

# ETHN 161: Black Politics and Protest Since 1941

MWF 4:00-4:50PM

Fall 2019



Professor: Dr. Martin L. Boston

Location: SOLIS 111

Office Hours and Location: Wednesdays 10:30am -12pm or by appointment

Office: SSB 242

Email: mboston@ucsd.edu

## Course Description:

This class traces the history of peoples of African descent, particularly Black Americans and Black South Africans since the beginning of the Second World War. Since slavery, Black history in the United States has largely been about the struggle for survival, whereas the 1940s marks a generative moment in how the social, political, and ideological pressures of internal and global conflict have had an enormous impact on Black Americans. Similarly, for Black South Africans wartime industry produced a heightened need for workers in industrial cities prompting scores of rural Black South Africans to migrate to cities like Johannesburg. Along with global pressures, this migration only intensified centuries of racial conflict in the country, which was codified into law in 1948 with the formal implementation of South Africa's race-based caste system of Apartheid that lasted until 1994. This course will examine how Black political movements have operated in relation to, and in response to, segregation, (un)employment, housing, policing and incarceration, voting rights, health, education, and law that were byproducts of the tremendous political, social and cultural shifts that occur beginning in the 1940s in both countries.

Consequently, this course will be situated in a comparative analysis of Black politics within the United States and South Africa while also considering how these politics affected each other and even produced moments of solidarity and transnational social movements. This course will also examine how state repression has responded to, neutralized, and liquidated Black movements and the people that led them. Questions that drive this course are: How has Black culture served as a vehicle for liberation? How have Black people envisioned freedom? How have Black people constructed meanings of survival? How have Black people listened to the world, and how has the world listened to Black people's calls for justice and equality? And lastly, what is left to be done?

**Required Text: (Can be Purchased at UCSD Bookstore)**

Manning Marable *Race, Reform, and Rebellion: The Second Reconstruction and Beyond in Black America, 1945-2006* (Third Edition, 2007)

**Other Course Readings:**

All other course readings are available through UCSD library e-reserves ([reserves.ucsd.edu](http://reserves.ucsd.edu)). The page is listed under ETHN 161. Though you are not required to purchase texts for this course, you are required to print course readings. **Please complete all course readings before each class to prepare for discussion.**

**Course Requirements:**

Final grades are based on the successful completion of class requirements as weighted below. Students must complete all assignments to pass the course. No late or make-up assignments will be acceptable without documentation of an emergency.

**Grade & Grade Distribution:**

- Participation - 10%
- Reading Pop Quizzes -15%
- In Class Midterm Exam - 25%
- Unit Response Papers (4) - 20%
- Final Essay (no in-class final) - 30%

Grading focuses primarily on how thoughtfully and insightfully you engage course content, including your ability to understand and articulate arguments made in lecture and in readings. I also expect clear, grammatically correct writing.

**Attendance:** You are allowed two absences, no questions asked. These are intended for emergencies, not for those days where you “don’t feel like going to class.” There is no need to email an excuse for these emergencies but feel free to send one if you wish. However, beyond these two excused absences, attendance is mandatory. Missing section will negatively affect your final grade starting on your third absence. **5 absences will result in failing the course.** Only university sanctioned absences (with timely notification) or documented emergencies will be acceptable excuses for missing section.

**Participation:**

This is based on student’s presence and engagement, which may include completion of short in-class assignments. Absenteeism will be reflected in the final grade. Along with the UCSD Principles of Community, the following guidelines are the basis for meaningful discussions.

- Respect is key. Abusive and harsh language, intimidation, and personal attacks will not be tolerated.

- All claims or arguments made must be supported by the texts (academic settings necessitate scholarly claims).

### **Reading Pop Quizzes:**

There will be several unannounced quizzes during the quarter that will focus on required readings for the week/day of the quiz. They will be worth 3 points each and only your top 5 scores will count toward your final grade.

### **Unit Response Papers:**

Each student is responsible for producing **four** unit response essays ranging from 500-600 words. There are five total units in the class, so you will skip writing one of the responses for the unit of your choice. The purpose of unit response papers is to reflect on the readings from the unit by:

- 1) Briefly describing the main argument(s) and key points of the group of texts
- 2) Detailing your own understanding of the main argument(s)
- 3) Briefly discussing how the readings relate to one another.

Unit responses will be due every other Friday beginning Week 2. All papers must be typed, double-spaced, with 1-inch margins. You will upload your papers to a turn-it-n link provided by the professor on TED. Please do not email me your response unless I specifically tell you to do so.

### **Final Paper:**

For your final paper, you will be given 2 essay prompts to choose from in order to write a critical essay (5 typed pages). Paper must include at least 3 references from class. Paper must include a bibliography and properly follow conventions of citation and formatting according to MLA, Chicago, or APA style. More details will follow throughout the quarter. There will be **no in-class final exam**.

### **Email Policy:**

Email updates about the course will be sent frequently. **Reading emails sent from Professor are required.** "I did not see the email," "it went to my junk mail," etc. are not viable excuses. Please be sure you have your email linked to your smartphone and that "mboston@ucsd.edu" is not an address that is sent to your junk mail.

Also, please observe standard email etiquette and formatting. Send all email from your UCSD account. I will do my best to respond to your questions within 24 hours. Email is a good way for you to ask short and/or logistical questions or set up office appointments. If you have questions that require an in-depth answer, please see me during office hours.

### **Disability Access**

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) located in University Center 202. Please make arrangements to contact the instructor. Contact the OSD for further information: [disabilities.ucsd.edu](http://disabilities.ucsd.edu)

### **Title IX Compliance**

The Office for the Prevention of Harassment & Discrimination (OPHD) provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. OPHD is the UC San Diego Title IX office. Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination.

Students have options for reporting incidents of sexual violence and sexual harassment. Information about reporting options may be obtained at OPHD at [ophd.ucsd.edu](http://ophd.ucsd.edu). Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at [care.ucsd.edu](http://care.ucsd.edu) or Counseling and Psychological Services at [caps.ucsd.edu](http://caps.ucsd.edu).

**Additional Resources:**

- Office for Students with Disabilities (OSD): <http://disabilities.ucsd.edu/about/>
- Counseling and Psychological Services (CAPS): <http://caps.ucsd.edu/>
- Writing Center (127 Mandeville): <http://writingcenter.ucsd.edu/>
- Writing + Critical Expression Hub at the Teaching + Learning Commons: <http://commons.ucsd.edu/students/writing/index.html>

**Interested in Majoring/Minoring in Ethnic Studies? Please Contact:**

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## Course Schedule:

### Unit 1 - The 1940's: Consolidation of Racial Terror

**Week 1 ::: 9/30 – 10/4**

Monday (9/30)

- Marable, Manning. "Prologue: The Legacy of the First Reconstruction" in *Race, Reform, and Rebellion: The Second Reconstruction and Beyond in Black America, 1945-2006, Third Edition* (2007)
- King, Jr. Martin Luther. "Letter from a Birmingham Jail." (1963) in *I Have a Dream: Writings and Speeches That Changed the World, Special 75th Anniversary Edition* (2003)

Wednesday (10/2)

- Sachs, Bernard. "Introduction" in *The Road from Sharpeville*. New York: Marzani & Munsell, (1961)
- Baldwin, James. "My Dungeon Shook" from *The Fire Next Time*. 1962

Friday (10/4)

- Masilela, Ntongela. "New Negroism and New Africanism: The Influence of the United States Modernity on the Construction of South African Modernity" in *A South African Looks at the African Diaspora: Essays and Interviews* (2017)
- Vinson, Robert Trent. "Introduction: The Americans are Coming!" in *The Americans Are Coming!: Dreams of African American Liberation in Segregationist South Africa* (2012)

**Week 2 ::: 10/7 – 10/11**

Monday (10/7)

- Marable, Manning. Chapter 2 "The Cold War in Black America, 1945-1954"

Wednesday (10/9)

- Esch, Betsy and Robin D.G. Kelley. "Black Like Mao: Red China and the Black Revolution" pp. 6-39.

Friday (10/11) \*\*\***Unit 1 Response Paper Due**\*\*\*

- Beinart, William. "Introduction: Conquest, the State, and Society" in *Twentieth Century South Africa* (1998)
- Beinart, William. "Apartheid, 1948-1961" in *Twentieth Century South Africa* (1998)

## **Unit 2 – The 1950's: A Change is Gonna Come**

**Week 3 ::: 10/14 – 10/18**

Monday (10/14)

- Marable, Manning. Chapter 3 "The Demand for Reform, 1954-1960"
- Beinart, William. "Farms, Homelands, and Displaced Urbanization, the Late 1950s to the 1980s" in *Twentieth Century South Africa* (1998)

Wednesday (10/16)

- Jones, Claudia. "An End to the Neglect of the Problems of the Negro Woman!" (1949) in *Let Nobody Turn Us Around: An African American Anthology. Second Edition* (Rowman & Littlefield Publishers, Inc., 2009)

Friday (10/18)

- Coplan, David. "Sophiatown: Culture and Community, 1940-1960" in *In Township Tonight!: South Africa's Black City Music & Theatre*
- Nixon, Rob. "Harlem, Hollywood, and the Sophiatown Renaissance" in *Homelands, Harlem and Hollywood: South African Culture and the World Beyond* (1994)

**Week 4 ::: 10/21 – 10/25**

Monday (10/21)

- Marx, Anthony W. "Contested Citizenship: The Dynamics of Racial Identity and Social Movements." In *Citizenship, Identity and Social History*, edited by Charles Tilly. New York: Cambridge University Press, 1995.
- Congress of the People. "Freedom Charter" in *The South Africa Reader* (2014)
- Federation of South African Women. "Women's Charter" in *The South Africa Reader* (2014)

Wednesday (10/23)

- Morris, Aldon D. "Chapter 2 - Beginnings and Confrontations" in *The Origins of the Civil Rights Movement: Black Communities Organizing for Change* pp. 17-39.

Friday (10/25) \*\*\***Unit 2 Response Paper Due**\*\*\*

- Marable, Manning. Chapter 4 "We Shall Overcome, 1960-1965"
- Mphahlele, Es'kia. "Township Life, Marabastad, Pretoria" in *The South Africa Reader* (2014)
- Sobukwe, Robert. "The Pan Africanist Congress" in *The South Africa Reader* (2014)

## **Unit 3 – The 1960's: By Any Means Necessary**

**Week 5 ::: 10/28 – 11/1**

Monday (10/28)

- Marable, Manning. Chapter 5 "Black Power, 1965-1970" pp. 84-111.
- Themba, Can. "Requiem of Sophiatown" in *The South Africa Reader* (2014)
- Nxumalo, Henry. "Mr. Drum Goes to Jail" in *The South Africa Reader* (2014)

Wednesday (10/30)

- Feldstein, Ruth. "'I Don't Trust You Anymore': Nina Simone, Culture, and Black Activism in the 1960s"

- ANC Women's League and the Federation of South African Women. "Repeal the Pass Laws!" in *The South Africa Reader* (2014)
- Malcolm X. *The Ballot or the Bullet* (1964).

Friday (11/1) \*\*\***In-Class Midterm**\*\*\*

- Lodge, Tom. "Pan-Africanist Preparations" in *Sharpeville: An Apartheid Massacre and its Consequences* (2011)
- Lodge, Tom. "The Sharpeville Shootings" in *Sharpeville: An Apartheid Massacre and its Consequences* (2011)

**Week 6 ::: 11/4 – 11/8**

Monday (11/4)

- Ellis, Stephen. "Call to Arms" in *External Mission: The ANC in Exile, 1960-1990* (2013)

Wednesday (11/6)

- Lodge, Tom. "Aftermath: Effects and Consequences" in *Sharpeville: An Apartheid Massacre and its Consequences* (2011) \*Show Exile in Class\*

Friday (11/8) \*\*\***Unit 3 Response Paper Due**\*\*\*

- Hamilton, Charles V. and Kwame Ture. "Chapter 2 - Black Power: Its Need and Substance" from *Black Power: The Politics of Liberation* pp. 34-56.
- Fleming, Tyler. "A Marriage of Inconvenience: Miriam Makeba's Relationship with Stokely Carmichael and Her Music Career in the United States." *Safundi*. 17.3 (2016): 312-338.

**Unit 4 – The 1970's: Everything Must Change**

**Week 7 ::: 11/11 – 11/15**

Monday (11/11)

- No Class – No Readings

Wednesday (11/13)

- Marable, Manning. Chapter 6 "Black Rebellion: Zenith and Decline 1970-1976" pp. 112-145.
- The Combahee River Collective Statement (1974)

Friday (11/15)

- Beinart, William. "Black Political Struggles and the Reform Era of P.W. Botha, 1973-1984" in *Twentieth Century South Africa* (1998)
- Ellis, Stephen. "The External Mission" in *External Mission: The ANC in Exile, 1960-1990* (2013)

**Week 8 ::: 11/18 – 11/22**

Monday (11/18)

- Marable, Manning. Chapter 7 "From Protest to Politics: The Retreat of the Second Reconstruction, 1976-1982" pp. 146-181.

Wednesday (11/20)

- Redmond, Shana L. "Sounds of Exile: 'Nkosi Sikelel' iAfrika" and ANC Ambassadors" in *Anthem: Social Movements and the Sound of Solidarity in the African Diaspora* (2013)

Friday (11/22) \*\*\***Unit 4 Response Paper Due**\*\*\*

- Davis, Stephen R. "The African National Congress, its Radio, its Allies and Exile" (2009)

**Unit 5 – 1980's Into the Present: What Will We Do Now?**

**Week 9 ::: 11/25 – 11/29**

Monday (11/25)

- Marable, Manning. Chapter 8 “Reaction: Black Society and Politics during Reagan Conservatism, 1982-1990” pp. 182-215.

Wednesday (11/27)

- Watch “Amandla! A Revolution in Four Part Harmony” (2002) dir. Lee Hirsch

Friday (11/29)

- No Class – No Readings

**Week 10 ::: 12/2 – 12/6**

Monday (12/2)

- Garza, Alicia. “A Herstory of the #BlackLivesMatter Movement”  
<https://thefeministwire.com/2014/10/blacklivesmatter-2/>

Wednesday (12/4)

- Ochieng, Akinyi. "The Racial And Generational Politics Behind South Africa's #FeesMustFall Protests." *OkayAfrica*, <https://www.okayafrika.com/fees-must-fall-south-african-protests-racial-and-generational-politics/>

Friday (12/6) \*\*\**Unit 5 Response Paper Due*\*\*\*

- Boston, Martin L. Epilogue in Dissertation: “Be(Long)ing: New Africanism & South African Cultural Producers Confronting State Repression in an Era of Exile” (2019)

\*\*\**Final Paper Due Monday 12/9 by Midnight*\*\*\*