AP/HUMA 1300 9.0A
Cultures of Resistance in the Americas

Wednesdays, 14:30 – 16:30pm Curtis Lecture Hall E

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Office Hours: Mondays 12:30-1:30pm
Wednesdays 12:30-1:30pm
Or by appointment

Tutorials

TUTR 01: Wednesday 04:30-6:30pm MC109
TUTR 02: Friday 10:30am -12:30pm ACW 009
TUTR 03: Wednesday 04:30-6:30pm FC 106
TUTR 04: Monday 12:30pm-2:30pm MC 049
TUTR 05: Friday 12:30pm-2:30pm R S123
TUTR 06: Thursday 8:30am-10:30am TEL 0009
TUTR 07: Wednesday 10:30am -12:30pm ACE 013
TUTR 08: Friday 10:30am -12:30pm SC 222

Tutorial leaders
Giovanna Ferrara
Jennifer Field
Sailaja Krishnamurti
Andrea Medovarski
Jan Mendes
Erik Mortensen

Course Description

This course explores the histories, cultures, and experiences of black diasporic people in the US, Canada, and the Caribbean. It critically engages with the ways that cultural practices and traditions have survived and been transformed in the context of black subordination. It addresses the aesthetic, religious, cultural, and political practices that enable black people to
survive and build "communities of resistance" and allow them both to carve out a space in the Americas they can call home and to contribute to the cultures of the region.

The course begins with an exploration of writings by and about slavery in the Americas and some of the strategies of resistance that enabled people to survive and challenge this oppression. Moving into the era of the US civil rights movement, we examine some of the different approaches taken by Black activists and intellectuals to resist racial prejudice discrimination and violence. The third section of the course explores the black cultures of the Caribbean and Canada in greater focus, considering how black communities have experienced ‘multiculturalism’, conflict, and solidarity with other racialized communities. In the final section of the course, we ask how black people contribute to and are represented in contemporary popular culture.

Course Learning Objectives

(1) **Brief statement of the purpose:**
The purpose of this course is to assist students in theorizing concepts of blackness, as they relate to the African Diaspora in the Americas, from a wide critical framework. By combining history, sociology, political thought, literature, popular culture, and diaspora and cultural studies, the course offers students a critical introduction to the social, cultural, economic and political contexts of three geographic areas: the United States, Canada, and the Caribbean. Students will be able to chart a trajectory of blackness in the Americas and will be introduced to some of the most important theorists of the twentieth century. They will be able to compare and contrast different theoretical frameworks and identify and apply key concepts. Critical to this course is also the desire to help students recognize the engagement between a historical sense of self and a larger project of human possibilities.

(2) **Brief list of specific learning objectives of the course**

In completing this course, students will:

- explore key theories of blackness in order to develop new critical understandings of “race,” “gender,” “culture,” and “identity”;
- use an interdisciplinary approach to identify and describe the range of social, economic, political and cultural impact of race relations in the African Diaspora in the Americas;
- compare and contrast different theoretical frameworks as they apply to the United States, Canada, and the Caribbean;
- critically examine and dismantle stereotypes of blackness;
- achieve important macro and micro areas of learning and enhance their understanding and appreciation of a wide variety of written and visual texts; and
- complete a variety of assignments as they learn to write more clearly and effectively, identify themes, analyze texts, conceptualize arguments, write drafts and develop good citation practices.
Readings

At the bookstore
Edwidge Danticat, Breath, Eyes, Memory
Henry Louis Gates, ed., Classic Slave Narratives
Earl Lovelace, The Dragon Can’t Dance
Gloria Naylor, Mama Day
Ann Raimes and Sarah Norton, Keys for Writers
AP/HUMA 1300 Course kits (fall and winter)

Additional readings may be assigned or recommended during the course.
*Films screened during lecture time should be considered as required texts. If you miss a screening, please view the film on your own time.
*Links to some materials will be available through links provided on Moodle; please look carefully at the reading schedule below to see what you should read each week, and where to find it.

Evaluation

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Diagnostic writing assignment</td>
<td>5%</td>
<td>October 2</td>
</tr>
<tr>
<td>Writing Assignment 1</td>
<td>15%</td>
<td>November 13</td>
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<tr>
<td>Term 1 test</td>
<td>15%</td>
<td>Dec 4</td>
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<tr>
<td>Research Essay Outline</td>
<td>05%</td>
<td>Feb 12</td>
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<tr>
<td>Research Essay</td>
<td>15%</td>
<td>March 19</td>
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<tr>
<td>Seminar Presentation</td>
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<td>Participation</td>
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<td>Final Exam</td>
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You are required to hand in before or with your first assignment two online library tutorials: the library research roadmap and the academic integrity tutorial. These are designed to help you develop your research topic and are linked to the in-class lecture on library research strategies in the first term. The quizzes are available at http://www.yorku.ca/tutorial. To take the quizzes, you’ll need to log in using your Passport York ID and password. When you have successfully completed the quizzes, print two copies—one for your records and one for your tutorial leader.

The diagnostic essay required by the Department of Humanities. It asks you to critically analyze current events within the context of the course. In addition to helping the teaching team assess your writing skills early, the assignment also encourages you to look critically at the world around you and relate the ideas discussed in the course to a broader context. The assignment is 2-3 pages in length (500-750 words).

Essay 1 is a 5-6 page (1250-1500 words) formal essay with references cited in MLA format. The essay will cover the course material discussed in the first ten weeks of classes. This assignment is designed to help you read critically, make original analysis and identify different points of view.

The Midterm Test will examine you on some of the key concepts from first term, and will ask you to critically engage these concepts in relation to the novel used in the first term.
The Research Essay is a 7-8 page essay (1750-2000 words) that will require you to define your own research topic with your tutorial leader’s approval. This essay will ask you to examine the material and themes discussed in the second term within a wide frame of reference. The essay is preceded by a research essay outline of 2-3 pages in length (500-750 words).

Your research essay will not receive a grade if you do not complete and hand in the online library tutorials before or with the essay.

Your seminar presentation will be based on the assigned readings of a week of your choice. Please refer carefully to the guidelines set out in the oral report sheet you will receive in the first week of classes. The oral report is designed to strengthen your analytical skills, improve your oral communication skills and build your confidence.

Participation will be based on attendance in tutorials, contribution to tutorial discussions and ability to relate tutorial discussions to the broader concerns of the course. Your tutorial leader will assign your participation grade based on a subjective assessment of these factors.

The Final Examination will take place during the regularly scheduled examination period following the end of the second term. It will be divided into three main sections requiring you to define key concepts and terms, identify sight passages from course material and answer essay questions. The examination will last three hours.

**Important course information and policies**

1. Moodle:
   We will be using Moodle in this course as a medium of communication and resource sharing. Links to some readings will be posted here. There are discussion forums relating to the course content as well as for administrative matters. Library resources can also be accessed here. Moodle.yorku.ca

2. Email and Communication:
   General questions about the course, course materials, topics, or assignments should be posted in the Discussion Forum on Moodle. This way, other students can search for a response before posting the same question, and you can also answer each other’s questions. Note: before asking a question, please make sure to thoroughly read the course outline and the discussion forum to make sure you don’t already have the answer.

   Email to the course director or your TA should only be used for confidential matters and/or issues (ie. illness, request for extensions, accessibility issues, personal concerns, or specific questions about your work) that you do not want to share with others, and then only if you cannot attend office hours to speak to me or your TA in person. As course director, I will do my best to reply to you within 48 hours. Please don’t resend your message during that period.

3. Office hours:
   Please take advantage of office hours to share your questions with us and engage in further
discussion. Your TA will advise you about their office hours and location. I am available during regular office hours as well as by appointment. If a lengthy conversation is required, we may need to schedule a meeting.

4. Preparation for class:
You should arrive at each week’s lecture having read all the required material. I strongly advise you to bring the assigned reading material to lecture. This will allow you to consult the text, make notes, identify key terms, and formulate questions.

5. Attendance:
Tutorial leaders will be keeping track of attendance and participation in tutorials. While we do not take attendance in lectures, it is important for you to attend to keep up with the material and discussion. Missing lectures could make it very difficult for you to excel with your assignments, and will likely pose a challenge for you when you reach the exam. If you know that you will be absent for any length of time, please inform your tutorial leader.

6. Use of technology:
Having technology in the classroom can be great: use it to look at course materials; look up terms in the dictionary; find sources to research a topic; post a question to the discussion forum on Moodle; share something interesting you’ve just heard in lecture; support your learning/accessibility needs. But please don’t shop, facebook, play games, etc. You can do these things outside of class. Use your time wisely.

*Please note that you must request permission from me if you want to make an audio recording of lectures.

7. Classroom etiquette:
This is a large lecture course, and its success depends on you. To make sure that we can all focus on our work in the classroom, please pay attention to the following:
- If you are late, or need to leave early, please do so quietly and respectfully
- Raise your hand if you have a question or a response
- Turn off your cell phone ringers and mute your laptop
- Unless there is a serious emergency for which you are ‘on call’, do not answer your phone in class. This is inappropriate and unprofessional.

8. Academic integrity:
Academic dishonesty is a very serious offence, and covers a wide range of actions including cheating, plagiarism, submitting course work more than once, improper citations, and more. You should be familiar with what constitutes academic dishonesty so that you can protect your own integrity as a student. The value of your university degree comes from the work that students must put in to achieve it. The university expects you to comply with its regulations on academic honesty. Please familiarize yourself with these regulations and guidelines.

9. Turnitin.com:
We are using Turnitin.com for this course. Students in this course may choose to opt-out of using Turnitin.com for any reason. If you opt out, you will be asked to submit your rough work
in hard copy along with your final assignment, and you will also be asked to attend a meeting to review your work with me.

10. Grades, assignments, and lateness
The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.). (For a full description of York grading system see the university’s Undergraduate Calendar - http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04_5_acadinfo.pdf)

11. Late penalties
Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments received later than the due date will be penalized by 5%, or 1 letter grade each day they are late (e.g. an 80%/A would become 75%/B+). The course director will consider exceptions to the lateness penalty for valid reasons such as illness and on other compassionate grounds, only when supported by written documentation (e.g., a doctor’s note).

Hard copies of assignments as required may be handed in directly to instructors during class time or left in the essay drop box in the Department of Humanities. Please do not e-mail assignments to instructors or leave assignments with the Humanities staff.

12. Missed Tests: Students with a documented reason for missing a course test, such as illness, which is confirmed by supporting documentation (e.g., doctor’s letter), may request accommodation from the Course Instructor. Make-up tests will be scheduled within one week of the missed date. Further extensions or accommodation will require students to submit a formal petition to the Faculty of Liberal Arts & Professional Studies.

13. University Policies and Deadlines

| Last date to enrol without permission of the instructor: | September 22, 2013 |
| Last date to enrol with permission of the instructor: | October 25, 2013 |
| Last date to submit fall term work: | December 6, 2013 |
| Last date to drop course without receiving a grade: | February 14, 2014 |
| Last date to submit winter term work: | April 4, 2014 |

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents) http://www.yorku.ca/secretariat/senate/committees/ascp/index-ascp.html

- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation
Weekly course schedule

Term 1

Unit 1: theoretical and historical contexts

Week 01. September 11
Introduction to the course

Week 02. September 18
Contesting “Race,” “Culture” and “Identity”
Required: Manning Marable, “Beyond Racial Identity Politics: Toward a Liberation Theory for Multicultural Democracy” (kit)
Frantz Fanon, “The Fact of Blackness” in Black Skin White Masks (kit)
Recommended: Richard J. Perry, “Race: Fact or Artifact” (kit)

Week 03. September 25
African Slavery in the “New World”
“The Life of Gustavus Vassa” in Classic Slave Narratives (chaps. 1-4)
“History of Mary Prince” in Classic Slave Narratives
Barbara Bush, “The Eye of the Beholder’: Contemporary European Images of Black Women” (kit)

Week 04. October 2  [diagnostic essay due]
Forms of Resistance in Slavery
“Narrative of the Life of Frederick Douglas” in Classic Slave Narratives
G.K. Lewis, “The Anti-Slavery Ideology” (kit)

Week 05. October 9
Slave Narratives as Protest Writing
“History of Mary Prince,” “Narrative of the Life of Frederick Douglas” and “Incidents in the Life of a Slave Girl” in Classic Slave Narratives
Brenda E. Stevenson, “Gender Convention, Ideals, and Identity Among Antebellum Virginia Slave Women” (kit)

Unit 2: Understanding black political and philosophical traditions

Week 06. October 16
Black Twentieth-Century Thought I: The Early Framework
Booker T. Washington, “Boyhood Days” and “The Atlanta Exposition Address” (kit)
W.E.B. Du Bois, “Of Mr. Booker T. Washington and Others,” “The Talented Tenth” and “Of our Spiritual Strivings” (kit)
Marcus Garvey, “The Negro’s Greatest Enemy,” “Declaration of the Rights of the Negro Peoples of the World” and “Speech by Marcus Garvey” (kit)

Week 07. October 23
Black Twentieth-Century Thought II: Black Religious and Political Philosophies
Barry Chevannes, “Rastafari and the Exorcism of the Ideology of Racism and Classism in Jamaica” (kit)
Manning Marable, excerpt from “Becoming ‘X’” in *Malcolm X: A Life of Reinvention* (kit)

*October 30th-31st – co-curricular days*

**Week 08. November 6**

**Civil Rights Movement and Black Power**
Film: *The Untold Story of Emmett Louis Till* (2005)
Martin Luther King, Jr., “I’ve been to the Mountaintop” (kit)
Malcolm X, “The Ballot or the Bullet” (kit)
Manning Marable, “Reflections on a Revolutionary Vision” (kit)
Walter Rodney, “Black Power—Its Relevance to the West Indies” (kit)

**Week 09. November 13 [First Essay Due]**

**Post-Civil Rights and the Twenty-First Century**
Film: *The FBI’s War on Black America* (2009)
Charles Banner-Haley, “A New Century and New Challenges” (kit)
*  David Theo Goldberg “When Race Disappears” (e-resources link) (2012)
(http://constitutioncenter.org/amoreperfectunion/)

**Unit 3: Rethinking Resistance Through Oral and Written Traditions**

**Week 10. November 20**

**Oral and Written Traditions of Resistance**
Gloria Naylor, *Mama Day*
Geneva Smitherman, “How I got Ovuh” (kit)
James Baldwin, “Everybody’s Protest Novel” (kit)
M. Nourbese Philip, “Managing the Unmanageable” (kit)
Robert O’Meally, “The Vernacular Tradition” (kit)

**Week 11. November 27**

**Fictional Rethinking of Community and Resistance**
Gloria Naylor, *Mama Day*

**Week 12. Dec 4th**

**Term test in class**
TERM TWO

Unit 4: Exploring The African Diaspora In The Americas

Week 01 January 8th
Caribbean Pluralism
Start Earl Lovelace, The Dragon Can’t Dance
Recommended:
Theoretical text on Caribbean history

Week 02. January 15th
The Caribbean in the Americas
finish Earl Lovelace, The Dragon Can’t Dance
start Edwidge Danticat, Breath, Eyes, Memory
Stuart Hall, “Cultural Identity and Diaspora” (kit)

Week 03. January 22
Caribbean Diasporic Communities in the US
Finish Edwidge Danticat, Breath, Eyes, Memory
Philip Kasinitz, “The Three West Indian Immigrations” (kit)

Week 04, January 29
Workshop on library research skills (in lecture; mandatory attendance)

Week 05, Feb 5
Canada and the black diaspora
Cecil Foster, “What the Present has Brought Us” and “The Rum” (kit)

Week 06. Feb 12 [research essay outline due]
Racism and multiculturalism in Canada
Anver Saloojee, “Social Cohesion and the Limits of Multiculturalism in Canada” (kit)
George S Dei, “Schooling as Community” (linked access)

Feb 15-21 – Reading Week
Week 07. February 26 [outlines returned]

Representations of Blackness in Popular Culture
Film: Racial Stereotypes in the Media (2008)
bell hooks, “Representing Whiteness in the Black Imagination” (kit)
Lawrence Hill, “Forty-eight Parts White” (kit)
Tommy L. Lott, “Racist Discourse and the Negro-ape Metaphor” (kit)

Unit 5: Contesting Definitions of Self

Week 08. March 5

Representations of Blackness in Music and Dance

Week 09. March 12

Representations of Blackness in Popular Culture in Film
Feature Film: Bamboozled (2000)
bell hooks, “The Oppositional Gaze” (kit)

Week 10. March 19 [research essays due]

Gender and Identity: Deconstructing the Myth of the Strong Black Woman
Trudier Harris, “This Disease Called Strength” (kit)
bell hooks, “Black Women: Shaping Feminist Theory” (kit)
Audre Lorde, “Age, Race, Class and Sex: Women Redefining Difference” (kit)

Week 11. March 26

Gender and Identity: Black Masculinity Revisited
Film: Hardwood (2004)
David Marriott, “Father Stories” (kit)
Ann Arnett Ferguson, “Naughty by Nature” (kit)
Ron Simmons, “Some Thoughts on the Challenges Facing Black Gay Intellectuals” (kit)

Week 12. April 2

Review and exam preparation