

Anth 185: #BlackLivesMatter
Spring 2018

T/Th 2:00-3:20pm
Sequoyah Hall 148

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Office Location: SSB 277
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** For questions on course content

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TA Office Hours: SSRB 350
Thursdays 12:30-1:30pm
** For questions on assignments

Course Description:

The killing of teenager Michael Brown in Ferguson, Missouri, the choke-hold death of Eric Garner in New York, the suspicious death of activist Sandra Bland in Waller Texas, and the killing of 17 year old Trayvon Martin in Sanford, Florida all gave rise to the #blacklivesmatter social movement. The #BlackLivesMatter movement is a growing social movement which demands racial and economic justice for Black people in the US and around the globe. In response to the rise in killings of Black Americans by law enforcement officers this movement is a critical element of our times. The movement and course are committed to resisting, unveiling, and undoing histories of state sanctioned violence against Black and Brown bodies. The course seeks to document the forms of dispossession that Black Americans face, and offers a critical examination of the prison industrial complex, police brutality, urban poverty, and white supremacy in the US.

This upper division seminar traces the historical roots and growth of the Black Lives Matter social movement in the United States and comparative global contexts. Occupy Wall Street, protests against the prison industrial complex, black feminist, and LGBTQ intersectionality are explored in the context of millennial and post-millennial youth as the founders of this movement.

The course will cover the following topics: Why #BlackLivesMatter Emerged, Studying Black life in Anthropology, Colorblind Racism in the US, Rise of a Social Movement, Resistance, Transnational Anti-Blackness, Sister Movements, Prison Industrial Complex, Prison Abolition, Living With Anti-Blackness.

Assessment:

Reading Responses (20%)

This is a reading intensive course; it covers a lot of material and some of the material is dense. You will need to manage your time accordingly. All students are expected to post FIVE (5) 300-500 word reading responses on the course website by 10 a.m the day of the class for which those readings were assigned. You can work ahead but you cannot turn in

reading responses for past classes. Students may choose to write for any five course meetings over the quarter. The reading responses should be organized as follows:

Part 1: 100-150 word summary of the reading/readings

Part 2: 100-150 word assessment of the most valuable contribution of the reading/readings to our understanding of the #blacklivesmatter social movement. This can be critical or laudatory.

Part 3: 100-150 word explanation of an important tool practice/policy for addressing and the quality of life for Black Americans or #blacklivesmatter social movement as suggested by the reading/readings. This will often be non-obvious and will require the student to be both critical and creative.

The reading responses are very brief and must get to the point swiftly and clearly. You should be able to draw on the reflection for class discussions. You can choose to use all of the readings for the class and compare them or go into more depth on one of the readings for that day. You can only do one response per class period. Responses will be graded on insight, accuracy, creativity, and clarity of writing.

Class Attendance and Participation (15%): You are expected to be on time for class, having completed all readings before class, prepared with questions and comments for discussion. You are expected to be present (mind and body) in class, pay attention to the professor and your peers. You should not be distracted by technology or other work in class.

Final Black Lives Matter Wikipedia Project (65%) This assignment will be done in small groups. This assignment is broken down into steps over the course of several weeks and each step will be graded. The final Wikipedia article will be worth 30% of your grade. We will discuss it further in class and in another hand out.

Wiki Assignment Breakdown (65% of total grade): Getting Started on Wikipedia 5% Evaluate Wikipedia 5% Draft Your Article 10% Peer Review/Respond to Peer Review 10% Final Article 30% Final Presentations 5% per person

Etiquette: I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class. Please refer to the UCSD Principles of Community:

<https://ucsd.edu/about/principles.html>

Preferred Pronouns: I will gladly honor your request to address you by your chosen name or gender pronoun. Please advise me of this preference early in the quarter so that I may make appropriate changes to my records.

Accommodations: Students requesting accommodations and services due to a disability for this course need to provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD), prior to eligibility for requests. Receipt of AFAs in advance is necessary for appropriate planning for the provision of reasonable accommodations. OSD Academic Liaisons also need to receive current AFAs. For more information, contact the OSD at (858) 534.4382 (V); (858) 534-9709 (TTY); osd@ucsd.edu, or <http://osd.ucsd.edu>.

Religious Holidays: Students who miss work for the purpose of religious observance are permitted to make up this work. Students should submit in writing to me by the end of the **second week of classes** their documented religious holiday schedule for the semester.

Late Assignments: The reading responses cannot be late, that is why they are not required each week, a late response will not count toward your 5 required responses. You must complete 5 responses. You will get a zero for each one that is not completed.

Wikipedia assignments must be completed BEFORE class on the day they are due—each small assignment is marked with an * asterisk* on the syllabus. Late completion of these assignments will be marked down by 10% for each day they are overdue—i.e. if you turn it in at 2:31pm the day it is due you will be marked down 10%. The same applies to the final group assignment. The final assignment must be completed, there are no alternatives or opportunities for make up.

Course Texts:

Purchase:

1. Keeanga-Yamahtta Taylor. 2016. From #BlackLivesMatter to Black Liberation.
 2. Angela Davis. 2016. Freedom is a Constant Struggle.
 3. Claudia Rankin. 2014. Citizen: An American Lyric. Minneapolis: Graywolf Press.
- All other readings will be made available in PDF on the course website or as link in the syllabus. I have requested that these texts be on reserve at the library.*

Course Schedule:

Week 1: Why #BlackLivesMatter?

Session 1: 4/3/18 Tuesday

Readings to be completed BEFORE class:

1. WEB Du Bois. 1903. The Souls of Black Folks. Dover Publications. The Forethought v-vi, “Of Our Spiritual Strivings” p1-7.
2. Aimee Meredith Cox. 2015. Shapeshifters: Black Girls and the Choreography of Citizenship. Durham: Duke University Press. Preface p. vii-ix
3. Laurence Ralph. 2014. Renegade Dreams: Living Through Injury in Gangland Chicago. Chicago: University of Chicago Press. Preface p. xvii-xx, Field

Note “Late Death” p. 19-20

Session 2: 4/5/18 Thursday

1. Laurence Ralph. 2014. Introduction: The Underside of Injury or How to Dream Like a Renegade p. 3-18
2. Aimee Meredith Cox. 2015. Shapeshifters. Introduction p. 3-35.

Recommended Reading if Unfamiliar with Race and Racism Concepts:
Hartigan, John Jr. 2015. Race in the 21st Century: Ethnographic Approaches. Oxford: Oxford University Press. Chapter 1: Recognizing Race pp. 1-26. PDF on TritonED

Week 2: Studying Black Life in Anthropology

Session 1: 4/10/18 Tuesday

1. Keeanga-Yamahtta Taylor. 2016. From #BlackLivesMatter to Black Liberation. Introduction p. 1-20; Chapter 1 p. 21-50.
2. St. Claire Drake. 1962. Black Metropolis: A Study of Negro Life in a Northern City. Introduction: Black Metropolis p. 3-29

In Class Introduction to
Wikipedia Project

Session 2: 4/12/18 Thursday

1. Keeanga-Yamahtta Taylor. 2016. From #BlackLivesMatter to Black Liberation. Chapter 2 p.51-74, Chapter 3 p.75-106
2. Robin DG Kelley. 1997. Yo Mama’s Disfunktional: Fighting the Culture Wars in Urban America. Chapter 1 p. 15-43

Wiki Milestones: Everyone has
an account.

Wiki Assignment: Getting
Started on Wikipedia 5%

Week 3: Colorblind Racism in the US

***** Complete “Getting Started on Wikipedia” Before Class*** 5% of overall grade****

4/17/18 Tuesday

1. Keeanga-Yamahtta Taylor. 2016. From #BlackLivesMatter to Black Liberation. Chapter 4 p.107-135;
2. H. Samy Alim and Geneva Smitherman. Articulate While Black: Barack Obama, Language, and Race in the US. Chapter 2 p. 31-62
3. Michelle Alexander. 2010. The New Jim Crow: Mass Incarceration in the Age of Colorblindness. “The Lockdown” p. 59-96

In Class Wiki What is
a Content Gap

4/19/18 Thursday

1. Keeanga-Yamahtta Taylor. 2016. From #BlackLivesMatter to Black Liberation. Chapter 5 p.135-152.
2. “The US v. Trayvon martin: How the System Worked” by Robin D.G. Kelley for Counterpunch; <http://www.counterpunch.org/2013/07/15/the-us-v-trayvonmartin/>

Wiki Assignment:
Evaluating Wikipedia 5%

*** Opportunity for Extra Credit***

Thursday, April 19th, The Legacy of Local Activism, 4:00pm-5:30pm Dolores Huerta Room: Write 300-500 word summary of what you learned from the event, and in addition to the 300-500 words write down one of the questions asked in the Q and A and the response. *Due Monday Evening by 10pm before class on Tuesday.*

Week 4: The Rise of a Social Movement

****Wiki Assignment: "Evaluating Wikipedia" Due Before Class 5% of overall grade****

4/24/18 Tuesday

1. Keeanga-Yamahtta Taylor. 2016. From #BlackLivesMatter to Black Liberation. Chapter 6 p. 153-190; Chapter 7 p. 191-220.
2. Morgan Marcyliena. 2004. Speech Community. In Allensandro Duranti *Companion to Linguistic Anthropology*. Pp. 3-22. Oxford: Basil Blackwell.

**** Dr. Garth Office Hours Cancelled This Day****

4/26/18 Thursday

1. Brittany Cooper. Intersectionality. Oxford Handbook.
2. Bianca C. Williams. 2015. Introduction: #BlackLivesMatter <https://culanth.org/fieldsights/688-introduction-blacklivesmatter>
3. Vargas, Joao. "Black Lives Don't Matter." *Hot Spots, Cultural Anthropology website, June 29, 2015*. <https://culanth.org/fieldsights/695-black-lives-don-t-matter>

IN CLASS Time for Group Work on Wikipedia Projects

Wiki Milestones: 1) Everyone has a group.

Week 5: Resistance

5/1/18 Tuesday

1. Angela Davis. 2016. Freedom is a Constant Struggle. Forward, Introduction, Chapter 1
2. Damien M. Sojoyner. 2017. Another Life Is Possible: Black Fugitivity and Enclosed Spaces. *Cultural Anthropology* 32(4): 512-536.

5/3/18 Thursday

1. Angela Davis. 2016. Freedom is a Constant Struggle. Chapter 2, Chapter 3

2. Auston, Donna. 2017. Prayer, Protest, and Police Brutality: Black Muslim Spiritual Resistance in the Ferguson Era. *Transforming Anthropology* 25(1):11-22
3. Cohen, Cathy J. 2016. Ask a Feminist: A Conversation with Cathy J. Cohen on Black Lives Matter, Feminism, and Contemporary Activism. *Signs: Journal of Women in Culture and Society*. <http://signsjournal.org/ask-a-feminist-cohen-jackson/>

Wiki Assignment: Read Guide for Finding Topic in your Area, Finalize Topic and Find Sources

*** Opportunity for Extra Credit***

Friday May 4th, Black Foodways and Food Justice Panel, Institute of the America's Deutz Room 3pm-5pm Write 300-500 word summary of what you learned from the event, and in addition to the 300-500 words write down one of the questions asked in the Q and A and the response.

Week 6: Transnational Anti-Blackness

5/8/18 Tuesday

Guest Lecture on the Somali Refugee Community in San Diego

Samantha Streuli (UCSD Anthropology Department)

1. Angela Davis. 2016. Freedom is a Constant Struggle. Chapter 4, Chapter 5
2. The Black Lives Matter Movement is Resonating in Columbia:
https://www.vice.com/en_us/article/qbe5ap/the-black-lives-matter-movement-is-resonating-in-columbia-1223

Wiki Assignment: Trainings on Sandboxes and Mainspace, Plagiarism

5/10/18 Thursday

1. Angela Davis. 2016. Freedom is a Constant Struggle. Chapter 6, Chapter 7
2. Smith, Christen. "Performance, Affect, and Anti-Black Violence: A Transnational Perspective on #BlackLivesMatter." *Hot Spots, Cultural Anthropology website, June 29, 2015*. <https://culanth.org/fieldsights/698-performance-affect-and-anti-black-violence-a-transnational-perspective-on-blacklivesmatter>
3. Kerrigan, Dylan. "Transnational Anti-Black Racism and State Violence in Trinidad." *Hot Spots, Cultural Anthropology website, June 29, 2015*. <https://culanth.org/fieldsights/692-transnational-anti-black-racism-and-state-violence-in-trinidad>

Wiki Assignment: Draft Your Article

Wiki Milestone: Everyone has begun Writing

Week 7: Sister Movements

****Wiki Assignment First Draft of Article Due Before Class 10% of overall grade****

5/15/18 Tuesday

1. Appel, Hannah. "Occupy Wall Street and the Economic Imagination." *Cultural Anthropology* 29, no. 4 (2014): 602–625.
2. Hong, Grace Kyungwon. 2017. Comparison and Coalition in the Age of Black Lives Matter. *Journal of Asian American Studies*, 20(2): 273-278.

Wiki Discussion: In Class “Thinking About Wikipedia”

5/17/18 Thursday

1. Killed Outright or Left to Die: Black (Trans)Women and the Police State
<https://culanth.org/fieldsights/697-killed-outright-or-left-to-die-black-trans-women-and-the-police-state>
2. Garza, Alicia. 2014. A Herstory of the #BlackLivesMatter Movement
https://news.northseattle.edu/sites/news.northseattle.edu/files/blacklivesmatter_Herstory.pdf

Wiki Assignment: Expand your draft Preparing it for Peer Review

***** Opportunity for Extra Credit*****

Friday May 18th, Black Feminist Afterlives and the Proliferation of Impossibility.
Dolores Huerta Room 11am-1pm. Write 300-500 word summary of what you learned from the event, and in addition to the 300-500 words write down one of the questions asked in the Q and A and the response.

Week 8: Prison Industrial Complex, Prison Abolition

5/22/18 Tuesday

In Class Film Screening *Visions of Abolition* (also available on Kanapy through VPN or on Campus)

****No Readings/No Reading Responses****

****Dr. Garth out of town, office hours cancelled****

Wiki Assignment: Peer Review of Other’s Articles

5/24/18 Thursday

Guest Lecture on the Prison Industrial Complex and the Prison Abolition Movement

Dr. Joseph Hankins (UCSD Anthropology Department)

1. Lamble_Transforming Carceral Logistics PDF on TritonED
2. Second Reading TBD
3. Third Reading TBD

Wiki Milestone: Peer Reviews Complete

Week 9: Living With Anti-Blackness

5/29/18 Tuesday

1. Claudia Rankine. 2014. Citizen: An American Lyric

Wiki Assignment: Respond to and incorporate peer review feedback 10% of overall grade

5/31/18 Thursday

****Responses to Peer Review Due Before Class *** (10% of grade)**

1. Christina Sharpe. 2016. In the Wake: On Blackness and Being. Chapter 1: The Wake
2. In the Wake, Chapter 4: The Weather

Week 10: Who’s Lives Matter?

6/5/18 Tuesday—No Readings

Final Presentations of Wikipedia Project—Group 1, 2, 3

Wiki Assignment: Begin Moving your work to Wikipedia

6/7/18 Thursday—No Readings

Final Presentations of Wikipedia Project—Group 4, 5
Course Evaluations

Wiki Assignment: Continue Improving your article

FINAL PROJECT DUE:
Tuesday June 12th by 6:00 pm PST

Wiki Milestone: All Projects Complete
Final Article 30% of Overall Grade

Recommended Background and Foundational Readings:

1. If interested read the complete book of any of the Chapters assigned in the class
2. Omi and Winant. Racial Formations in the United States. Any Edition.
3. John Hartigan Jr. 2015. Race in the 21st Century: Ethnographic Approaches. Oxford: Oxford University Press.
4. Bonilla-Silva, Eduardo. 2014. Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America. Rowman and Littlefield.
5. Golash-Boza, Tanya Maria. 2017. Race and Racisms. A Critical Approach. Oxford University Press.
6. Marable, Manning and Leith Mullings, eds. 2009. Let Nobody Turn Us Around: An African American Anthology. New York: Rowman and Littlefield.

Recommended Films:

1. *Stay Woke: The Black Lives Matter Movement*, (Director, Lauren Grant; Producer, Jesse Williams, 2016)
2. *2 Fists Up: We Gon ‘ Be Alright* (Director, Spike Lee, 2016)
3. *The 13th*, (Director, Ava Duvernay, 2016)
4. *Birth of A Nation* (Director, Nate Parker, 2016)
5. *NO!* (Director, Aishah Shahidah Simmons, 2006)

*** This syllabus is subject to change at the discretion of the professor. The most up to date syllabus will be posted on TritonED and I will inform the class of updates.
The syllabus that is on TritonED is the one that we will follow. ***

Advanced Readings:

1. Césaire, C. 2001 [1953]. *Discourse on Colonialism*. New York: Monthly Review Press.
2. Fanon, Frantz. 2004. *Wretched of the Earth*. New York, Grove Press.
3. Harrison, Faye Y. 1997. *Decolonizing Anthropology: Moving further Toward an Anthropology for Liberation*. 2nd ed. Arlington, Va.: Association of Black Anthropologists, American Anthropological Association.
4. Harrison, Faye V. 2009. *Outsider Within: Reworking Anthropology in the Global Age*. Urbana and Chicago: Univ. of Illinois Press
5. James, CRL. 1963. *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution*. New York: Vintage Books.
6. Mudimbe, V. Y. 1988. *The Invention of Africa: Gnosis, Philosophy, and the Order of Knowledge*. Bloomington: Indiana University Press.
7. Ngugi wa Thiong'o. *Decolonizing the Mind: The Politics of Language in African Literature*. Portsmouth, NH: Heinemann.
8. Said, E. 1979. *Orientalism*. New York: Vintage Books.