

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

Ethnic Studies 145 – Introduction to Black Studies

3 hours lecture, 3 units

Catalog Description

This course is an overview of Black Studies, including origins of the discipline and general knowledge of Black experiences. Emphasis will be on the development of African American Studies and its frameworks such as Afrocentricity and intersectionality, contributions and creations from the Black community, structural impacts on the community, and historical and contemporary issues through struggle and resistance.

Prerequisite

None

Course Content

- 1) Black Studies as a discipline:
 - a. Intellectual History
 1. Black philosophers and philosophy of the eighteenth and nineteenth century
 - b. Academic Discipline
 1. The educational relevance of race
 - c. Historically Black Colleges and Universities
 - d. Black Power Movement
 - e. Black Arts Movement
 - f. Black Women's Movement
 - g. Black Student Movement
 - h. Research
 - i. Theorizing
 1. Black consciousness/collective consciousness and community orientation
 2. The Kawaiida Theory of Maulana Karenga
 - (1) Umoja (unity)
 - (2) Kujichagulia (self-determination)
 - (3) Ujima (Collective work and Responsibility)
 - (4) Ujamaa (Cooperative Economics)
 - (5) Nia (Purpose)
 - (6) Kuumba (Creativity)
 - (7) Imani (Faith)
 3. Afrocentricity
 4. Diaspora
 5. Intersectionality
 6. Liberation
 7. Black nationalism
 8. socioeconomic and political development

- j. Ethnic Studies and the naming of white supremacy, race and racism, racialization, ethnicity, equity, liberation, colonization and decolonization, self-determination, eurocentrism, anti-racism and more
 - 1. The fight for Ethnic Studies including Black Student Union demands for hiring and admissions
 - 2. The leadership of Black student leaders during the student strike
- 2) Theories of Afrocentricity and other epistemologies as critiques of historic Eurocentric pedagogical approach to learning within the United States Educational System.
 - a. Professional organizations
 - b. Production of African centered/African worldview theory and knowledge such as Molefi Kete Asante:
 - 1. Concept of Afrocentricity
 - 2. Collective consciousness
 - 3. African-centered as subject not object
 - 4. Garveyism, Du Bois, Malcolm x
 - 5. Revolution of spirit and mind (not just economic and political)
 - 6. Topics within history, psychology, sociology, literature, economics, and education
 - 7. Problematics in text for example homophobia
 - c. Asante and Ledbetter Jr. (including but not limited to)
 - 1. Decolonization
 - 2. Afrocentricity
 - 3. James Baldwin
 - 4. Diaspora
- 3) Black women and women's studies including but not limited to:
 - a. Angela Davis: Women, Race, & Class for example and not limited to:
 - 1. Racism
 - 2. Classism
 - 3. Whiteness and elitist feminism
 - 4. Intersectional approach to liberation
 - 5. Critique of suffrage and lack of intersectionality
 - 6. Legacy and pitfalls of civil and women's rights activists
 - 7. Reproductive freedom/housework/childcare
 - b. Mikki Kendall: Hood Feminism: Notes From The Women That A Movement Forgot
 - 1. How to Write About Black Women
 - 2. Pretty for a...
 - 3. The Fetishization of the Fierce
 - 4. The Hood Doesn't Hate Smart People
 - 5. Reproductive Justice, Eugenics, and Maternal Mortality
 - c. Classical African Studies
- 4) The social, political, historical cultural practices of inhabitants of Africa as it relates to members of the diaspora living in the United States.
 - a. Definitions and importance of History in general
 - b. Origins - East Africa
 - c. The Nile Valley civilizations
 - 1. Nubia
 - 2. Egypt
 - d. Western Sudanic civilizations
 - 1. Ghana
 - 2. Mali

3. Songhai
 - e. The Moorish Civilization
 - f. Other states and empires
 - g. The decline of African Societies
- 5) Structural oppression of Black and/or African Americans throughout their history of the United States, including but not limited to slavery, the formation of the United States, capitalism, and other aspects of power and privilege.
- 6) Resistance to enslavement
 - a. Cultural resistance
 - b. Day-to-day resistance
 - c. Abolitionism
 - d. Armed resistance
- 7) Civil War and Reconstruction
- 8) Migration and urbanization
- 9) Black struggles within institutional racism, including but not limited to:
 - a. Redlining and other housing discrimination
 - b. Mass incarceration as a continuation of chattel slavery
 - c. Educational inequity
 - d. Racial wealth gap
- 10) Black struggles for freedom and humanity including but not limited to:
 - a. The Civil Rights Movement
 - b. Justice for Eric Garner, Sandra Bland, Trayvon Martin, Michael Brown, Breonna Hicks, Ahmaud Arbery, and the countless others who have been killed
 - c. Black Lives Matter as a response to injustice and antiblackness and as a fight for liberation
- 11) Understand and analyze the theory of intersectionality including but not limited to:
 - a. Sojourner Truth and Black enslaved women
 - b. Combahee River Collective and Audre Lorde and other Black LGBTQ+ women
 - c. Kimberlé Crenshaw and coining intersectionality theory based on discrimination of a Black woman
 1. Intersectionality
 2. Emma DeGraffenreid
 3. Remembering Black women
 - d. Tarana Burke and the #metoo movement fighting against sexual violence
 - e. Other intersections of race, and racism with ethnicity, class, gender, sexuality, religion/spirituality and more.
- 12) The social, cultural, and political significance made by Black and/or African American people living in the United States, including but not limited to:
 - a. Black art
 1. The Continental African dimension
 2. Professional emergence
 3. The Harlem Renaissance
 4. Post Renaissance
 5. The Sixties to the present
 - b. Black music
 1. African origins
 2. Spirituals
 3. Songs of work and leisure
 4. The Blues
 5. Ragtime

6. Gospel music
 7. Jazz
 8. Rhythm and Blues
 9. Rap
 10. Music, blackness, gender, and/or sexuality
 - (1) Gendered experiences in music
 - (2) Misogyny in music
 - (3) Race, music, sexuality such as Lil Nas X
- c. Black literature
1. African origins through 1800s
 2. The pre-Harlem Renaissance period
 3. The Harlem Renaissance
 4. 1960s - present

Course Objectives

Students will be able to:

- 1) Describe the origins of African American Studies as an academic discipline;
- 2) Identify and examine concepts such as race and racism, racialization, ethnicity, equity, eurocentrism, white supremacy, self-determination, and anti-racism as well as concepts in African American Studies including but not limited to: Black consciousness/collective consciousness and community orientation, the Kawaiida Theory of Maulana Karenga (Umoja, Ujima, etc), Afrocentricity, diaspora, decolonization, intersectionality, liberation, Black nationalism, socioeconomic and political development, and more.
- 3) Examine historical and contemporary experiences such as structural oppression and Black American resistance movements and contributions such as intellectual traditions and concepts, lived-experiences, arts/creative expression/cultural movements, and more;
- 4) Recognize the conceptual framework of Afrocentrism as a critique of the historic Eurocentric pedagogical approach to learning within the United States educational system;
- 5) Examine the intersection of race with ethnicity, class, gender, sexuality, religion/spirituality, and more, and how they have affected people who identify as Black/African American;
- 6) Investigate the significance of African traditions, values, beliefs, and histories as it relates to members of the Diaspora living within the United States;

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in the subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Quizzes and exams.
- 2) Written assignments.
- 3) Research reports.
- 4) Unit projects.
- 5) Class discussions and group participation.

Special Materials Required of Student

None

Minimum Instructional Facilities

Smart classroom

Method of Instruction

- 6) Lecture and discussion
- 7) Group activities
- 8) Multimedia presentations
- 9) Possible guest speakers

Out-of-Class Assignments

- 1) Compare children's books about slavery discussed in class and evaluate current policies about teaching slavery in schools. Use this to determine what you think is appropriate for age and content in teaching about slavery and other "controversial" topics such as gender in the classroom.
- 2) Viewing and analysis, including information literacy and media regarding Black Americans such as comparing popular media depictions of Black people compared to media created for and by Black people.
- 3) Attending theater, film, musical performances, museums, or UMOJA event related to Black Americans and respond in writing how it contributes to understanding Black experiences including experiences surrounding race and class, gender, sexuality, religion, and other intersections of identities.
- 4) Use course concepts to write a 2 page paper that analyzes a contemporary event or figure that depicts blackness.
- 5) Draw from Black Studies history, theory, and perspectives to engage contemporary issues through anti-racist and anti-colonial positioning. They will examine contemporary issues, such as mass incarceration and the killings of Black people, within the context of racist inequities faced by Black people and the historical marginalization that has persisted since the colonial era. Through this positioning, students will use art and creative expression (poetry, drawings, rap, etc) to capture the struggle for humanization and liberation.
- 6) Create an event focused on blackness and antiracism for the Black Student Success Center that will be open to campus and the community. This will be their culminating project at the end of the semester. For example, they may choose from topics we discussed in the course and expand on them, to create group presentations. Each group presents on their own topic and then create 2-3 discussion questions to discuss with the audience.
- 7) Journal entries
- 8) Social justice/service-learning project
- 9) Group projects
- 10) Reflective essays on personal experiences, interviews, or oral histories

Texts and References

- 1) Required (representative examples):
 - a. Asante, Molefi Kete, and Molefi Kete Asante. *Afrocentricity*. New rev. ed. Trenton, N.J: Africa World Press, 1988.
 - b. Davis, Angela. *Women, Race, & Class*. Vintage press. 1983.
 - c. Kendall, Mikki. *Hood Feminism: Notes From The Women That A Movement Forgot*. Penguin Random House. 2020.
 - d. *Introduction to African American Studies: Transdisciplinary Approaches and Implications (Revised, Expanded, and Illustrated Edition)* by James Stewart and Talmadge Anderson Inprint Editions (2015)
 - e. *African American Studies: The Discipline and Its Dimensions* by Nathaniel Norment, Jr. Peter Lang Inc, International Academic Publishers, New Edition (2019)
- 2) Supplemental:
 - a. Du Bois, W.E.B. *Souls of Black Folk*. 2014. CreateSpace Independent Publishing Platform.
 - b. Kelley, Robin D. and Earl Lewis (Eds.) *G. To Make Our World Anew: Volume II: A History of African Americans Since 1880*. Oxford University Press. (2005).

- c. Painter, Nell. *Creating Black Americans: African American History and Its meanings 1619 to present*. Oxford University Press. (2006).

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Identify and examine concepts such as race and racism, racialization, ethnicity, equity, eurocentrism, white supremacy, self-determination, and anti-racism as well as concepts in African American Studies including but not limited to: Black consciousness/collective consciousness and community orientation, the Kwanzaa Theory of Maulana Karenga (Umoja, Ujima, etc), Afrocentricity, diaspora, decolonization, intersectionality, liberation, Black nationalism, socioeconomic and political development, and more.
- 2) Apply theory to critically engage with the social, cultural, political, historical, economic, and/or philosophical circumstances influencing Black American experiences.
- 3) Analyze the intersectionality of African American identities along various vectors of identity, including race and ethnicity, gender and sexuality, socioeconomic class and labor, national origin, mixed heritages, religion / spirituality, generation, and ability.