STPEC 492H: Black Radicalism in the U.S. and Beyond, 1960s, 70s & NOW
Spring 2013—University of Massachusetts, Amherst
Professor Tinson: ctinson@hampshire.edu
(Arrange meetings in person; confirm via email)
Class meeting time: Wednesday 515-745pm
Location: Dickinson 209

Students in this course will engage in the study of the transition from Civil
Rights liberalism to Black Power radicalism in the 1960s and 1970s. We
will explore the history, ideas, voices and strategies African Americans
employed in the struggle to secure rights and demand respect in the United
States. While this course is centered on the struggles waged by Black people
in the U.S., students will also grapple with the international events that
influenced the radical politics of the period. This course will shape students
understanding of the Black Power vision of social justice and gauge its
impact on the present day from the emergence of Black Studies departments
to Hip-Hop culture.

N.B. For purposes of efficacy, any part of this syllabus may be changed at the
discretion of the professor. For example, readings or viewings may be added,
removed, or altered depending on the direction and pace of the course. Please
bring your syllabus with you to each class in case changes are made.

Required Books: Available for purchase at Food for Thought Books

Dayo Gore, Radicalism at the Crossroads: African American Women

Peniel Joseph, ed. The Black Power Movement: Rethinking the Civil

Dylan Rodriguez, Forced Passages: Imprisoned Intellectuals and the U.S.

Sohail Daulatzai, Black Star, Crescent Moon: The Muslim International and
Black Freedom Beyond America. Minneapolis: University of
Resources

GOOGLE BOOKS (ON-LINE)
  Ebony
  Jet
  The Crisis
  Black World
  Negro Digest/Black World

FILMS (VIEWED IN CLASS)
The Spook Who Sat by the Door
The Black Power Mixtape

Recommended Films and Docs:  ASSIGNMENT DUE DATES
Eyes on the Prize  February 6:  Essay 1
Battle of Algiers  February 27:  Essay 2
Finally Got the News  March 6:  Final Proposal
Wattstax  April 3:  Essay 3
Natontime: Gary  May 7:  Final Due

COURSE PARTICULARS – VITAL INFORMATION Follows.
PLEASE READ CAREFULLY.

* PROF. TINSON’S PHILOSOPHY OF CRITICAL EDUCATION: This course seeks to achieve a courageous vocabulary of race and social justice, as such active and informed dialogue is encouraged and appreciated (attacks are not). We encourage getting real about race, and offering comments that stem from critical engagement with the course readings. We should expect some discomfort at times, and anticipate that some issues will be left unresolved and require longer consideration. And lastly, critical thinking and reflection is valued over self-righteousness.

ATTENDANCE, TARDINESS, AND NAMES—Attendance is critically important and therefore mandatory. Three unexcused absences will result in no grade. Don’t disappear from the course even (or especially) when you are struggling with an issue. Persistent tardiness is unacceptable under any circumstances. Your attendance and tardiness will be included as a part of the overall course participation portion of each student’s course evaluation. I take course attendance through a simple sign-in sheet.

Please indicate on the sign-in sheet how you would like to be addressed. Include any names and pronouns you would like for me and your cohort to
use when addressing you. As I teach a large number of new students each semester, I ask that you be patient with me. It may take me a couple of course meetings to become familiar with you, especially if we’ve never met before this course. But, rest assured, I will make every effort to address you as you wish. In class discussions I will answer to “Professor Tinson” or “Professor T”. I do not answer by my first name, nor do I answer to “Mr.”; doing so will only yield blank, slightly hostile stares from me.

**EMAIL ETIQUETTE**—Please type the course number STPEC 492H in the subject line of all correspondence directed to me (I will do the same). Also, please properly address and sign your emails. I do not answer emails that begin “Hey”, “Hey prof.,” “So”, “Yo”, etc., or those that begin without any address at all. “Hi Prof. T.,” or “Dear Professor Tinson” are great email starters.

If you need an answer to a burning question or need to inform me of a pressing issue (e.g. a medical absence), do not wait until the last minute to notify me. I need at least 24 hours lead time to answer you. Plan accordingly. **However, I do not accept emailed assignments.**

**COURSE EVALUATION POLICY**

Students will receive a letter grade on a conventional A-Fail grading scale. Each assignment will be graded accordingly, including the final project.

**NO LAPTOPS. UNLESS OTHERWISE NOTED, YOU ARE NOT ALLOWED TO USE YOUR LAPTOP DURING COURSE MEETINGS.**

**COURSE PORTFOLIOS**—All students are required to submit all of their written work at the end of the semester. If you do not hand your portfolio in by the deadline, you will be in danger of receiving a **No Grade.** No exceptions.

**SEVERE WEATHER & CLASS CANCELLATION (just in case):** On severe weather days please call the University’s weather information line to check the status of school closing. If the school is open plan to attend class. If school is closed due to weather, I usually issue (via email) a small assignment to make up for lost class time; so don’t be surprised. ☺ If for some reason the professor is unable to come to class the STPEC administrative assistants will place a written notice of class cancellation on the classroom door or inform you by other means.

**ALL OUT-OF-CLASS ASSIGNMENTS MUST BE TYPED.** Handwritten out-of-class assignments will not be accepted.
LATE ASSIGNMENTS AND REWRITE POLICY: Yes, students are allowed to rewrite their written/evaluated assignments. All rewrites must be received no later than one week (or two class meetings) after the assignment was evaluated by the instructor and returned to the student. However, assignments turned in late cannot be revised for reconsideration. Late assignments will be evaluated and returned in the student’s final portfolio.

STUDENT PARTICIPATION (10%): Students are required to read all assigned course readings, however students will also select (or be assigned) readings for which they will lead course discussions throughout the semester. How? Lead discussants will provide the overall argument in the article or chapter; they will offer one or two (or more!) critical questions about the material for the class to discuss; and give their own view of what readers should take away or conclude from the article or chapter. Students should have their 1 single-spaced page of notes to turn-in at the conclusion of their discussion. Participation also includes the oral presentation of your final paper.

ASSIGNMENTS
WRITTEN WORK: 3 CRITICAL ESSAYS (60%), AND ONE RESEARCH PAPER (30%)
Students are required to write three critical papers and one research paper throughout the semester. These essays are a chance for you to explore an idea and to demonstrate your understanding of the particular themes and concepts we have read, observed and discussed in the course.

CRITICAL ESSAYS should be no shorter than 5 full double-spaced pages in length and not longer than 7 pages. In these essays you are expected to draw upon one or more of the aspects of the reading, film/video, musical, or literary contents that pertain to historical, social and or political developments concerning the controversy and debate surrounding prisons, specifically engaging the assigned course readings.

FINAL RESEARCH PAPERS must be 12-15 pages in length on a subject of your choosing closely related to our course. Additionally, it is essential that students use proper citation methods (Chicago or MLA) in the critical and research essays. If you don’t know what this means, now is a good time to find out. Though each assignment has its own due date, it is expected that all evaluated coursework will be collected and included in a portfolio to be turned in at the conclusion of the course.
SCHEDULE

Jan 23  Introduction to Black Radical Thought and Imagination

**Robert F. Williams**, *Negroes With Guns* (selected);  
**James Boggs**, “Integration and Democracy: Two Myths That Have Failed,” and “Black Power: A Scientific Concept Whose Time Has Come”;  
**Murray Friedman**, “White Liberal’s Retreat”;  
**Ernie Allen**, “Integration”;  
**Harold Cruse**, “Marxism and the Negro”

Feb 6  **Peniel Joseph**, “Introduction: Toward a Historiography of the Black Power Movement”;  
**Steven Steinberg**, “The Liberal Retreat from Race during the Post-Civil Rights Era”;  
**Dayo Gore**, *Radicalism at the Crossroads*, chapters 1 and 2  
**Essay 1 Due: Origins of Black Radicalism**

Feb 13  Dayo Gore, *Radicalism at the Crossroads* chapters 3 and 4

Feb 20  Conclude Gore, *Radicalism at the Crossroads*

Feb 27  **Komozi Woodard**, “Amiri Baraka, the Congress of African People, and Black Power Politics from the 1961 United Nations Protest to the 1972 Gary Convention,” and  
**Kimberly Springer** “Black Feminists Respond to Black Power Masculinism” and  
**Jeanne Theoharis** “A Life History of Being Rebellious: The Radicalism of Rosa Parks”  
**Essay 2 Due: Origins of Black Radicalism II and/or Black Women and the Cold War Roots of Black Radicalism**

**Margo Crawford**, “Black Light on the Wall of Respect: The Chicago Black Arts Movement”;  
**Johanna Fernandez**, “Between Social Service Reform and Revolutionary Politics: The Young Lords...”  
Watch: “The Black Power Mixtape”  
**Final Research Proposal Due**

Mar 13  **No Class**: Professor Tinson away at CAAR Conference in Atlanta;  
Begin: **D. Rodriguez**, *Forced Passages* Intro, Ch. 1-2  
**Essay 3: Black Radicalism and the Carceral State**  
**due after break**
March 18-24 – Spring Break

Mar 27 Dylan Rodriguez, *Forced Passages*, Ch. 3-4

Apr 3 Dylan Rodriguez, *Forced Passages*, Ch. 5-6
Watch: “Spook Who Sat by the Door”

**Essay 3 Due: Black Radicalism and the Carceral State**

Apr 10 **Sohail Daulatzai**, *Black Star, Crescent Moon*, ch. 1-3

Apr 17 Sohail Daulatzai, *Black Star, Crescent Moon*, ch. 4-5, epilogue

Apr 18 **Daulatzai at Hampshire College – STPEC 492H students attendance required – location & time TBD.**

Apr 24 Discussion: “Black Radical Legacies and the Obama Era”

May 1 **Student Presentations**

May 7th All Final Projects and Coursework Due by 5pm. Location TBA

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**How to begin your very own Black Power, Black Feminism and Black Arts Bibliography/Library…**


ESSAY GRADE EXPLANATION
FOR FIVE COLLEGE STUDENTS/COURSES
PROFESSOR TINSON
SPRING 2013

A  UNBLEMISHED; CLEAR ARGUMENT; SOPHISTICATED ANALYSIS AND SOUND REASONING; EVIDENCE PROVIDED AND ENGAGED; FREE OF GRAMMATICAL ERRORS; OF GENERAL HIGH QUALITY

A-  EFFECTIVE ARGUMENT; SOLID REASONING, EVIDENCE PROVIDED; VERY SLIGHT GRAMMATICAL ERRORS

B+  GOOD IDEAS EXPRESSED; MORE DETAILS OR EVIDENCE NEEDED; INFREQUENT GRAMMATICAL ERRORS; OVERALL GOOD QUALITY

B  GOOD IDEAS; MORE DETAILS REQUIRED, SOME EFFECTIVE WRITING

B-  MARGINALLY GOOD IDEAS; EVIDENCE IDENTIFIED BUT NOT ENGAGED FULLY; ARGUMENT CHOPPY; PARAGRAPHS LACKING FULL COHERENCE

C  OF AVERAGE QUALITY; ANALYSIS AND EVIDENCE LACKING; PAPER CONTAINS BASIC KNOWLEDGE OF FACTS BUT LACKS CONTEXT

C-  OF LESS-THAN-AVERAGE QUALITY; ANALYSIS AND EVIDENCE LACKING; PAPER CONTAINS SIMPLISTIC KNOWLEDGE OF FACTS AND LACKS CONTEXT

D  SEVERE PROBLEMS WITH GRAMMAR, ARGUMENT AND STRUCTURE; OF GENERAL POOR QUALITY

E/F  LACKING IN ALL RESPECTS REQUIRED FOR ADEQUATE FULFILLMENT OF ASSIGNMENT; IN NEED OF PRAYER.