

HISTORY/POLITICAL SCIENCE G8580y
BLACK LEADERSHIP IN AMERICAN POLITICS
SPRING SEMESTER, 2006

Dr. Manning Marable, Professor of Public Affairs, History and African-American Studies; Director, Center for Contemporary Black History

Office Location: 760 Schermerhorn Extension; email mm247@columbia.edu

Office Hours: By appointment through Dr. Marable's secretary

Office: 760 Schermerhorn Extension, 212.854.1489

Course Location: 758 Schermerhorn Extension

Course Day/Time: Thursdays, 6:10 p.m. – 8:00 p.m.

Credits: 4 hours/points

INTRODUCTION

This graduate colloquium examines primary texts and scholarly secondary literatures reflecting the dynamics of political, cultural and intellectual leadership within black America during the nineteenth and twentieth century. Major topics in the course include: the formation of black oppositional leadership in the Abolitionist movement; their approaches to Reconstruction politics in the South; the emergence of Booker T. Washington and politics of racial accommodation during the Jim Crow era; the ideological development of W.E.B. Du Bois within the framework of the early twentieth century integrationist movement; the intersection between labor radicalism and black nationalism in the post-First World War period; the persistence of Pan-Africanism and internationalism in African-American thought; the success and defeat of the Civil Rights movement and Black Power movement; African-American women leadership and the politics of gender; the electoral dynamics of national and municipal black politics; debates within the African-American community over the issue of gender and sexism; and controversies over the results of the 2000 and 2004 presidential elections. The course brings together both primary sources (documents written by historical figures themselves) and secondary sources (written by scholars and contemporary commentators) to allow students to fully explore the contours of the black experience and socio-political thought of "race" leaders since the mid-nineteenth century.

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 regularly 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, IV, and V through Week XII. Each weekly presentation includes: (1) a two-page summary of the major points of 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 or research papers-in-progress At the colloquium meeting of Week V (Thursday, February 16), all students will give a brief, five-minute overview of their research 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 14, 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 the colloquium students and Professor Marable 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 specific African-American political or intellectual leader (e.g., A. Philip Randolph, Fannie Lou Hamer, Paul Robeson, Audre Lorde, etc.) or on a specific controversy or debate within the African American politics in the last two centuries (e.g., the Washington-Du Bois debate; Anita Hill-Clarence Thomas controversy; the debate surrounding the Million Man March of 1995, etc.)

Research papers should be at least 20 typed, double-spaced pages, excluding footnotes and a one-page bibliography of sources used in the preparation of the paper. Students also have the option of substituting a bibliographical research essay for a research paper. The bibliographical essay should include an interpretative section (10 pages) that examines a personality or debate involving African-American political and intellectual leadership, and a second section (at least 5 pages) that evaluates at least 20 academic sources (books, journal articles, dissertations, etc.) on that particular subject.

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 10, 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 my secretary,

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 16:	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

Purchase at Labyrinth Bookstore, 112th Street, between Broadway and Amsterdam Avenue

Stokely Carmichael and Charles V. Hamilton, *Black Power: The Politics of Liberation in America*. (New York: Vintage Books, 1992). ISBN: 0-679-74313-8.

W.E.B. Du Bois, *Darkwater: Voices from within the Veil* (Mineola, NY: Dover Publications, 1999), ISBN: 0-486-40890-6.

V.P. Franklin and Bettye Collier-Thomas, eds., *Sisters in the Struggle African American Women in the Civil Rights-Black Power Movement* (New York: New York University Press, 2001). ISBN 0-814-71603-2.

Manning Marable, *Black Leadership: Four Great American Leaders and the Struggle for Civil Rights* (New York: Penguin, 1999). ISBN: 0-140-28113-4

Hanes Walton, Jr. *African American Power and Politics* (New York: Columbia University Press, 1997). ISBN: 0-231-10419-7.

Manning Marable and Leith Mullings, eds. *Let Nobody Turn Us Around: Voices of Resistance, Reform, and Renewal, An African American Anthology* (Lanham, Maryland: Rowman and Littlefield, 2000). ISBN: 0-8476-8346-X.

August Meier and John Hope Franklin, eds., *Black Leaders of the Twentieth Century* (Urbana: University of Illinois Press, 1982). ISBN: 0-252-00939-8.

A number of required readings for the course are on CourseWorks, and are indicated in the syllabus under the specific weeks that they are assigned.

COLLOQUIUM CALENDAR: BLACK LEADERSHIP IN AMERICAN POLITICS –
SPRING, 2006

WEEK	DATE	NOTE
I	Jan. 19	Introduction to the Colloquium: "The Foundations of Black Politics": Students select week's required reading presentations.
II	Jan. 26	"Booker T. Washington: Leadership in Jim Crow."
III	Feb. 2	"W.E.B. Du Bois, 1868-1934."
IV	Feb. 9	"Political Methods of Race, Class, and Gender, 1890-1950."
V	Feb. 16	Students present 2-page bibliographies and summaries of research topics.
VI	Feb. 23	"Black Politics in WW II and Cold War: Du Bois and Robeson."
VII	Mar. 2	"Martin Luther King, Jr. and Civil Rights Movement."
VIII	Mar. 9	"Black Women Leadership in the Civil Rights Movement."
***	March 13-19 Spring Break	
IX	Mar. 23	"Black Power and the Politics of Gender."
X	Mar. 30	"Harold Washington and Black Urban Politics, 1975-1990."
XI	Apr. 6	"Jesse Jackson and Rainbow Coalition Campaigns."
XII	Apr. 10	"The Clinton and Bush Presidencies, 1993-present." (special date)
XIII	Apr. 20	Presentations of Research Papers
XIV	Apr. 27	Presentation of Research Papers
	May 1	Final Research papers are due, 5:00 p.m. at 758/760 Schermerhorn Extension.
	May 10	Final date for submitting research papers with late penalty.

COURSE SCHEDULE AND READING ASSIGNMENTS

Week I: January 19, Introduction to the Colloquium: "The Foundations of Black Politics: Martin Delany and Frederick Douglass."

- (1) Marable and Mullings, eds., *Let Nobody Turn Us Around: Voices of Resistance, Reform, and Renewal: An African American Anthology* (Lanham, MD: Rowman & Littlefield, 2003):
 1. "David Walker's 'Appeal', 1829-1830," pp. 23-35;
 2. "Slaves Are Prohibited to Read and Write by Law," pp. 41-42;
 3. Henry Highland Garnet, "Let Your Motto Be Resistance!" pp. 58-64;
 4. Sojourner Truth, "Ain't I A Woman?" pp. 67-69;
 5. Martin R. Delany, "A Black, Nationalist Manifesto," pp. 69-87;
 6. Frederick Douglass, "What to the Slave is the Fourth of July?" pp. 87-91;
 7. Frances Ellen Watkins Harper, "Pioneering Black Feminist," pp. 138-143; and
 8. Frederick Douglass, "What the Black Man Wants," pp. 125-131.

- (2) Manning Marable, *Black Leadership* (New York: Penguin, 1999), Part One, "Foundations of Inequality," pp. 3-20.

- (3) CourseWorks readings:
 1. Tunde Adeleke, "Second Integrationist Phase: 1863-1874," *Without Regard to Race: The Other Martin Robison Delany* (Jackson: University Press of Mississippi, 2003), pp. 70-134;
 2. Angela Y. Davis, "From the Prison of Slavery to the Slavery of Prison," in Joy James, ed., *Angela Y. Davis Reader* (Malden, MS: Blackwell, 1998), pp. 74-95;
 3. Waldo E. Martin, "Frederick Douglass: Humanist as a Race Leader," in Meier and Litwack, eds., *Black Leaders of the Nineteenth Century* (Urbana: University of Illinois Press, 1988), pp. 59-84;
 4. Nell Irving Painter, "Martin R. Delany: Elitism and Black Nationalism," in Meier and Litwack, eds., *Black Leaders of the Nineteenth Century*, pp. 149-171; and
 5. Leslie Friedman Goldstein, "Violence as an Instrument for Social Change: The Views of Frederick Douglass (1817-1895)," *The Journal of Negro History*, Vol. 61, No 1 (Jan. 1976), pp. 61-72.

Week II: January 26, "Booker T. Washington: A Leadership in the Age of Jim Crow."

- (1) Marable, "Booker T. Washington and the Political Economy of Accommodation," *Black Leadership*, pp. 23-39.
- (2) Marable and Mullings, eds., *Let Nobody Turn Us Around: Booker T. Washington, "The Politics of Accommodation,"* pp. 181-198.
- (3) Meier and Franklin, eds., *Black Leaders of the Twentieth Century*: Louis Harlan, "Booker T. Washington and the Politics of Accommodation," pp. 1-18.
- (4) CourseWorks readings:
 1. August Meier, "Booker T. Washington: An Interpretation," *Negro Thought in America, 1880-1915* (Ann Arbor: University of Michigan Press, 1968), pp. 100-118;
 2. K. J. Verney, "Roads Not Taken: Booker T. Washington as a Race Leader," *The Art of the Possible: Booker T. Washington and Black Leadership in the United States, 1881-1925* (New York: Routledge, 2001), pp. 35-47; and
 3. Robert Norrel, "Understanding the Wizard: Another Look at the Age of Booker T. Washington," W. Fitzhugh Brundage, ed., *Booker T. Washington and Black Progress: Up from Slavery 100 Years Later* (Gainesville: University of Florida Press, 2003), pp. 58-80.

Week III: February 2, "W.E.B. Du Bois, 1868-1934."

- (1) W.E.B. Du Bois, *Darkwater* (entire book)
- (2) Marable, "W.E.B. Du Bois and the Politics of Culture" and "The Black Faith of W.E.B. Du Bois," *Black Leadership*, pp. 41-73.
- (3) Marable and Mullings, eds., *Let Nobody Turn Us Around*:
 1. "William Monroe Trotter and the *Boston Guardian*," pp. 198-200;
 2. "Ida B. Wells-Barnett, Crusader for Justice," pp. 209-212;
 3. "W.E.B. Du Bois," pp. 212-226.
 4. "The Niagara Movement, 1905," pp. 212-226; and
 5. "Black Conflict Over World War I," pp. 242-245.
- (4) Meier and Franklin, eds., *Black Leaders of the Twentieth Century*: Elliott Rudwick, "W.E.B. Du Bois: Protagonist of the Afro-American Protest," pp. 63-83.

(5) CourseWorks readings:

1. Adolph Reed, "W.E.B. Du Bois: A Perspective on the bases of His Political Thought," *Political Theory*, Vol. 13, No. 3 (August 1985), pp. 431-456;
2. Dominic J. Capeci Jr. and Jack C. Knight, "Reckoning with Violence: W.E.B. Du Bois and the 1906 Atlanta Race Riot," *The Journal of Southern History*, Vol. 62, No. 4 (Nov. 1996), pp. 727-766; and
3. 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.

Week IV: February 9, "Political and Organizational Methods of Race, Class, and Gender, 1890-1950."

(1) Marable and Mullings, eds., *Let Nobody Turn Us Around*:

1. Claude McKay, "If We Must Die," pp. 245-246;
2. "Marcus Garvey and the Universal Negro Improvement Association," pp. 259-273;
3. Amy Jacques Garvey, "Women as Leaders," pp. 274-275;
4. "A. Philip Randolph and the Negro March on Washington," pp. 333-339;
5. Mary McLeod Bethune, "Breaking the Bars to Brotherhood," pp. 320-323; and
6. Claudia Jones, "An End to the Neglect of the Negro Woman!" pp. 340-351

(2) Meier and Franklin, eds., *Black Leaders of the Twentieth Century*:

1. Joy B. Ross, "Mary McLeod Bethune and the National Youth Administration," pp. 191-219; and
2. Martin Kilson, "Adam Clayton Powell, Jr.: The Militant as a Politician," pp. 63-83.

(3) CourseWorks readings:

1. Jervis Anderson, *A. Philip Randolph: A Biographical Portrait* (New York: Harcourt, 1973), pp. 120-150; and
2. Judith Stein, "Ethnic Politics as Pan-Africanism: The Locals of the UNIA," *The World of Marcus Garvey Race and Class in Modern Society*, (Baton Rouge: Louisiana State University Press, 1986), pp. 233-247.

Week V: February 16

All students present a brief, two-page bibliography and written summary (150-250 words) of their prospective research paper topics. Bibliographies and summaries must be posted on CourseWorks not later than Tuesday, February 14, 12:00 noon. Each student must give a five-minute oral overview of his/her paper to the class.

Week VI: February 23 "Black Politics in World War II and the Cold War: W.E.B. Du Bois and Paul Robeson."

- (1) Marable, "The Pan-Africanism of W.E.B. Du Bois" and "Peace and Black Liberation: The Contributions of W.E.B. Du Bois," *Black Leadership*, pp. 75-96, 111-126.
- (2) CourseWorks readings:
 1. Marable, "Reconstructing the Radical Du Bois," *Souls*, Vol. 7, nos. 3-4 (Summer/Fall 2005), pp. 1-25;
 2. Joel Olson, "W.E.B. Du Bois and the Race Concept," *Souls*, Vol. 7, nos. 3-4 (Summer/Fall 2005), pp. 118-128;
 3. F. Abiola Irele, " 'What is Africa to Me?' Africa in the Black Diaspora Imagination," *Souls*, Vol. 7, nos. 3-4 (Summer/Fall 2005), pp. 26-46;
 4. Gerald Horne, *Black and Red: W.E.B. Du Bois and the Afro-American Response to the Cold War, 1944-1963* (Albany: State University of New York Press, 1986), Chapter 17, pp. 223-253;
 5. Mark Naison, " 'America through Their Labor': Paul Robeson's Vision of Cultural and Economic Democracy," in Dorinson and Pencak, eds., *Paul Robeson: Essays on His Life and Legacy* (Jefferson, NC: McFarland, 2002), pp. 187-193;
 6. Harold Cruse, *The Crisis of the Negro Intellectual* (New York: William Morrow, 1967), pp. 285-301; and
 7. Penny Von Eschen, *Race Against Empire: Black Americans and Anticolonialism, 1937-1957* (Ithaca: Cornell University Press, 1997), Chapter 6, pp. 122-144.
- (3) Marable and Mullings, eds., *Let Nobody Turn Us Around*:
 1. Paul Robeson, "The Negro Artist Looks Ahead," pp. 351-356;
 2. Thurgood Marshall, "The *Brown* Decision and the Struggle for School Desegregation," pp. 356-364; and
 3. W.E.B. Du Bois, "The Salvation of American Negroes Lies in Socialism," pp. 409-419.

Week VIII: March 2, "Martin Luther King, Jr., and the Civil Rights Movement."

(1) CourseWorks readings:

1. Martin Luther King, Jr., *Why We Can't Wait* (New York: Mentor, 1964), Chapter 8, pp. 126-152;
2. August Meier, "The Conservative Militant," C. Eric Lincoln, ed., *Martin Luther King Jr.: A Profile* (New York: Hill and Wang, 1970), pp. 144-156;
3. Imamu Amiri Baraka (Le Roi Jones), "What Does Nonviolence Mean?" *Home Social Essays* (Hopewell, NJ: Echo Press, 1998), pp. 133-154;
4. Vincent Harding, "King and Revolution," *The Progressive*, Vol. 47 (April 1983), pp. 16-17; and
5. David J. Garrow, *Bearing the Cross: Martin Luther King, Jr. and the Southern Christian Leadership Conference* (New York: Quill, 1999), Chapter 2, pp. 83-125.

(2) Meier and Franklin, eds., *Black Leaders of the Twentieth Century*:

David L. Lewis, "Martin Luther King, Jr., and the Promise of Nonviolent Populism," pp. 259-275.

(3) Marable and Mullings, eds., *Let Nobody Turn Us Around*:

1. "Rosa Parks, Jo Ann Robinson, and the Montgomery Bus Boycott," pp. 376-385;
2. "The Southern Christian Leadership Conference, 1957," pp. 391-394;
3. "Student Nonviolent Coordinating Committee and the Sit-In Movement," pp. 395-396;
4. Ello Baker, "We Need Group-Centered Leadership," pp. 398-400;
5. "Martin Luther King, Jr., and Nonviolence," pp. 400-406;
6. John Lewis, "The Revolution is at Hand," pp. 407-409; and
7. Martin Luther King, Jr., "To Atone for Our Sins and Errors in Vietnam," pp. 461-468.

Week VIII: March 9, "Black Women Leadership in the Civil Rights Movement."

(1) Franklin and Collier-Thomas, eds., *Sisters in the Struggle*:

1. V.P. Franklin and Bettye Collier-Thomas, "For the Race in General and Black Women in Particular: The Civil Rights Activities of African American Women's Organizations, 1915-1950," pp. 21-41;
2. Barbara Ransby, "Behind-the-Scenes View of a Behind-the-Scenes Organizer: The Roots of Ella Baker's Political Passions," pp. 42-57;
3. Rosa Parks, " 'Tired of Giving In': The Launching of the Montgomery Bus Boycott," pp. 61-74;

4. Dorothy Height, " 'We Wanted the Voice of a Woman to be Heard': Charlayne Hunter Integrates the University of Georgia," pp. 83-91;
5. Jacqueline A. Rouse, " 'We Seek to Know ... in Order to Speak the Truth': Nurturing the Seeds of Discontent – Septima P. Clark and Participatory Leadership," pp. 95-120;
6. Vicki Crawford, "African American Women in the Mississippi Freedom Democratic Party," pp. 121-138; and
7. Chana Kai Lee, "Anger, Memory, and Personal Power: Fannie Lou Hamer and Civil Rights Leadership," pp. 139-170.

(2) Marable and Mullings, eds., *Let Nobody Turn Us Around*:

1. Fannie Lou Hamer, "The Special Plight and the Role of Black Women," pp. 419-423;
2. "SNCC Position Paper: Women in the Movement," pp. 422-425; and
3. Angela Y. Davis, "I Am a Revolutionary Black Woman," pp. 482-486.

Week IX: March 23 "Black Power and the Politics of Gender."

(1) Stokely Carmichael and Charles V. Hamilton, *Black Power: The Politics of Liberation in America* (New York: Vintage Books, 1967) (entire book).

(2) Franklin and Collier-Thomas, eds. *Sisters in the Struggle*:

1. Farah Jasmine Griffin, " 'Ironies of the Saint': Malcolm X, Black Women, and the Price of Protection," pp. 214-229;
2. Tracye A. Matthews, " 'No One Ever Asks What a Man's Role in the Revolution Is': Gender Politics and Leadership in the Black Panther Party, 1966-1971," pp. 230-256;
3. Sharon Harley, " 'Chronicle of a Death Foretold': Gloria Richardson, the Cambridge Movement, and the Radical Black Active Tradition," pp. 174-196; and
4. Cynthia Griggs Fleming, "Black Women and Black Power: The Case Study of Ruby Doris Smith Robinson and the Student Nonviolent Coordinating Committee," pp. 197-213.

(3) Marable and Mullings, eds., *Let Nobody Turn Us Around*:

1. "Malcolm X and Revolutionary Nationalism," pp. 427-441;
2. "Black Power," pp. 442-458;
3. "CORE Endorses Black Power," pp. 458-61;
4. "Huey P. Newton and the Black Panther Party for Self-Defense," pp. 468-479;
5. Fred Hampton, "People Have to Have the Power," pp. 479-482;
6. "Our Thing is DRUM!!!," pp. 486-489;
7. "Attica: The Fury of The Oppressed, 1971" pp. 489-491; and
8. "The National Black Political Convention," pp. 491-496.

Week X: March 30, "Harold Washington and the Black Urban Politics, 1975-1990."

- (1) Hanes Walton, Jr. and Marion E. Orr, "African American Mayors and National Urban Policy: The Fiscal Politics of Urban Federalism," In Walton, ed., *African American Power and Politics*, pp. 341-351.
- (2) Marable, "Harold Washington's Chicago: Race, Class, Conflict, and Political Change," *Black Leadership*, pp. 127-146.
- (3) CourseWorks readings:
 1. David Covin, "Reflections on the Dilemmas of African-American Leadership," in Georgia A. Persons, ed., *Dilemmas of Black Politics* (New York: Harper Collins, 1993), pp. 17-37;
 2. Georgia Persons, "Black Mayoralties and the New Black Politics: From Insurgency to Racial Reconciliation," in Persons, ed., *Dilemmas of Black Politics*, pp. 38-65;
 3. Paul Kleppner, "Mayoral Politics Chicago Style: The Rise and Fall of a Multiethnic Coalition, 1983-1989," *National Political Science Review*, Vol. 5 (1994), pp. 152-180;
 4. Roger Biles, "Mayor David Dinkins and the Politics of Race in New York City," in Colburn and Adler, eds., *African-American Mayors: Race, Politics and the American City* (Urbana: University of Illinois Press, 2001), pp. 130-152;
 5. Heather Parker, "Tom Bradley and the Politics of Race," in Colburn and Adler, eds., *African-American Mayors*, pp. 153-177; and
 6. Sandra Ardrey, "Cleveland and the Politics of Resurgence: The Search for Effective Political Control," in Persons, ed., *Dilemmas of Black Politics*, pp. 109-127.
- (4) Marable and Mullings, *Let Nobody Turn Us Around: Harold Washington, "It's Our Turn,"* pp. 535-537.

Week XI: April 6, "Jesse Jackson and Rainbow Coalition Campaigns, 1984 and 1988."

- (1) CourseWorks readings:
 1. Manning Marable, *Black American Politics* (London: Verso, 1985), pp. 247-305;
 2. Manning Marable, *Beyond Black and White: Transforming African American Politics* (New York: Verso, 1995), pp. 55-61;
 3. Adolph L. Reed, *The Jesse Jackson Phenomenon: The Crisis of Purpose in Afro-American Politics* (New Haven: Yale University Press, 1986), Chapters 2-3, pp. 11-40;

4. Robert C. Smith, "From Insurgency toward Inclusion: The Jackson Campaigns of 1984 and 1988," in Lorenzo Morris, ed., *The Social and Political Implications of the 1984 Jesse Jackson Campaign* (New York: Praeger, 1990), pp. 215-260;
5. Lucius Barker, "Jesse Jackson Candidacy in Political-Social Perspective," in Lucius J. Barker and Ronald W. Walters, eds., *Jesse Jackson's 1984 Presidential Campaign: Challenge and Change in American Politics* (Urbana: University of Illinois Press, 1989), pp. 3-34; and
6. Nick Corona Vaca, *The Presumed Alliance: The Unspoken Conflict between Latinos and Blacks and What It Means for America* (New York: Rayo, 2004), pp. 48-61.

(2) Marable and Mullings, eds., *Let Nobody Turn Us Around*:

1. "Combahee River Collective Statement, 1977," pp. 524-529;
2. Audre Lorde, "I Am Your Sister," pp. 537-545;
3. "The Movement Against Apartheid: Jesse Jackson and Randall Robinson," pp. 550-557; and
4. Jesse Jackson, "Keep Hope Alive," pp. 567-577.

(3) Marable, *Black Leadership*, "Black Fundamentalism: Louis Farrakhan and the Politics of Conservative Black Nationalism," pp. 161-182.

Week XII: Monday, April 10, "Black Politics and the Clinton and Bush Presidencies, 1993 to the Present."

(1) Walton, "African Americans and the Clinton Presidency: Political Appointments as Social Justice," and "African Americans and the Resurgent Republican Congress: The Duality of Transformation," *African American Power and Politics*, pp. 313-322, 323-335.

(2) Marable, *Black Leadership*, "The Rhetoric of Racial Harmony," pp. 149-159; and "Black Leadership and Organized Labor: From Workplace to Community," pp. 183-193.

(3) CourseWorks readings:

1. Georgia Persons, "Toward a Reconstituted Black Politics?," in Persons, ed., *Dilemmas of Black Politics*, pp. 225-245;
2. David A. Bositis, "The Political Orientations of Young African Americans," *Souls*, Vol. 7, no. 2 (Spring 2005), pp. 43-50;
3. Danny Glover and Bill Fletcher, Jr., "The Case for a Neo-Rainbow Electoral Strategy," *Souls*, Vol. 7, no. 2 (Spring 2005), pp. 51-62;
4. Manning Marable, "Racism in the Time of Terror," *Souls*, Vol. 4, no. 1 (Winter 2002), pp. 1-14;

5. Gary Okihiro, "Cheap Talk, Er, Dialogue," *Souls*, Vol. 1, no. 3 (Summer 1999), pp. 52-58;
6. 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;
7. George Derek Musgrove, "Good at the Game of Tricknology: Proposition 209 and Struggle for the Historical Memory of the Civil Rights Movement," *Souls*, Vol. 1, No. 3 (Summer 1999), pp. 7-24;
8. Newt Gingrich, "Seizing a Stable Majority," *Washington Post*, November 9, p. A27;
9. Jim Lobe, "Minorities Backed Kerry," *Inter-Press Service Agency*, November 5, 2004;
10. Ronald Walters, "The Politics of Black Memory," *Souls*, Vol. 5, no. 3 (Summer 2003), pp. 1-7;
11. Leith Mullings, "Losing Ground: Harlem, the War on Drugs, and the Prison Industrial Complex," *Souls*, Vol. 5, No. 2 (Spring 2003), pp. 1-21;
12. Robert Smith, "Ideology as the Enduring Dilemma of Black Politics," Persons, ed., *Dilemmas of Black Politics*, pp. 211-224; and
13. Mimi Abramovitz and Ann Withorn, "Playing By the Rules: Welfare Reform and the New Authoritarian State," in Reed, ed., *Without Justice for All*, pp. 151-174.

(4) Marable and Mullings, eds., *Let Nobody Turn Us Around*:

1. "The Anita Hill-Clarence Thomas Controversy, 1991," pp. 588-594;
2. "Louis Farrakhan: The Million Man March, 1995," pp. 615-618;
3. Mumia Abu-Jamal, "A Voice from Death Row," pp. 618-169;
4. African-American Prisoners in Sing Sing, "Let Justice Roll Down Like Waters," 1998, pp. 619-625; and
5. "Black Radical Congress," 1998, pp. 625-633.

Week XIII: April 20, and Week XIV: April 27

All students post on CourseWorks their research papers-in-progress to the class and make a 7-minute oral presentation of their papers. Papers must be posted not later than Tuesday, 12:00 noon, prior to the date they are scheduled to be presented to the colloquium.

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

Wednesday, May 10: Final date for the submission of late research papers.