Ethnic Studies 250
Introduction to African American Studies: Hemispheric Legacies of the Plantation
M W 10:00AM-11:20 AM
McKenzie 214

Instructor Irmary Reyes-Santos
Office Hours: M W 3:30 PM-5:00 PM at McKenzie 364, and by appointment
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Course Description
This course complicates the “American” in African American Studies by broadening the geographical scope of the field. Through the framework provided by African Diaspora Studies, we engage in a transnational examination of political, economic, and cultural matters of relevance to Afro-descendant peoples in the Americas. In this course, we point to the main questions of the field and its related key concepts. During the quarter, you must strive to learn how to think critically, ask pertinent questions, engage in productive conversations with your peers, read academic and cultural texts, define and apply concepts, and examine U.S. history and your everyday life through the framework provided by African Diaspora and African American Studies.

Required Texts
- The History of Mary Prince, a West Indian Slave (Mary Prince)
- I, Tituba, Black Witch of Salem (Maryse Condé)
- Reserve readings – You can access these readings through the library’s electronic course reserves (E-reserves) or copy the originals found in the Ethnic Studies office. To access the library website use ______ as username and ______ as password. If you have any difficulties obtaining the readings (for financial or technological reasons) please speak with the instructor and the necessary arrangements will be made.

Recommended text: Hard Road to Freedom (Horton and Horton)

You must bring a hard copy of the assigned readings for every lecture. Read the assigned texts before lecture.

Course Policies
Creating a safe learning environment:
The student is responsible for attending every lecture, keeping up with all assigned readings, and participating actively in conversations in the classroom. The readings and lecture are only a small part of the learning experience. You must confront the challenge of the course by engaging
with your teachers and classmates. Listen carefully and support your comments through references to the readings, sections, and lecture. In your comments and body language, you MUST show RESPECT for your instructor, Graduate Teaching Fellows, and peers. When someone is speaking, everyone listens. I reserve the right to ask you to leave the room, and/or drop the course, if you have disrupted classroom dynamics or disrespected your teachers and/or classmates. I must ensure that the classroom is a safe space for all. For this reason, you will have a strictly professional relationship with the instructor and the GTFs. See campus policy on these matters at http://aaeo.uoregon.edu and http://arcweb.sos.state.or.us/rules/OARS_500/OAR_571/571_004.html

For campus regulations regarding academic dishonesty, classroom disruption, alcohol and drug violations, theft, physical assault, and sexual misconduct, see the Office of Student Judicial Affairs website: http://studentlife.edu/programs/student_judi_affairs/index.htm. Also see attached campus policy on affirmative action and equal opportunity.

The Lecture:
You should approach the lectures as models for understanding the texts. You should be prepared to articulate the analytical frameworks presented in lecture in your assignments. I request that you avoid using your personal computers in lecture, unless it is necessary. They tend to be a distraction to you as well as your classmates. If you miss a lecture, or section, it is your responsibility to get notes from classmates and know the material. You can also come to see me during office hours to discuss material you have missed. Lecture notes will not be available by email or e-reserves.

Office hours:
The classroom and office hours are the spaces and time-slots allocated to meet your intellectual needs. We are all open to schedule appointments, if necessary. I encourage you to come to our offices at least once in the quarter to talk about the readings, the lecture or assignments. When an assignment is due or an exam approaching, we may decide to set strict time-slots for individual students during our office hours. Therefore, if you have any questions, concerns, or just need to discuss anything at length with us, you should plan to meet before high demand periods.

Email policy:
Email is not the primary medium to contact us. Neither the instructor nor the GTFs should be expected to respond to email immediately. Since not all of you have internet access all the time, it would be an unfair advantage for those who do to rely on email for communication. Moreover, the instructor and the GTFs have other responsibilities (preparing class, grading, writing), which are also part of their responsibilities and occupy their time outside the classroom and the office. You can email to set appointments, ask specific questions about the reading or lecture, or send the instructor or GTFs information about any health-related or personal situation affecting your academic performance.

Email Etiquette (based on Melissa Baird’s syllabus):
Please remember that correspondence by email is another way that you participate in the class. Therefore, it is important to ensure that your email interactions with us are professional and courteous. Please include a subject line. Do not send papers to our email addresses. Do not email us questions which are already answered by the syllabus.
**Evaluation:**
Attendance and Participation 20 %
Two Writing Assignments 20 %
Mid-term Exam 20 %
Final Exam 35 %
Surprise Quizzes (5) 5 %

You will be evaluated on the skills mentioned in the course description (first page).

**Attendance and Participation**
Your grade for attendance and participation requires active participation and doing the homework assigned. If you do not speak for the whole quarter nor go to office hours, do expect to receive a 0 in participation. If you show up to lecture 20 minutes late, it will be counted as an absence. If you arrive late to lecture, just seat yourself quietly and wait until the class is over to ask what you missed.

**Late papers**
Late assignments will be marked down one-half letter grade for every day, unless you have a special arrangement with the instructor or GTF, which would only be possible under very extenuating circumstances. There are no make-up quizzes or examinations. You will be asked to produce a doctor’s note if an exception is allowed. You cannot drop off late papers at the Ethnic Studies office or my office. You will have to wait until the next lecture.

**Plagiarism/Academic Dishonesty**
I will not tolerate any kind of academic dishonesty. Familiarize yourself with campus policy with regards to academic dishonesty: [http://libweb.uoregon.edu/guides/plagiarism/students/](http://libweb.uoregon.edu/guides/plagiarism/students/)
Punishment could include an F for the assignment, an F or withdrawal from the course, and suspension or expulsion from the university. We actively investigate any sign of academic dishonesty in our grading.

**Health Conditions and Disability Services**
If you have a documented health condition or experience any physical or emotional difficulties which impede your full participation in the course, please meet me soon. You may be asked to bring a notification letter from Disability Services outlining your approved accomodations.

**Course Calendar:**

**Week 1: Introduction: Why African Diaspora Studies at the University of Oregon?**
Key Terms: African American Studies, African Diaspora Studies, Whiteness, Privilege, Race, Social Construction

Monday Jan. 8:
- Syllabus
- Introduction to the course
Wednesday Jan. 10:
  o George Lipsitz, “The Possessive Investment in Whiteness”
  o Martha Calhoon, “A History of Eugene’s Race Politics” (Eugene Weekly May 18, 2006)
  o Eric Florip, “Census Bureau: Nonwhite Population in Oregon Rising” (Daily Emerald)

**Week 2: The Plantation: Past and Present**
**Key Terms: Slavery, Racism, the Plantation**

Monday Jan. 15: Martin Luther King, Jr. Day, NO CLASS

Wednesday Jan. 17:
  o Antonio Benítez Rojo, “From the plantation to the Plantation”
  o Eric Williams, “Economics, not Racism, as the Root of Slavery”

**Recommended Event:**
Saturday, January 20th:
  o Speaker: Angela Y. Davis, Columbia 150, 1:00PM

**Week 3: Slavery and Abolitionism**
**Key Terms: America, Slavery, Abolitionism, Intersectionality, Gender**

Monday Jan. 22:
  o The History of Mary Prince
  o Horton and Horton, “Slavery and Freedom in the Age of Revolution” (recommended)

Wednesday Jan. 24:
  o Continue discussion

**Assignment due on Friday, Feb. 2 by noon (Ethnic Studies Office).**

**Week 4: Freedom and Equality: A Threat? To What? For Whom?**
**Key Terms: Haitian Revolution, Abolition in the Americas, Reconstruction, Jim Crow, the Civil War, Imperialism, White Supremacy, Land**

Monday Jan. 29:
  o Horton and Horton, “From Militancy to Civil War” (recommended)
  o Reginald Horsman, “Race, Expansion, and the Mexican War”

Wednesday Jan. 31:
  o Lecture by Professor Shannon King, History
  o Horton and Horton, “From Reconstruction to Jim Crow” (recommended)
**Week 5: Racial Discourses Beyond the U.S.: The Americas and U.S. Imperialism**
**Key Terms:** Blackness, Mestizaje, Nation-building, 1898, Latin American Wars of Independence, Haitian Revolution

Monday Feb. 5:
- Race and Modern Nation in Latin America, Introduction
- Dessalines, “The Haitian Constitution” (1805)
- Frederick Douglass, *Life and Times of Frederick Douglass*, “Minister to Haiti,” “Continued Negotiations”

Wednesday Feb. 7:
- Continue discussion

*Take-home mid-term due on Friday, Feb. 16 at noon (Ethnic Studies Office).*

**Week 6: The Left and Race**
**Key Terms:** The Left, Allies, the Cuban Revolution, Masculinity, Class Conflict

Monday Feb. 12:
- Nicole King, “Factions and Fictions: Considerations of the ‘Negro Question’” (pp. 81-86, 91-97)
- Malcolm X, “Answers to questions at the Militant Labor Forum”

Wednesday Feb. 14:
- CLR James, *The Black Jacobins*, Epilogue

**Week 7: Civil Rights: Decolonization, Gender, and Sexuality**
**Key Terms:** Civil Rights Movements, Decolonization, Sexuality, Heteronormativity, Ageism, Ableism

Monday Feb. 19:
- Horton and Horton, “From Civil Rights to Black Power” (recommended reading)
- Malcolm X, “The Black Revolution”
- The Black Panthers, “Bobby Seale Explains Panther Politics: An Interview”

Wednesday Feb. 21
- Audre Lorde, “Age, Race, Class, and Sex: Women Redefining Difference”

*Writing Assignment due on Friday, March 2 by noon (Ethnic Studies Office)*

**Week 8: The Plantation Revisited**
**Key Terms:** Prison Industrial Complex, Third World Feminism, Postcolonial Literature

Monday Feb. 26:
- Film: *The Farm*
- Angela Davis, “The Prison Industrial Complex”
Wednesday Feb. 28:
  o Maryse Condé, *I, Tituba*
  o Angela Davis, “Race and Criminalization”

**Week 9: Transnational Connections I**
**Key Terms: Intersectionality, Revision of History, Hemispheric Legacies**

Monday Mar. 5:
  o Maryse Condé, *I, Tituba*

Wednesday Mar. 7:
  o Maryse Condé, *I, Tituba*

**Week 10: Transnational Connections II**
**Key Terms: Cultural Resistance, the Market, Alliances, African America**

Monday Mar. 12:

Wednesday Mar. 14:
  o Concluding Remarks: Mary Prince and Tituba, slavery and hip hop
  o Preparing for the Final Exam

**Take-home Final Exam (TBA)**