Ethnic Studies 250
26542
Introduction to African American Studies: Hemispheric Legacies of the Plantation
MW 10-1120
214 mck

Prof. Reyes-Santos
Office Hours: MW 12:30-1:30PM, and by appointment (217 Alder)
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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
- Blackboard Readings
- Hard Road to Freedom vol. 1 and vol. 2 (Horton and Horton-Duck Store)
- Sister Outsider (Duck Store)
- If you have any difficulties obtaining the readings (for financial or technological reasons) please communicate with the professor and the necessary arrangements will be made.

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 instructors 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 professor and GTF.
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:
http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode.aspx
Also see campus policy on affirmative action and equal opportunity.

The Lecture:
You should approach the lectures as models for understanding the texts. 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 take notes on your laptop, you must sit in the first row
of the classroom. If you arrive late, you must do the same. 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 can schedule appointments. I encourage you to come to my office (or the GTF’s
office) at least once in the quarter to talk about the readings, the lecture or assignments. When an
assignment is due or an exam approaching, I may decide to set strict time-slots for individual
students during my office hours. Therefore, if you have any questions, concerns, or just need to
discuss anything at length with me, you should plan to meet before high demand periods. I
strongly encourage you to seek your GTF’s feedback on your work. When you come to office
hours, be open to constructive comments on your work.

Email policy:
Email is not the primary medium to contact me or the GTF. We should not 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
professor and 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
instructors information about any health-related or personal situation affecting your academic
performance.

Email Etiquette:
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 me are professional and
courteous. Please include a subject line. Do not send papers to my email address. Do not
email me questions that are already answered by the syllabus. You should always address
me as Prof. Reyes-Santos by email, and sign your whole name at the end of your message.
Evaluation:
Participation 20 %
First Assessment 15 %
Second Assessment 30 %
Third Assessment 30 %
Surprise Quizzes 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 participate in our conversations for the whole quarter nor go to office hours, do expect to receive a 0 in participation. If you arrive late to lecture or section, just seat yourself quietly and wait until the class is over to ask what you missed. If you use your laptop for activities not related to the course, you will lose ten percent of your participation grade.

Late assignments
Late assignments will be marked down one-half letter grade (1.5%) for every day, unless you have a special arrangement with the instructor, 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.

Late Papers, Grades, Questions
If you did not meet a deadline, avoid emotional outbursts in the Ethnic Studies office, my office, or email. You are responsible for your performance in the course and punctuality. We can always discuss exceptional circumstances.

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/
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 conditions that 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 accommodations.
Week 1: Introduction: Why African Diaspora Studies at the University of Oregon?
Key Terms: African American Studies, African Diaspora Studies, Race, Social Construction, President Barack Obama

Monday:
- Syllabus
- Video: TedEx: Building Intercultural Communities (Blackboard)
- People Magazine, The Obamas: How We Deal with Our Own Racist Experiences (Blackboard)

Wednesday:
- Introduction to the course: Race, the Power of an Illusion, Part I
- Quaker Oats pamphlet (Blackboard)
- How Racism Killed Eric Gardner (Blackboard)

Week 2: Why African American and African Diaspora Studies?
Key Terms: Slavery, White Privilege, Racism, the Plantation, Alliances

Monday:
- George Lipsitz, “The Possessive Investment in Whiteness” [Blackboard]
- Race in Oregon [Blackboard]
- Fanny Lou Hamer “Voting Rights in Mississippi”, “Get on the Ground” [Blackboard]

Wednesday:

Week 3: Whiteness, Privilege

Monday:
- MLK Holiday

Wednesday:
- Horton and Horton, “From Reconstruction to Jim Crow,” “From Civil Rights to Black Power,” “Conservatism and Race in Multicultural America” [Book]
- Assessment Discussion

Week 4: Blackness and Property
Key Terms: Whiteness, Privilege

Monday:
- Assessment DUE or Take in Class or Testing Center

Wednesday:
- Film: Race, the Power of an Illusion, Part III
- Derrick Bell, “The Space Traders” [Blackboard]
"African Americans Squeezed Out of the Housing Market" (Blackboard)
"Wells Fargo to Pay $175 Million in Discrimination Probe" (Blackboard)

**Week 5: Black Feminisms and Black Queer Studies**

**Key Terms:** Intersectionality, Gender, Sexuality, Heteronormativity, Ableism, Ageism, Feminism

**Monday:**
- Film: Black Nations/Queer Nations or Pariah
- Clip: Paris is Burning (Blackboard)
- Audre Lorde, “Age, Race, Class, and Sex: Women Redefining Difference” [Sister Outsider]
- Audre Lorde, "Man Child" (TBA-Sister Outsider)

**Wednesday:**
- “A Slave Girl Tells of Her Life” [Blackboard]
- "Hate Crimes Against LGBT People Higher" (Blackboard)
- "An Open Letter to Mainstream LGBT Organizations (Blackboard)
- Poetry (TBA-on Blackboard)

**Second Assessment due Wednesday, Week 6 [Blackboard]**

**Week 6: Institutionalized Racism: Racial Profiling and The Prison**

**Monday:**
- Angela Davis, “The Prison Industrial Complex” [Blackboard]
- Human Rights Watch and Department of Justice websites [Blackboard]
- Film: The Farm or The Harlem Five
- News Reports (TBA-on Blackboard)
- Clip (Blackboard)

**Wednesday:**
- Assessment DUE or Take in Class or Testing Center

**Week 7: Black Social Movements**

**Monday:**
- The Victims of the Ku Klux Klan” [Blackboard]
- The Black Panthers, “Bobby Seale Explains Panther Politics: An Interview” [Blackboard]
- Michael Hames-García, “The Practice of Freedom: Assata’s Struggle” [Blackboard]

**Wednesday:**
- Film: A Legacy of Torture

**Week 7: U.S. Black Struggles and Decolonization Movements**
Key Terms: Citizenship, Imperialism, Blackness, Haitian Revolution, Identity, the Black Revolution

Monday:
  o Dessalines, “Haitian Constitution” [Blackboard]
  o Malcolm X, “Answers to questions at the Militant Labor Forum” [Blackboard]
  o Malcolm X, “The Black Revolution” [Blackboard]

Wednesday:
  o Martin Luther King, “Conscience and the Vietnam War” 1967 [Blackboard]
  o Video: Yuri Kochiyama (significance of Malcolm X) (Blackboard)

Week 8: African Diaspora and Anti-War Movements
Key Terms: Prison Industrial Complex, Third World Feminism, Solidarity, Human Rights, Civil Rights

Monday:
  o Audre Lorde, “Grenada Revisited” (Sister Outsider]
  o Angela Davis, “Abolition Democracy” [Blackboard]
  o Barack Obama Interview (Blackboard)

Wednesday:
  o Continue discussion
  o News Report (TBA-on Blackboard)
  o Lest We Forget

Week 9: Blackness in Other Places
Key Terms: Alliances, Family, Resistance

Monday:
  o Celiany Rivera-Velázquez, "Brincando charcos"
  o Website and video clips: Las Krudas (Blackboard)
  o News Report (TBA-on Blackboard)

Wednesday:
  o Erica Martínez, (Blackboard)
  o Ana-Maurine Lara, (Blackboard)
  o Barack Obama's Speech (Blackboard)
  o "An Interview: Audre Lorde and Adrienne Rich" (Sister Outsider)
  o A United Nation

Week 10: Creating Other Worlds

Monday:
  o Lorde, "The Uses of the Erotic" (Sister Outsider); The Uses of Anger (Sister Outsider); "The Transformation of Silence" (Sister Outsider)
- News Report (TBA-on Blackboard)
- http://blackpoetsspeakout.tumblr.com/ (Blackboard)

Wednesday:
- Concluding Remarks
- Preparing for the Third Assessment

Take-home Third Assessment (TBA)