadership, etc.; and (2) to give students the opportunity to engage in detailed, original research into a topic which illuminates an important dimension of what African-American Studies has been, and is becoming. In this process, students may review archival documents, published collections of correspondence, dissertations and masters’ theses and develop a comprehensive bibliography of publications by and about their individual subjects.

COLLOQUIUM REQUIREMENTS

There are several essential components which are required for the successful completion of this required graduate seminar in African-American Studies.

1. **Class participation and attendance:** Students are expected to read the required readings before each class. All students are expected to participate in class discussions, and to miss a minimum number of classes. All students must regular post comments on CourseWorks at least once every two weeks – either about the required readings, or about issues discussed in previous classes – throughout the course, beginning in Week II. The class participation grade includes the quality of your CourseWorks postings, regular attendance, individual visits with the professors, and

most of all, willingness to raise thoughtful questions and to engage in discussion with other students. Class participation and attendance constitutes **20 percent of the total course grade**.

2. Class short paper and oral presentation of the required week's readings. All students in the colloquium will present a brief overview or synopsis of the main themes and topics discussed in one of the weekly required readings, covering Weeks III, and Week V through Week XII. Each weekly presentation includes: (1) a two-page summary of the major points or themes that the authors discuss in their papers, which must be posted on our course webpage no later than Tuesday by 12:00 noon prior to the date of the Thursday colloquium meeting; (2) a brief, five minute oral presentation to the colloquium on the key ideas and themes in the readings; and (3) answering questions about the readings, and leading the colloquium in a discussion on the readings for forty-five minutes. All three components – the two-page paper posted on Tuesday, the oral presentation, and the quality of your discussion – constitute **20 percent of your course grade**.

If there are two or more students who are assigned to present during a particular week, all students must review all of the readings in their respective individual summaries. During their brief oral presentations, students may choose to focus their remarks on specific texts, dividing materials with other presenters. However, all presenters are expected to be able to answer any questions pertaining to all of the readings.

3. Brief bibliography, written summary, and brief oral presentation of research papers-in-progress. At the colloquium meeting of Week IV (Thursday, February 9), all students will give a brief, five-minute overview of their research paper-in-progress. Each student must prepare a two-page paper which includes a list of books, journal articles, archival materials (if relevant), newspaper articles, and other important sources about their subject, plus a 150 to 250 word description of the key themes or issues they want to examine about the subject. These bibliographies and short papers must be posted on our CourseWorks webpage no later than Tuesday, February 7, by 12:00 noon prior to the Thursday colloquium meeting. Both components – the two-page bibliography and written summary, and your oral presentation – constitute **10 percent of your total course grade**.
4. Present research papers-in-progress to the class for discussion and evaluation during Week XIII (April 20) and Week XIV (April 27). All students will give a seven-minute oral presentation of their research paper, followed by questions from Dr. Matsumoto about their papers. The

papers-in-progress must be posted on our CourseWorks website no later than Tuesday, 12:00 noon, prior to the Thursday colloquium meeting that they are scheduled to be presented. Both components – the paper-in-progress, and your oral presentation and ability to answer questions pertaining to your topic – constitute **10 percent of your total course grade**.

5. Colloquium research paper. Each student must write a 20-page paper, excluding a bibliography and footnotes, on a topic related to African-American Studies. The paper should either: (1) examine in detail the ideas and writings of a prominent scholar in the field of African-American Studies (e.g., Patricia Hill Collins, Angela Davis, Cornel West, Henry Louis Gates, Jr., Leith Mullings, Farah Jasmine Griffin, Robin D. G. Kelley, Hazel V. Carby, etc.) or (2) a central topic or issue that comprises a central debate or area of critical examination in African-American Studies (e.g., black feminist thought and the politics of gender, the debate on “whiteness studies,” the changing structure of race in the “new” South Africa, the Hip-Hop Nation and its political consciousness, the social responsibility of black intellectuals in the twenty-first century). You may utilize the texts in the required readings as part of the materials in the construction of your papers. The colloquium paper is **40 percent of the total course grade**.

Any final paper that is not submitted by Monday, May 1, 2006, by 5:00 p.m., will be considered late. Late papers will be accepted up to and including May 9, but will be penalized by two points, plus one additional point for every day that they are late. For example, a late paper that I receive on Friday, May 5, four days late, is penalized by six points. An A paper (94 points) would become a B+ paper (88 points). They must be submitted personally to either the Institute’s administrative assistant, Ms. Sharon Harris in Room 758 Schermerhorn Extension, or with Dr. Mio Matsumoto, in Room 760 Schermerhorn Extension, during regular business hours, Monday-Friday, 9:00 a.m.-5:00 p.m. Papers transmitted electronically will not be accepted or counted as being submitted; a hard copy must be turned in during normal office hours.

Please be aware of my late grade policy. I do not grant incompletes or extensions for unfinished work. It is far better to turn in a paper that is “not quite finished” than to turn it in eight days late. The exceptions made to the incomplete policy are for reasons of medical and/or family emergencies. These exceptions must be required in writing prior to the final day of class, April 27.

COURSE EVALUATION AND GRADING

1) Class attendance, biweekly CourseWorks postings, and participation in class discussions:	20 percent
2) Class short paper (2 pages on course webpage posted by Tuesday, 12:00 noon), and oral presentation (5 minutes length) of the required week's readings, and 40 minute class discussions:	20 percent
3) A brief bibliography, written summary, and oral presentation of research papers-in-progress, on Thursday, February 9:	10 percent
4) Presentation of research papers-in-progress and class discussion, either on April 20 or April 27:	10 percent
5) Colloquium research paper due Monday, May 1:	40 percent
<u>TOTAL COURSE GRADE:</u>	100 percent

REQUIRED TEXTS

Manning Marable, ed., *The New Black Renaissance: The Souls Anthology of Critical African-American Studies* (Boulder: Paradigm, 2005), ISBN: 1-594-51142-X

Manning Marable, ed., *Dispatches from the Ebony Tower: Intellectuals Confront the African-American Experience* (New York: Columbia University Press, 2000). ISBN: 0-231-11477-X.

Manning Marable and Leith Mullings, eds., *Let Nobody Turn Us Around: Voices of Resistance, Reform, and Renewal: An African American Anthology* (Lanham, MD: Rowan & Littlefield, 2003)

Meier and Litwack, eds., *Black Leaders of the Nineteenth Century* (Urbana: University of Illinois Press, 1988)

More than one-half of the required readings for the colloquium are on-line on CourseWorks, and are indicated in the syllabus under the specific weeks that they are assigned.

COLLOQUIUM CALENDAR: CRITICAL APPROACHES TO AFRICAN-AMERICAN
STUDIES – SPRING, 2006

WEEK	DATE	NOTE
I	Jan. 19	Introduction to the Colloquium: Rethinking Black Studies. Students select week's required reading presentations.
II	Jan. 26	Remapping the Black Experience.
III	Feb. 2	Afrocentricity and its Critics.
IV	Feb. 9	Students present 2-page bibliographies and summaries of research topics.
V	Feb. 16	W.E.B. Du Bois: Intellectual Foundations
VI	Feb. 23	Twenty-First Century Racism.
VII	Mar. 2	Race-ing Justice: The Prison-Industrial Complex.
VIII	Mar. 9	Black Feminist Studies: The Politics of Gender.
***	Mar. 13-19 Spring Break	
IX	Mar. 23	The Hip Hop Nation: Black Youth Culture.
X	Mar. 30	Beyond Black and White: Redefining Whiteness, Racial Identities
XI	April 6	Transnational Blackness: Caribbean and Brazil.
XII	April 13	Transnational Blackness: African Diaspora, Asia, and Globalization
XIII	April 20	Presentations of Research Papers
XIV	April 27	Presentations of Research Papers
	May 1	Final research papers due by 5:00 p.m., at 758/760 Schermerhorn Extension.
	May 9	Final date for submitting research papers with late penalty.

COLLOQUIUM SCHEDULE AND READING ASSIGNMENTS

Week I: January 19

Introduction to the Colloquium: Rethinking Black Studies

Readings:

(1) Dispatches from the Ebony Tower:

- Henry Louis Gates, Jr. and Manning Marable: "A Debate on Activism in Black Studies," pp. 186-191

(2) The New Black Renaissance

- Manning Marable, "Introduction," pp. ix-xvi; and Marable, "Living Black History: Resurrecting the African-American Intellectual Tradition," pp. 3-14.

(3) CourseWorks Articles:

- Timothy Patrick McCarthy, "In My Brother's House: White Scholars and the Future of Black Studies," *Souls*, Vol. 6, nos. 3-4 (Summer/Fall 2004), pp. 55-65.
- Martha S. Jones, "Mining Our Own Collective Memory: Beyond the Academic-Activist Divide in Black Studies," *Souls*, Vol. 6, nos. 3-4 (Summer/Fall 2004), pp. 71-76.
- Manning Marable, "Beyond Brown: The Revolution in Black Studies," *Black Scholar*, Vol. 35, no. 2 (Summer 2005), pp. 11-21.

Week II: January 26

Remapping the Black Experience: Malcolm X, Black Feminists, the Black Panthers, and Black Radicalism in the Twentieth Century

Readings:

(1) CourseWorks Articles:

- Manning Marable, "Malcolm X's Life After Death," *American Legacy*, Vol. 8, no. 1 (Fall 2002), pp. 44-61.
- Ula Y. Taylor, "Read[ing] Men and Nations: Women in the Black Radical Tradition," *Souls*, Vol. 1, no. 4 (Fall 1999), pp. 72-82.
- Rebeccah E. Welch, "Gender and Power in the Black Diaspora: Radical Women of Color and the Cold War," *Souls*, Vol. 5, no. 3 (Summer 2003), pp. 71-82.
- Manning Marable, "Rediscovering Malcolm X's Life: A Historian's Adventures in Living History," *Souls*, Vol. 7, no. 1 (Winter 2005), pp. 21-36.
- Peniel E. Joseph, "Waiting till the Midnight Hour: Reconceptualizing the Heroic Period of the Civil Rights Movement, 1954-1965," *Souls*, Vol. 2, no. 2 (Spring 2000), pp. 6-17.
- Heather Schoenfeld, "Organizing Against Criminal Injustice: Contributions of the Black Panther Party," *Souls*, Vol. 6, no. 1 (Winter 2004), pp. 24-41.
- Robin D. G. Kelley, "Beyond the 'Real' World, or Why Black Radicals Need to Wake Up and Start Dreaming," *Souls*, Vol. 4, no. 2 (Spring 2002), pp. 51-64.

(2) The New Black Renaissance:

- Robin D. G. Kelley and Betsy Esch, "Black Like Mao: Red China and Black Revolution," pp. 39-75.

Week III: February 2

Afrocentricity and its Critics.

**** This is the first seminar for students to give the week's required reading presentations ****

Readings:

(1) **Dispatches from the Ebony Tower:**

- Maulana Karenga, "Black Studies: A Critical Reassessment," pp. 162-170.
- Molefi Kete Asante, "Afrocentricity, Race and Reason," pp. 195-203.
- Melba Joyce Boyd, "Afrocentricity, Afro-elitists, and Afrocentricity: The Polarization of Black Studies Since the Student Struggles of the Sixties," pp. 204-209.
- Leith Mullings, "Reclaiming Culture: The Dialectics of Identity," pp. 210-215.
- Barbara Ransby, "Afrocentricity, Cultural Nationalism and the Problem with Essentialist Definitions of Race, Gender and Sexuality," pp. 216-223.
- Lee D. Baker, "Afrocentricity and the American Dream," pp. 224-235.
- Manning Marable, "Introduction: Black Studies and the Racial Mountain," pp. 1-28.
- Johnella E. Butler, "African American Studies and the 'Warring Ideals': The Color Line Meets the Borderlands," pp. 141-152.
- Joy James, "The Future of Black Studies: Political Communities and the 'Talented Tenth'," pp. 153-157.
- Martin Kilson, "Black Studies Revisited," pp. 171-176.
- James Jennings, "Theorizing Black Studies: The Continuing Role of Community Service in the Study of Race and Class," pp. 177-185.

(2) **CourseWorks Articles:**

- Melba Joyce Boyd, "A Layover in Detroit, or Wherein Lies the Future of Black Studies?," *Souls*, Vol. 2, no. 3 (Summer 2000), pp. 37-42.
- Molefi Kete Asante, "Afrocentricity and History: Mediating the Meaning of Culture in Western Society," *Souls*, Vol. 2, no. 3 (Summer 2000), pp. 50-62.
- Rose M. Brewer, "Diaspora, Identities, Gender, Race, and Class: Ruminations on Black Studies for a New Century," *Souls*, Vol. 2, no. 3 (Summer 2000), pp. 63-68.

- Molefi Kete Asante, "The Discipline of Africology at the Crossroads: Toward An Eshueon Response to Intellectual Dilemma," *Black Scholar*, Vol. 35, no. 2 (Summer 2005), pp. 37-49.

Week IV: February 9

All students present a brief, two-page bibliography and written summary (150-250 words) of their prospective research paper topic. Bibliographies and summaries are posted on CourseWorks by Tuesday, February 7, 12:00 noon. Each student gives a five-minute oral overview of his/her paper to the class. Dr. Mio Matsumoto will supervise this class.

Week V: February 16

W.E.B. Du Bois: Intellectual Foundations of African-American Studies.

Readings:

(1) The New Black Renaissance:

- Herbert Aptheker, "The Nature of African-American History," pp. 23-25.

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(2) CourseWorks articles:

- Manning Marable, "Reconstructing the Radical Du Bois," *Souls*, Vol. 7, nos. 3-4 (Summer/Fall 2005), pp. 1-25.
- Aldon Morris and Amin Ghaziani, "Du Bosian Sociology: A Watershed of Professional and Public Sociology," *Souls*, Vol. 7, nos. 3-4 (Summer/Fall 2005), pp. 47-54.
- Mio Matsumoto, "E. Franklin Frazier on W.E.B. Du Bois: Sociologist, Critic, and Friend," *Souls*, Vol. 7, nos. 3-4 (Summer/Fall 2005), pp. 55-71.
- Ange-Marie, "W.E.B. Du Bois: Intellectual Forefather of Intersectionality?," *Souls*, Vol. 7, nos. 3-4 (Summer/Fall 2005), pp. 74-84.
- Joel Olson, "W.E.B. Du Bois and the Race Concept," *Souls*, Vol. 7, nos. 3-4 (Summer/Fall 2005), pp. 118-128.
- F. Abiala Irele, " 'What is Africa to Me?' Africa in the Black Diaspora Imagination," *Souls*, Vol. 7, nos. 3-4 (Summer/Fall 2005), pp. 26-46.

Week VI: February 23

Twenty-First Century Racism: Deconstructing Race Today.

Readings:

(1) Dispatches from the Ebony Tower:

- "Race in American Life: A Conversation with John Hope Franklin," pp. 280-300.

(2) The New Black Renaissance:

- Howard Winant, "Teaching Race and Racism in the Twenty First Century: Thematic Considerations," pp. 14-24.
- Leith Mullings, "Losing Ground: Harlem, the War on Drugs, and the Prison Industrial Complex," pp. 77-99.
- John L. Jackson, Jr., "Toward an Ethnography of a Quotation-Marked-Off Place," pp. 100-110.
- Nikhil Singh, "Notes on a National Report," pp. 124-130.
- Gary Y. Okihiro, "Cheap Talk, or, Dialogue," pp. 130-136.
- George Derek Musgrove, "Good at the Game of Tricknology: Proposition 209 and the Struggle for the Historical Memory of the Civil Rights Movement," pp. 113-124.

(3) CourseWorks Articles:

- Howard Winant, "The President's Race Initiative: Race-Conscious Judo Meets the Still-Funky Reality," *Souls*, Vol. 1, no. 3 (Summer 1999), pp. 68-72.
- Ward Churchill and Glenn T. Morris, "Clinton's Initiative on Race: The Latest Chapter in America's Indian Wars," *Souls*, Vol. 1, no. 3 (Summer 1999), pp. 59-67.

Week VII: March 2

Race-ing Justice Black Studies Interprets the Prison-Industrial Complex

Readings:

(1) CourseWorks Articles:

- Manning Marable, "Race-ing Justice: The Political Cultures of Incarceration," *Souls*, Vol. 2, no. 1 (Winter 2000), pp. 6-11.
- "New York Theological Seminary Prison Program, Sing Sing Correctional Facility," *Souls*, Vol. 2, no. 1 (Winter 2000), pp. 12-16.
- Monique Williams and Isis Sapp-Grant, "From Punishment to Rehabilitation: Empowering African-American Youths," *Souls*, Vol. 2, no. 1 (Winter 2000), pp. 55-60.
- Jeffrey Fagan, "Race, Legitimacy, and Criminal Law," *Souls*, Vol. 4, no. 1 (Winter 2002).

- Christopher Stone, "Philanthropy and Criminal Justice Programs: Time for a Return," *Souls*, Vol. 4, no. 1 (Winter 2002), pp. 73-78.
- Julia S. Jordan-Zachery, "The Female Bogeyman: Political Implications of Criminalizing Black Women," *Souls*, Vol. 5, no. 2 (Spring 2003), pp. 42-62.
- Natalie J. Sokoloff, "The Impact of the Prison Industrial Complex on African-American Women," *Souls*, Vol. 5, no. 2 (Spring 2003), pp. 31-46.
- Laura T. Fishman, "Persistence, Redemption, and Transformation: African-American and Latino Prisoners Living with HIV/AIDS Virus," *Souls*, Vol. 5, no. 4 (Fall 2003), pp. 56-76.
- Jeanette Covington, "Drugs and the Racial Divide: Selective Punishment of Black Drug Offenders," *Souls*, Vol. 6, no. 1 (Winter 2004), pp. 4-15.
- Nikki Jones, "A Bad Relationship: Violence in the Lives of Incarcerated Black Women," *Souls*, Vol. 6, no. 1 (Winter 2004), pp. 16-23.
- Shaun L. Gabbidon, "Crime Prevention in the African-American Community: Lessons Learned from the Nation of Islam," *Souls*, Vol. 6, no. 1 (Winter 2004), pp. 42-54.
- Russell Rickford, "From Object to Subject: Jazz Hayden," *Souls*, Vol. 6, no. 1 (Winter 2004), pp. 79-90.
- Angela Y. Davis, Van Jones, Elaine Brown, and Madison Hobley, "Africana Criminal Justice," *Souls*, Vol. 5, no. 4 (Fall 2003), pp. 6-21.
- Tony Platt, "Reconstructing Race and Crime: The Radical Tradition Revisited," *Souls*, Vol. 5, no. 4 (Fall 2003), pp. 22-30.
- Christopher Uggen, Jeff Manza, and Angela Behrens, "Felon Voting Rights and the Disenfranchisement of African Americans," *Souls*, Vol. 5, no. 4 (Fall 2003), pp. 47-55.

Week VIII: March 9

Black Feminist Studies: Black Studies Theorizes the Politics of Gender

Readings:

(1) The New Black Renaissance:

- Michael Awkward, "Black Feminism and the Challenge of Black Heterosexual Male Desire," pp. 137-142.
- Barbara Smith, "Establishing Black Feminism," pp. 142-145.
- Dana-Ain Davis, Ana Aparicio, Audrey Jacobs, Akemi Kochiyama, Leith Mullings, Andrea Queeley, and Beverly Thompson,

"Working It Off: Welfare Reform, Workfare, and Work Experience Programs in New York City," pp. 146-167.

- Daphne A. Brooks, "It's Not Right But It's Okay: Black Women's R&B and the House that Terry McMillan Built," pp. 168-181.

(2) CourseWorks Articles:

- Leith Mullings, "African-American Women Making Themselves: Notes on the Role of Black Feminist Research," *Souls*, Vol. 2, no. 4 (Fall 2000), pp. 18-29.
- Irma McClaurin, "Salvaging Lives in the African Diaspora: Anthropology, Ethnography, and Women's Narratives," *Souls*, Vol. 1, no. 3 (Summer 1999), pp. 25-39.
- Kristen Clarke, "Toward a Black Feminist Liberation Agenda: Race, Gender, and Violence," *Souls*, Vol. 2, no. 4 (Fall 2000), pp. 80-88.
- Beverly Guy-Sheftall, "African-American Studies: Legacies and Challenges: What Would Black Studies Be If We'd Listened to Toni Cade?" *Black Scholar*, Vol. 35, no. 2 (Summer 2005), pp. 22-24.

Week IX: March 23

The Hip Hop Nation: Black Studies and Black Youth Culture Today

Readings:

(1) The New Black Renaissance:

- Andrea Queeley, "Hip-Hop and the Aesthetics of Criminalization," pp. 183-197.
- Todd Boyd, "From Elvis to Eminem: Play that Funky Music, White Boy!" pp. 197-201.

(2) CourseWorks Articles:

- J. Martin Favor, "What's a Million Dollars to Michael Jackson? Authentic Culture and Commercial Tourism," *Souls*, Vol. 3, no. 2 (Spring 2001), pp. 28-37.
- Sunaina Marr Maira, "B-Boys and Bass Girls: Sex, Style, and Mobility in Indian American Youth Culture," *Souls*, Vol. 3, no. 3 (Summer 2001), pp. 65-86.
- Gina M. Perez, "A Tale of Two Barrios: Puerto Rican Youth and the Politics of Belonging," *Souls*, Vol. 4, no. 3 (Summer 2002), pp. 39-47.
- "Def America: Russell Simmons," interviewed by Manning Marable, *Souls*, Vol. 4, no. 2 (Spring 2002), pp. 77-100.

- William Eric Perkins, "Representations of Fatherhood and Masculinity in Rap Lyrics," *Souls*, Vol. 3, no. 2 (Spring 2001), pp. 15-27.

Week X: March 30

Beyond Black and White: Redefining Whiteness, Blackness, and Racialized Identities in Black Studies

Readings:

(1) Dispatches from the Ebony Tower

- Nikhil Pal Singh, "Towards an Effective Antiracism," pp. 31-51.
- Amiri Baraka, "Multinational, Multicultural America Versus White Supremacy," pp. 236-239.
- Manning Marable, "The Problematics of Ethnic Studies," pp. 243-264.

(2) The New Black Renaissance:

- Lee D. Baker, "Profit, Power and Privilege: The Racial Politics of Ancestry," pp. 205-212.
- Noel Ignatiev, "The Politics of Studying Whiteness," pp. 212-214.
- Eric Klinenberg, "The Political Economy of Whiteness Studies," pp. 214-218.
- David Roediger, "Defending Critical Studies of Whiteness But Not Whiteness Studies," pp. 218-220.
- John Hartigan, Jr., "The Difference Between Whiteness and Whites," pp. 220-224.
- Tim Wise, "Brilliance Without Passion: Whiteness Scholarship and the Struggle Against Racism," pp. 224-227.
- Karen Brodtkin, "Whiteness: A Mixed Bag," pp. 227-229.

(3) CourseWorks Articles:

- Manning Marable, "The Souls of White Folk," *Souls*, Vol. 4, no. 4 (Fall 2002), pp. 25-44.
- Melanie Bush, "Breaking the Code of Good Intentions: Everyday Forms of Whiteness," *Souls*, Vol. 4, no. 4 (Fall 2002), pp. 45-51.
- Minkah Makalani, "A Biracial Identity or a New Race? The Historical Limitations and Political Implications of a Biracial Identity," *Souls*, Vol. 3, no. 4 (Fall 2001), pp. 83-112.
- Vron Ware, "Global Whiteness: A Multilateral Approach," *Souls*, Vol. 4, no. 4 (Fall 2002), pp. 70-73.

Week XI: April 6

Transnational Blackness: The Caribbean and Brazil in Comparative Perspective
Readings:

(1) Dispatches from the Ebony Tower:

- Brian Meeks, "The Political Moment in Jamaica: The Dimensions of Hegemonic Dissolution," pp. 52-74.
- Kamala Kempadoo, "Sandoms and Other Exotic Women: Prostitution and Race in the Caribbean," pp. 75-89.
- Manning Marable, "Race and Revolution in Cuba: African American Perspectives," pp. 90-107.

(2) The New Black Renaissance: The *Souls* Anthology:

- Assata Shakur, "The Continuity of Struggle: An Interview," pp. 231-240.

(3) CourseWorks Articles:

- James Early, "Reflections on Cuba, Race, and Politics," *Souls*, Vol. 1, no. 2 (Spring 1999), pp. 46-52.
- Don Robotham, "Analyzing the Jamaican Crisis," *Souls*, Vol. 3, no. 4 (Fall 2001), pp. 67-75.
- Clarence Lusane, "From Black Cuban to Afro-Cuban: Researching Race in Cuba," *Souls*, Vol. 1, no. 2 (Spring 1999), pp. 73-79.
- Brian Meeks, "Reinventing the Jamaican Political System," *Souls*, Vol. 3, no. 4 (Fall 2001), pp. 9-21.
- Patricia Anderson, "Poverty in Jamaica: Social Target or Social Crisis?" *Souls*, Vol. 3, no. 4 (Fall 2001), pp. 39-55.
- Anthony Harriott, "The Crisis of Public Safety in Jamaica and the Prospects for Change," *Souls*, Vol. 3, no. 4 (Fall 2001), pp. 56-65.
- Mark Sawyer, "Comparative Perspectives on the African-American Experience: What We Can Learn from Cuba," *Souls*, Vol. 5, no. 2 (Spring 2003), pp. 63-80.
- Angela Gilliam, "Globalization, Identity and Assaults on Equality in the United States: A Perspective from Brazil," *Souls*, Vol. 5, no. 2 (Spring 2003), pp. 81-106.
- W.F. Santiago-Valles, "Producing Knowledge for Social Transformation: Precedents from the Diaspora for Twenty-First Century Research and Pedagogy," *Black Scholar*, Vol. 35, no. 2 (Summer 2005), pp. 50-60.

Week XII: April 13

Transnational Blackness: The African Diaspora, Asia, and Globalization in Black Studies. Dr. Mio Matsumoto will supervise this class.

Readings:

(1) The New Black Renaissance:

- Bill Fletcher, Jr., "The New South Africa and the Process of Transformation," pp. 240-249.
- Julia Sudbury, "Globalized Punishment, Localized Resistance: Prisons, Neoliberalism, and Empire," pp. 249-258.

(2) CourseWorks Articles:

- Moustafa Bayoumi, "East of the Sun (West of the Moon): Islam, the Ahmadis, and African America," *Souls*, Vol. 3, no. 3 (Summer 2001), pp. 39-49.
- Manning Marable, "The Political and Theoretical Contexts of the Changing Racial Terrain," *Souls*, Vol. 4, no. 3 (Summer 2002), pp. 1-16.
- Faye V. Harrison, "Global Apartheid, Foreign Policy, and Human Rights," *Souls*, Vol. 4, no. 3 (Summer 2002), pp. 48-68.
- Kevin Gaines, "African-American Expatriates in Ghana and the Black Radical Tradition," *Souls*, Vol. 1, no. 4 (Fall 1999), pp. 64-71.
- Howard Winant, "The Modern World Racial System," *Souls*, Vol. 4, no. 3 (Summer 2002), pp. 17-30.
- Amrita Basu, "The Europeanization of American Racism or a New Racial Hybrid? After September 11," *Souls*, Vol. 4, no. 3 (Summer 2002), pp. 31-38.
- Martin J. Murray, "The New Winners and New Losers in South Africa After Apartheid," *Souls*, Vol. 2, no. 2 (Spring 2000), pp. 40-49.
- Grant Farred, "Better the Devil You Know? The Politics of Colouredness and Post-Apartheid South African Elections in the Western Cape," *Souls*, Vol. 2, no. 2 (Spring 2000), pp. 50-64.
- Anthony W. Marx, "The Ongoing Contestation over Nationhood," *Souls*, Vol. 2, no. 2 (Spring 2000), pp. 65-71.
- Jeffrey O. G. Ogbar, "Yellow Power: The Formation of Asian-American Nationalism in the Age of Black Power, 1966-1975," *Souls*, Vol. 3, no. 3 (Summer 2001), pp. 29-38.

Week XIII: April 20 and Week XIV: April 27

All students post on CourseWorks their research papers-in-progress to the class and present a 7-minute oral presentation of their papers, followed by questions from Dr. Matsumoto and students about their work. Papers must be posted not later than Tuesday, 12:00 noon, prior to the date they are scheduled to be presented to the colloquium. Dr. Mio Matsumoto will supervise these classes.

Monday, May 1: All research papers must be submitted by 5:00 p.m. at Schermerhorn Ext. 758/760 by this date. Electronic submissions will not be accepted. Papers submitted after this date will be considered late.

Tuesday, May 9: Final date for the submission of late research papers.