

BLACK FREEDOM MOVEMENT
AFR 372C (30520)/AMS 321 (31055)/LAS 322 (39545)
MEZ 1.120: Tues. & Thurs. 2:00 pm - 3:30 pm

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Introduction

It can be said that black people have engaged in a centuries-long, global struggle for freedom. For many, the high tide of this struggle occurred in the United States from the 1950s into the 1970s. Others might look to the national liberation movements in Africa and the Caribbean, which created a series of autonomous black nations, as the watermark of black freedom. More recent commentaries have pointed to the global currency of Black Lives Matter to suggest that the quest for freedom by black people continues. This course explores the history of black people's twentieth century struggles for freedom, taking as its focus the U.S. Civil Rights and Black Power movements, and anticolonial movements in Africa and the Caribbean. This course will ask and seek to answer several questions, including: What is freedom? Is there a difference between liberation and freedom? How have black people thought about these concepts? Why have the arts (music, literature, visual arts, film, sports, etc.) been so central to how black people have thought about the possibility of freedom? This course will examine key historical events and figures in the U.S., Africa, Caribbean, and to a lesser extent Europe, with particular attention to intellectual currents, organizational formations, the arts, and mass mobilization. We will also consider how culture, religion, and social deviance inform how we might think about Black freedom.

Learning Goals

While this course covers several key themes, students will also become familiar with a general chronological structure that will help them think about the struggles of various black peoples for freedom that spanned the 20th century. Rather than rote memorization, however, students will gain a sense of the historical processes of change over time, how black people's intellectual activities have shaped conceptualizations of freedom, and be introduced to a methodology for assessing how an array of events and experiences influence the choices that people make, what they believe possible, and how these inform human activity. There are two broad learning goals in this course.

- 1) Conceptually, we examine different approaches to understanding and analyzing:
 - how individuals and groups are shaped by the past and shape the contemporary world
 - how people interact with and change society and social institutions
 - the role of large-scale political, economic, and ideological forces in human history
 - how the activities of African descended peoples in one location (say, Africa or the Caribbean) offer insights on the histories of African diasporic peoples elsewhere

2) Practically, students will develop and/or sharpen skills essential to their academic and professional growth. These include:

- how to read and engage a variety of sources, documents, and literatures (newspaper accounts, memoirs, pamphlets, novels, scholarly works)
- develop arguments based on analyzing such source materials
- write in a way that effectively communicates your ideas

To this end, students are expected to complete the assigned readings and arrive to class prepared to engage lectures and to participate in discussions. As such, excessive absences will negatively affect your grade in this course. You are allowed three (3) unexcused absences; four or more absences will lower your final course grade.

Classroom Policies

Laptops are not permitted for any reason in this course unless there is a legitimate, documented reason for a student's use of a laptop for note taking. Further, cell phones are not permitted in the classroom. If you are found using a cell phone during class for any reason, you will be asked to leave the class. Additionally, leaving during lecture or discussion is disruptive for both the class and the professor, and is not allowed.

Flags: Cultural Diversity

The Cultural Diversity requirement increases your familiarity with the variety and richness of the American cultural experience. Courses carrying this flag ask you to explore the beliefs, practices, and histories of at least one cultural group that has experienced persistent marginalization. Many of these courses also encourage you to reflect on your own cultural experiences.

Academic Integrity

Students are advised to familiarize themselves with the University of Texas' policies on academic integrity, and the penalty for plagiarism and other forms of cheating. Please note, any instance of plagiarism in this course will result in an automatic "F" for the assignment; the final disposition of a penalty will follow the University's guidelines. Please follow the links below for more information:

http://deanofstudents.utexas.edu/sjs/for_students.php

http://deanofstudents.utexas.edu/sjs/acadint_what_is.php

Required Books

- Chimamanda Ngozi Adichie, *Half of a Yellow Sun*.
- Ashley Farmer, *Remaking Black Power: How Black Women Transformed an Era*.
- Catherine Morris & Rujeko Hockley, *We Wanted a Revolution: Black Radical Women, 1965-1985: A Sourcebook*.

***All other readings will be available as PDFs on Canvas.

Grades

Document Assignment 1 & 2: 10% (5% each)

Three Quizzes: 30% (10% each)

Response Paper: 10%

Mid-Term: 20%

Final Exam: 30%

• Guidelines for all assignments, including the mid-term and final exam, will be distributed during the semester.

Grading Scale

	Excellent			Good			Satisfactory			Poor	Fail
Letter	A+	A	A-	B+	B	B-	C+	C	C-	D	F
Percent Range	100-97	96-94	93-91	90-87	86-84	83-81	80-77	76-74	73-71	70-60	59-0
No Value	100	95	92	88	85	82	78	75	72	65	35-0

Your grade is determined based on this scale. For example, if you receive a “B” on the Essay, the corresponding numerical score would be 85. As 20% of your grade, this will translate into $(85 \times .20)$ 17. When adding all your grades together, the final score is grouped with the appropriate letter grade. A cumulative score of 83 translates into a B- on the scale. In calculating “F” grades, the possible numeric value will range between 35-0. Failure to submit or complete an assignment will result in “0” points.

Course Schedule

Introduction: What is Freedom?

Jan 22 Introduction: What is Freedom?

Jan 24 Reading: Angela Davis, “Lectures on Liberation.”

Empire, Self-Government, & the Black World

Jan 29 Reading: C.L.R. James, *The Case for West-Indian Self-Government*.

Documents: “Manifesto of the Second Pan-African Congress”; “Declaration of the Rights of the Negro Peoples of the World”; Marcus Garvey, “African for the Africans.”

Jan 31 Readings: Marable, *Race, Reform, and Rebellion*, 12-37.

Documents: Jacques Roumain, “A Preliminary Analysis of the Years 1932-1934”; Langston Hughes, “White Shadows in a Black Land”; Suzanne Césaire, “The Malaise of a Civilization.”

World War, Fascism, and Black Internationalism

Feb 5 Reading: Kevin Yelvington, “The War in Ethiopia and Trinidad, 1935-36.”

Documents: W. E. B. Du Bois, “Marxism and the Negro Problem.”

Feb 7 Reading: Marc Matera, *Black London*, 62-99.

Documents: Aimé Césaire, *Discourse on Colonialism* (excerpt); 5th Pan-African Congress, 1945.

We Charge Genocide

Feb 12 Reading: Civil Rights Congress, *We Charge Genocide*.

Quiz #1

Feb 14 Readings: Ashley Farmer, *Remaking Black Power*, Ch. 1.

Documents: Claudia Jones, "An End to the Neglect of the Problems of the Negro Woman."

We Return Fighting

Feb 19 Film: Ousmane Sembène, *Camp de Thiaroye*.

Reading: Myron Echenberg, "Tragedy at Thiaroye."

Feb 21 Film: Ousmane Sembène, *Camp de Thiaroye*.

Discussion of *Camp de Thiaroye*.

Building a Movement

Feb 26 Readings: *We Wanted a Revolution*, Sources 1-4.

Class meets in Christian-Greene Gallery (Jester Hall)

Feb 28 Reading: Aldon Morris, *The Origins of the Civil Rights Movement*, 17-39; Marable, *Race, Reform, and Rebellion*, 38-58.

Documents: JoAnn Robinson, "The Origin of the Trouble."

Class meets in Idea Lab (GWB 2.204)

Document Assignment #1 Due

Race and Democracy

March 5 Readings: Jeffries, "Organizing More than a Vote."

Documents: Martin Luther King, Jr., "Letter from a Birmingham Jail"; "Student Nonviolent Coordinating Committee Statement of Purpose."

March 7 **MID-TERM**

African Independence, Caribbean Federation, Black Power

March 12 Reading: Mahmood Mamdani, "Indirect Rule, Civil Society, and Ethnicity."

Documents: Arusha Declaration, 1967.

March 14 Reading: Colin Palmer, *Eric Williams and the Making of the Modern Caribbean*, 40-75.

Documents: Frantz Fanon, "Are We Seeing the Birth of a Nation in the West Indies"; Eric Williams, "The Political Leader Considered as a Man of Culture."

*****ATTEND SESSION OF BLACK STUDIES CONFERENCE*****

March 18-23 **SPRING BREAK**

Begin Reading Chimamanda Ngozi Adichie, *Half of a Yellow Sun*

Black Power and Black Women's Liberation

March 26 Reading: Farmer, *Remaking Black Power*, Ch. 2.

Documents: Fannie Lou Hamer, "Fannie Lou Hamer's Initiation into the Civil Rights Movement, 1962"; Civil Rights Act, 1964; Martin Luther King, Jr., "The American Dream."

March 28 *Reading: We Wanted a Revolution*, Sources 5-9.
Documents: Malcolm X, "The Ballot or the Bullet"; Stokely Carmichael, "Black Power"; Black Panther Party Platform; Amiri Baraka, "Black Art."

Quiz #2

Ghana, Nigeria, & the African Postcolony

April 2 *Reading: Amílcar Cabral, "National Liberation and Culture"; Addison Gayle, "The Black Aesthetic."*

April 4 *Discussion: Chimamanda Adichie, Half of a Yellow Sun.*

Response Paper Due

Freedom, Independence, & Coloniality

April 9 *Reading: Farmer, Remaking Black Power, Ch. 4.*

Walter Rodney, "Black Power—Its Relevance to the West Indies"; George Lamming, "Politics and Culture."

April 11 *Reading: We Wanted a Revolution, Sources 17-20, 23-25; Judith Byfield, "From Ladies to Women."*

Gender, Art, & Black Liberation

April 16 *Reading: Farmer, Remaking Black Power, Chs. 4.*

Documents: Frances Beal, "Double Jeopardy"; George Jackson, Soledad Brother (selection).

April 18 *Reading: Larry Neal, "Black Arts Movement"; LeRoi Jones, "1960: Cuba Libre."*

Quiz #3

Black Feminism & Third World Women

April 23 *Reading: Farmer, Remaking Black Power, Chs. 5 & Epilogue.*

Documents: Combahee River Collective, "A Black Feminist Statement"; Audre Lorde, "The Uses of the Erotic."

April 25 *Readings: We Wanted a Revolution, Sources 33-38.*

Film: Wattstax (Watch on YouTube)

Decolonizing Black Power

April 30 *Readings: Anthony Bogues, "The Abeng Newspaper and the Radical Politics of Postcolonial Blackness"; Walter Rodney, "African History in the Service of Black Liberation"; Barbara Jones, "A Black Woman Speaks Out"; "You Don't Play with Revolution: An Interview with C. L. R. James."*

May 2 *Film: Free Angela Davis and All Political Prisoners.*

May 7 **Document Assignment #2**

May 17: Final Exam, 2:00 pm - 5:00 pm

Student Services

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the office of Services for Students with Disabilities: phone: 512-471-6259; Videophone: 512-410-6644; email ssd@austin.utexas.edu.

Policy on Concealed Guns

Pursuant to SB11 (<http://www.legis.state.tx.us/tlodocs/84R/billtext/pdf/SB00011F.pdf>) and UT Austin Campus Carry Policy (<https://campuscarry.utexas.edu/>) and (<https://www.policies.utexas.edu/policies/campus-concealed-carry>), persons with a current legally valid Concealed Carry License may carry a concealed legal handgun on or about their person in this class. Please take note of several provisions:

1. All legal provisions associated with concealed carry on campus must be followed without fail at all times. In addition to SB11 and UT-Austin Campus Carry policy, please review at least the 84 pages of applicable law curated by TX DPS (<http://www.txdps.state.tx.us/InternetForms/Forms/CHL-16.pdf>). Please take special note of two of the many legal provisions:
 - a. Holstering requirements: “A license holder who carries a handgun on campus must carry it in a holster that completely covers the trigger and entire trigger guard area. The holster must have sufficient tension or grip on the handgun to retain it in the holster even when subjected to unexpected jostling” (UT-Austin HOP 8-1060, VII-A-2).
 - b. “On or about your person means a person licensed to carry a handgun must carry a handgun in a manner that the handgun is close enough to the license holder that he or she can reach it without materially changing position” at all times (UT-Austin HOP 8-1060, IV).
2. Open carry, including partially or wholly visible guns, is not permitted on campus at any time except “under circumstances in which the actor would have been justified in the use of force or deadly force” (SB11, Section 4 and Texas Penal Code, Section 46.035(a-1)). Violation is a Class A misdemeanor or a third degree felony. If any legal requirement is violated at any moment, the person who witnesses the violation should leave the classroom and call 911 immediately without waiting to ask me for permission. Police will respond. This will disrupt the class and may create a dangerous situation for all of us. Violations may result in criminal penalties and sanction by the university, up to and including expulsion.
3. Office visits: You must ask me about my policy regarding concealed carry before entering my office and wait for my instructions before entering. Pursuant to UT-Austin policy (HOP 8-1060, VII-C), I must give oral notice of my prohibition on concealed handguns in my office. I mention this policy here for your convenience; however, oral notice must be given upon your first visit to my office. Following instructions from Campus Safety and Security, once you have been informed orally the first time, my prohibition stands until I revoke it. If my instructions are violated, I will call 911 and the police will respond. Violations may result in criminal penalties and sanction by the university, up to and including expulsion.