

SOC 499/599 African American Resistance in the Era of Donald Trump

Winter 2019 Term

Teaching Team: Professors Dwaine Plaza & Marilyn Stewart

Offices: 426 BEXL Hall phone: 737-5369 and 214 Bexl Hall

Office Hours: Tuesday 19:00-20:00

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Course Web Page Address: Canvas <https://oregonstate.instructure.com/>

Class Meetings: Tuesday 16:00-18:50 pm. Lonnie B Harris Black Culture Center meeting Hall. This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

Course Description:

How does racism express itself in society today? Rather than focusing on biological racism, this course will focus on the broader issues of modern racism, social justice and resistance. The goal of the course is to give students an understanding for how racism is deeply embedded in social media, movies, television shows, music, art, literature and sports. In order to understand the evolution of modern racism directed at African Americans in the United States this course begins in the post emancipation period and traces its progression through the recent election of Donald Trump. Special attention is given to the resistance of white supremacy by African Americans.

Required Course Text Book:

DeAngelo, Robin (2018) White Fragility: Why It's So Hard for White People to Talk About Racism, New York: Beacon Press.

Alexander, Michelle (2010) The New Jim Crow: Mass Incarceration in the Age of Color Blindness. New York: The New Press.

All PDF readings are found on Canvas in the weekly modules.

All films are available through the Canvas media link.

Undergraduate Student Learning Outcomes

After completing this course undergraduate students will have achieved the following:

- (a) Be able to describe the development of the modern racism in American social life.
- (b) Be able to understand the way in which contemporary popular culture influences the ideology of colorblindness in American society.

(c) Be able to evaluate the effects of modern racism on the consciousness of American society.

(d) Be able to deconstruct popular culture and critically assess the ways in which modern racism naturalizes the superiority of whiteness while at the same time denigrates African Americans.

Graduate Student Learning Outcomes

After completing this course graduate students will have achieved the following:

(a) Be able to explain, compare and distinguish between the development of modern racism in American social life.

(b) Be able to evaluate the way in which contemporary popular culture influences the ideology of colorblindness in American society.

(c) Be able to explain and evaluate the effects of modern racism on the consciousness of American culture.

(d) Be able to evaluate popular culture and explain how modern racism naturalizes the superiority of whiteness while at the same time denigrates African Americans.

Expectations for All Students:

Although this hybrid class only meets for three hours one day per week, the expectation is that students will spend at least two hours outside of formal class watching the weekly films. In addition students will spend additional time doing the assigned readings, completing homework, and preparing for written and creative assignments.

All participants in the course are expected to:

- 1) Commit to attending each class session
- 2) Be prepared to discuss assigned readings and engage in class activities;
- 3) Be willing to examine and share their own issues and experiences;
- 4) Be respectful of different perspectives;
- 5) Create a Youtube video focused on resistance to modern racism;
- 6) Participate in threaded Canvas discussions;
- 7) Prepare a group reading presentation;
- 8) Watch films outside of class as assigned.

Brief Basic Needs Syllabus Statement:

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Human Services Resource Center (HSRC) for support (hsrc@oregonstate.edu, 541-737-3747). The HSRC has a food pantry, a textbook lending program and other resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

Summary of Final Grade Calculation for 499 Students

Reading Presentation	15 percent
Book Review	15 percent
Youtube Video	25 percent
Film Reflection Journal	20 Percent
Discussion Board Posts	10 percent
Class participation	15 percent

Summary of Final Grade Calculation for 599 Students

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Book Review	10 percent
Film Reflection Journal	15 percent
Youtube Video	25 percent
Class participation	10 percent
Final Research Paper	20 percent

Course Content

This hybrid course investigates the issue of resistance to racism and how modern racism has affected African Americans from the period of emancipation through to the election of Donald Trump in 2016. By focusing on history, culture, gender, “race,” and politics, we will be able to see over time that African American people have resisted white supremacy practices since their arrival as slaves. We will be using documentary film, academic readings and lectures as the primary method of inquiry for understanding the trauma that African American people endured over many centuries. We will also be using social media and web sites as a window to examine contemporary topics in American modern racism as it presents itself to African Americans.

Date	Topic	Films	Assignments Due
Week 1 January 8th	Term overview. Syllabus, expectations, intros, overview of African American history, politics, sociology and culture. Professor Dwaine Plaza	Ethnic Notions Slave Narratives, The African Americans: Many Rivers to Cross *	Class Introductions on Canvas Robin DeAngelo "White Fragility" Michelle Alexander “ The New Jim Crow”
Week 2 January 15th	African American Emancipation and Migration North in Literature Professor Larry Rodgers Class meeting in BEXL room 202	Slavery by Another Name The two nations of Black America; Hidden Colors: The Untold History of People of African Descent Murder of Emmet Till Going to Chicago* Extra Credit: MLK Breakfast Celebration at OSU—La Salles Stewart Center 9:00 am. Jan 21st,	Reading Presentation Dorothy West's the Living is Easy --Lawrence . Rodgers The Road to Freedom—Wilkerson, African American Education Migration—Goodin, Brett

		2019	
Week 3 January 22rd	African Americans in Politics and Civil Society Dr. Christopher Stout	I am not your Negro* Chisholm '72: Unbought & Unbossed; Mr. Civil Rights: Thurgood Marshall and the NAACP; Black Panthers	Reading Presentation Gender, Church African-American Political Participation—Robnet The Big Tent Effect: Black and Latino Partisanship—Stout, Chris
Week 4 January 29th	The Image of Blacks in Western Art Professor Julia Bradshaw	The Art of Darkness; Image of the Black in Western Art; Against the Odds: The Artists of the Harlem Renaissance * Through A Lens Darkly,	Reading Presentation Visual Culture and Racism—Parks, Nancy Hogarth the Savage and the Civilized—Daybadeen, David BOOK REVIEW DUE
Week 5 February 5th	African American Presence in Oregon Professor Terrance Harris YouTube Training – Theresa Preddy & Hayden Wilcox	Lift Every Voice*, Local Color; * Stay Woke: The Black Lives Matter Movement documentary Why Aren't There More Black People in Oregon? A Hidden History-- Walidah Imarisha;	Reading Presentation Oregon Was Founded As a Racist Utopia-- Matt Novak Timeline of Oregon Exclusion History Oregon Stater Magazine 1969 Special Edition
Week 6 February 12th	African American Contributions to Music and Popular Culture Professor Bob Santelli	The Minority Reporter* Hip Hop Beyond the Beats and the Rhymes, The Josephine Baker Story; Oregon Experience: Jazz Town	Reading Presentation Hip Hop History Past Present and Future-- Aldridge, Derrick African American Music & Dance-- Meghan Hilbruner
Week 7 February 19th	The African American Presence in Sports Professor Dorian Smith	Only the Ball was White Muhammad Ali, The Salute, Althea Gibson* , Race Power and American Sports	Reading Presentation African American Female athletes-- Withycombe, Jenny Challenges of Being a Black Student Athlete on U.S. College Campuses-- Njororai, Wycliffe
Week 8 February 26th	African Americans in the Prison Industrial Complex Dr. Robert Thompson	The House I live In*; American Experience: Scottsboro: An American Tragedy; Frontline: Policing The Police; Ken Burns: The Central Park Five	Reading Presentation African American Women, Mass Incarceration—Grass Nicole The Real Cost of Prisons: COMIX American Policing Under Fire: Misconduct and Reform—Weitzer, Ronald
Week 9 March 5th	African American Women (Realities and Stereotypes)	Maya Angelou: And Still I Rise* The Black Power Mixtape Angela Davis Interview	Reading Presentation Why Black Women Join the U.S. Military—Melin,

	Professor Marilyn Stewart	Free Angela and all Political Prisoners; The Souls of Black Girls	Julia Stereotypes of Black American Women Related to Sexuality and Motherhood—Rosenthal, Lisa Black Women and Pop Culture –Cartier, Ninna Poster Presentation in Class
Week 10 March 12 th	African American Hope and Optimism Professor Larry Rodgers	Black America Since MLK: And Still I Rise; * Tim Wise on White Privilege Black is Black Aint	Reading Presentation Hope and Spirituality Among Low-Income African American Adolescents—Harley, Dana Hope and healing for African American youth—Ginwright, Shawn
	Tenisha Tevis	American Promise The History of Black Colleges * Waiting for Superman	

The film Reflection Journal Due on March 18th .

YouTube Final Presentations during exam week

Film Reflection Journal (20 percent)

One of the central learning activities during this course will be keeping a personal film reflection journal. You should think of this writing as talking out loud or thinking out loud about the films which are on the syllabus. The films can all be found on Canvas as a link. For each week you are required to watch a * **Film and then a minimum of one other film** from the choices. The journal can be made up of observations on the way African American resistance has occurred or the way in which modern racism is manifesting itself in the United States. The film journal can and should be your place to continue our class discussions and your conversations. It can and should be the place to record and link your reactions to the PDF readings or the themes in the Alexander, and DeAngelo books, as they relate to the films screened or the lectures delivered. The point is that you're using the film journal to become fully involved in all the issues the course raises. Finally, use the film journal to draw connections between this course and the other life experiences you have had. The journal when its finally submitted to the instructor(s) should be typed out.

Grading of the Film Reflection Journal

The reflection journal will be evaluated according to four criteria: commitment, ambition, making links to the readings, and engagement with the films screened. Note, we expect that you will have at least **15 pages** of commentary in your film journal by the time you submit it for grading. Please do not just give us a plot summary for each of the films screened. How did each film highlight the issues, themes, concepts described in the readings, lectures or class discussions?

Discussion Board Posts (10 percent)

Participating in the "discussion blog" on Canvas is required. Each student will submit contributions based on the readings, films, newspaper discussions, and presentation groups. These contributions need to be made each week - not submitted at the end of the course. This will allow us to extend our discussions beyond the classroom and give students a chance to share their thoughts and perspectives with one another throughout the time this course unfolds. Your contributions to the "discussion blog" should include (a) reactions/points of interest related to the materials and discussions, (b) possible critiques/concerns, and (c) questions for further discussion.

YouTube Class Product (25 percent)

Working in teams of two this project will involve the making of a YouTube video on the theme of resistance to racism. Working together decide on a central Sociological question or issue you would like to teach others about resistance to racism. Each YouTube video needs to be about 3-5 minutes in length and have images, audio, and some text. Your goal is to demonstrate what you learned about in this class about resistance to racism in the United States and/or Oregon. Some examples of YouTube videos might include: looking at the current president and his racist actions, racism in the history of Oregon State University, racism directed to African Americans in popular culture, racism and public policy in Oregon, cognitive bias and modern racism; racism in sports, racism in the entertainment industry, and the intersection of racism, classism, homophobia and sexism. How can the images you find tell a story about resistance to racism in every-day life. Some technical help will be provided in how to make a Youtube video. Most of the creativity and hard work however will come from your team.

In week nine of class, we will have a poster session where each team will display a mock up of the YouTube video themes and content. This will give each research team an opportunity to present their ideas and get constructive reflections from fellow students. Examples of previous student YouTube videos can be found at:

<http://oregonstate.edu/instruct/soc204/plazad/Trump2017/Trump2017.html>

<http://oregonstate.edu/instruct/soc204/plazad/immigration/immigration2013classfinal.html>

Book Review (15 percent) (Due January 29th)

Apart from the film reflection journal we would like you to complete an examination of the contents from the books Robin DeAngelo, *White Fragility: Why It's So Hard for White People to Talk About Racism*, and "The New Jim Crow" by Michelle Alexander. Discuss the issue of white fragility in light of cognitive bias, stereotyping, racism, or bias against African Americans over time? Pay particular attention to the issues of "race" gender, sexuality and social class issues as they are related to the historical treatment of African American women and men in the United States. The book review should take into consideration: content, theme, insights, and interest in the various areas of each book. The book review can also include material found in current social media (Facebook, Twitter, YouTube), newspapers, blog post, and documentary movies. The book review should be 3-4 pages double spaced in length.

Reading Presentations (15 percent)

Each week that the course runs all students are responsible for doing the PDF readings that are on Canvas. Each week different student(s) will be responsible for taking lead on presenting the reading themes and the required video for a (maximum of 20-30 minutes). What you are asked to do is to meet as a research group outside of class and discuss/examine the readings and the video you are assigned to present. Devise an interesting and non-traditional way to present the materials you find to your peers (e.g. debate, role play, video production, power point presentation, drama, game show, hand puppets, short skit, etc. Be CREATIVE). All groups MUST also use the Internet, the Valley library resources, newspaper archives, or additional sources to find recent or past issues concerning the assigned readings and video. From the presentation, generate three questions to pose to the class in order to facilitate discussion. In the end, the group needs to provide each class member with a 2-3 page summary highlighting the main issues discussed in the presentation. The summary sheet should also have a brief overview of each reading and video for the week.

Graduate Course Requirements:

Graduate students will also be expected to make their assignments, journals and presentations more extensive than undergraduate students. The course director(s) will meet with the graduate students separately to discuss these requirements.

Graduate Student Essay (20 percent)

Graduate students are responsible for producing an eight to ten page research based paper that integrates the materials discussed in the course with their own major paper topic (i.e. thesis). The paper can be thought of as a way for you to think about your own research topic while integrating issues of resistance to racism and intersectionality into the overall analysis. It is most important to integrate concepts and issues that were raised in the course into the final paper you produce. It is important that graduate students consult with the course director(s) before proceeding to embark on their research paper.

Extra Credit Throughout the next ten weeks of the course you are encouraged to attend special events on campus or off campus which have a Race and Ethnic relations content (guest speakers, colloquia, theatrical plays, special lectures, gallery openings etc..). After attending the event you will need to write up a one page commentary. In the write up you need to indicate the time, place and the title of the event. You will need to provide a brief synopsis of what took place at the event. You will need to theorize/ analyze the event and link it to the content of the Coates, Alexander, PDF articles, or materials raised in lectures. Finally, in the write up, you need to tell us what you learned from having attended this event and how it changed your consciousness vis-à-vis “race”, gender, ethnic, social class and or sexual orientation issues. It is possible to get a maximum of 3 percent in extra credit for attending special events outside of class. You might also want to consider visiting the OSU cultural centers which includes the LGBTQ (Lesbian, Gay, Bisexual, Trans-gender, and allied students) center and interviewing the director for their perspective on the OSU campus and what issues students from their community face day to day. Each event attended and written up will be worth one percent. All write ups for extra credit need to be submitted to the course director by the final week of class.

Examples of movies that would qualify for extra credit would include: Black KkKlansman (2018); Hidden Figures (2017); Detroit (2017); Race (2016); Loving (2016); Moon Light (2016); Roots: Mini Series (2016); Straight out of Compton (2015); The Mask You Live In (2015); 42 The Jackie Robinson Story (2013); Lincoln (2013); The Red Tails (2012); The Help (2011); 12 Years a Slave

(2013), The Butler (2013); Crash (2005); Do the Right Thing (1989); Malcom X (1992); Hoop Dreams (1990); Rosewood (1997). Please check with the course director(s) for other appropriate films which will qualify for extra credit.

Important Notes: All assignments must be submitted in TYPED form. During the course there may be some unforeseen circumstances which arise that alter the schedule below. In this case it will be YOUR responsibility to be in class to find out what those adjustments might be.

Student Conduct:

To fully understand student conduct expectations (definitions and consequences of plagiarism, cheating, etc.) see: <http://studentlife.oregonstate.edu/studentconduct/offenses-0>

Students with Disabilities:

Statement Regarding Students with Disabilities: Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

The Writing Center The Writing Center provides students with a FREE consulting service for their writing assignments. The Center is located at 123 Waldo Hall. The service operates from Monday to Thursday 9-7 pm, and Friday 9-4 pm. You can make an appointment to discuss your writing with a peer writing assistant (737-5640). Another option available through the Center is to use email to get online answers to brief writing questions (writingQ@mail.orst.edu).

Student Responsibilities and Participation You are expected to attend class sessions, participate in discussions, contribute to group exercises, and complete writing assignments. We will monitor attendance and your participation in the class sessions. You will have trouble with this course if you do not attend class regularly or participate in the threaded discussions. Assigned readings and viewing of films should be completed prior to class meetings to facilitate discussion. Students should come to class prepared to ask questions about the lectures, assignments, films, and/or reading material.

If you are experiencing problems with this course, its content, the reading, or our teaching style, we want to strongly encourage you to raise your concerns at the earliest possible moment. You can do this by visiting one of us during office hours.

Fine Print

* The assignments will follow the times specified in the syllabus. Vacation plans do not qualify as valid reasons for re-scheduling. We will only arrange alternate assignment dates in the case of last minute medical emergencies, childcare emergencies, religious observances, or scheduled university-sanctioned events (athletics, ROTC, field-trips, etc.) Please discuss with us any concerns you have with this policy as far as it affects you.

Course Grading Matrix --Total Points

94-100 = A
90-93 = A-
88-89 = B+
84-87 = B
80-83 = B-

78-79 = C+
74-77 = C
70-73 = C-

68-69 = D+
64-67 = D
60-63 = D-
59 = F