PHIL 353/AFST 353: RADICAL BLACK PHILOSOPHIES OF RACE AND RACISM [SPRING 2019]

INSTRUCTOR: DR. TOMMY J. CURRY
CLASSROOM: YMCA 301E
TUES: 9:55 A.M.-12:25 P.M.
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COURSE DESCRIPTION: This course is designed to familiarize students with the various philosophical perspectives of the militant civil rights movement and the Black Power movement. It will investigate the various strategies African descended people throughout the Diaspora have offered for dealing with white supremacy, colonialism, and the modern construction of race. Instead of focusing primarily on “critical theories of race,” this course is designed to give students the historical background in the thinkers that have laid the foundations of contemporary race theories. Unlike traditional race theory, which focuses on improving race relations through American Democratic Liberalism, these thinkers oppose the notion of “America,” American democracy, and the success of the Civil Rights Movement.

PURPOSE: This class emerges from the concern that many times in the study of race and racism, only the contemporary ideas that converge with our post-civil rights ideology are valued as “contributing” to theory. In this vein, only “sexy” theories like: post-colonialism, critical race theory, feminism and humanism are allowed into the gates of the academy, while the dominant theories that inspired the most wide ranging movements and traditions amongst African descended people throughout the Diaspora remain ignored by those scholars and institutions valorizing the benefits of the post-civil rights era.

COURSE OBJECTIVES: The aim of this course is to provide the student with a more comprehensive perspective on the ideas of race and racism that were at odds with what we now take to be the resolution of the American race problem in integration. By the end of this course, it is expected that the student will be able to (1) Identify the contrasting political and conceptual differences within the Black Power Movement, (2) Articulate the role that anti-colonial movements in Algeria and South Africa played in the development of Internal Colonization models in the United States, and (3) Understand the conversations and worries that Black scholars in America and the Diaspora have with American Liberal Democracy and Humanism.
SCHEDULED READINGS FOR THE CLASS

WEEK 1: INTRODUCTION TO THE CLASS.
T: (1.15) The Genealogy of Black Radical Thought: A Timetable to the present outlining the influence of “Black Radicalism” on Contemporary Theory.

WEEK 2: THE PHENOMENOLOGY OF THE AGGIE SPIRIT
T: (1.22): Cushing Library Tour: Dr. Rebecca Hankins (Attendance will be taken at Cushing) and Reaction Paper which is due on Friday (1.25) by 5:00 p.m.

WEEK 3: NO CLASS!! (1.29)

WEEK 4: THE ENSLAVEMENT OF BLACK HUMANS

WEEK 5: NO CLASS!! (2.12)

WEEK 6: THE BLACK CONSCIOUSNESS MOVEMENT: BIKO
T: (2/19): “white Racism and Black Consciousness,” “What is Black Consciousness?” “The Definition of Black Consciousness,” and “Black Consciousness and the Quest for a True Humanity,” in I Write What I Like by Steve Biko.

WEEK 7: THE MISEDUCATION OF THE NEGRO: WOODSON
T: (2.26) The MisEducation of The Negro by Carter G. Woodson: Chapter 1-6, 18, and the Appendix

WEEK 8: PROTO BLACK POWER— ROBERT F WILLIAMS
T: (3.5) Robert F. Williams—Negroes w/Guns (Detroit: Wayne State University Press, 1963), and Robert F. Williams, “The Potential of a Minority Revolution”

WEEK 9: SPRING BREAK (3.12)

WEEK 10: THE BLACK PANTHER PARTY FOUNDER: NEWTON

Recommended: War Against the Panthers by Huey P. Newton
WEEK 11: BLACK POWER: TURE & HAMILTON

T: (3.26): *Black Power: The Politics of Liberation* by Kwame Ture and Charles V. Hamilton: Preface, Chapters 1, 2, 7, & 8

WEEK 12: BLACK POWER ERA: ASSATA SHAKUR


WEEK 13: BLACK POWER ERA: THE CLEAVERS


WEEK 14: BLACK POWER ERA: ELAINE BROWN


**FINAL PAPERS ARE DUE MAY 2ND, 2019 BY 5:00 P.M.**
**Hybrid Course:** This course is designed as a hybrid course. The students will be provided a link for those courses listed as virtual. The students are allowed to view the virtual material at their own leisure, but all lectures delivered in the virtual format will still be required. To test the student’s understanding of online lectures they will be required to use A.I. assisted dialogue community Packback. The links to the Virtual Classes will be provided on Ecampus.

**Grading:** The Students’ grade for the course will be decided based on their performance in three areas: (1) The participation of the student in the Packback Learning Community (25%), (2) the Reaction paper (25%), and (3) a Final Paper (50%). The Packback Learning Community will be graded based on the incorporation of texts read and notes taken and analyzed during class lectures. Failure to incorporate the texts and specific references to readings will result in a poor grade on the packback exercises. Your participation on Packback will count towards 25% percent of your final grade. In order to receive your points per week, you must post 2 Questions and 2 Answers per week relevant to our class subject matter per week. This is basically one well thought out question about each reading and two answers to questions. Before you start posting, be sure to read the Community Guidelines found in the tutorial on Packback. If your post doesn’t follow the Packback Community Guidelines, there is a chance it will be removed and you won’t receive points for that post. There will be a Friday 11:59 PM deadline for submissions in your community each week. The Reaction Paper will be a (2 page) single spaced paper reacting to the history of TAMU’s Klan robes, and its historical monuments dedicated to the Confederacy. The Final will be a (6 page) single spaced paper outlining the thought or debates between specific thinkers covered in class. Both the Final paper and Reaction paper are to be cited in Chicago 16th edition. I will subtract points for improper citation, and in cases of complete disregard of citation rules I reserve the right to fail the paper completely. All papers will be submitted on Ecampus.

**Class Participation:** This is a hybrid course that attempts to utilize online technology to better serve the student. Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online curiosity community where you can be fearlessly curious and ask BIG questions about how what we’re studying relates to life and the real world. My goals for using Packback are for us to have an online medium to discuss and analyze the relationships between politics, everyday experiences of racism, and sexual violence, state violence, protest and death in real time. If you have ANY questions or concerns regarding Packback throughout the semester, please contact the customer support team at holla@packback.co.

**Grading Scale:** A: (90-100); B: (80-89); C: (70-79); D: (69-60); F: (59 and Below)

**Technology Policy:** Cell phones, computers and PDA’s must be turned off during lectures. **Attendance:** Class participation and attendance is mandatory. Only university excused absences will be tolerated. More than 3 unexcused absences will result in a lowering of the student’s final grade by one letter. Tardiness will be penalized—3 or more count as one absence.

**Americans with Disabilities Act (ADA) Policy Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall or call 845-1637.

**HONOR CODE:** “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

**Title IX and Statement on Limits to Confidentiality**

Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report (per Texas A&M System Regulation 15.01.01) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

- Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff, or third parties visiting campus. These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (https://sas.tamu.edu). Students and faculty can report non-emergency behavior that causes them to be concerned at http://tellsomebody.tamu.edu.