

**Instructor: Dayo F. Gore**  
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**Office Hours: Tuesdays 3:00-4:00pm & by appointment**

**ETHN 165 - Sex and Gender in African American Communities**  
**Summer Session I (June 30 - August 2)**  
**Tuesday and Thursday 11:00am to 1:50pm**  
**HSS Room 1106B**

Drawing on films, primary sources, novels, and scholarly essays, this course will explore the ways changing constructions of sex, gender, and sexuality have influenced black life and communities in the U.S. The course will trace how these issues have taken shape both within and outside of black communities in the context of slavery, emancipation and the long black freedom struggle as well as in contemporary discourses about black sexuality, U.S. popular culture, and sports. This will include conversations about civil rights and black power. Beyonce Knowles black feminist politics, and gender and sexuality in black athletes from Michael Sam to Serena Williams. The course will pay particular attention to the ways gender and sexuality shape constructions of blackness and structures power relations. Yet, we will also be attentive to the creative and political strategies of resistance that emerge within black communities.

**Course Requirements and Expectations:**

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- Attendance is required. Please arrive to both on time and prepared. Reading assignments need to be completed by the class period for which they are assigned. Some of the readings are difficult, so you should make plenty of time in your weekly schedule for reading and critical thinking.
- All the course readings and articles are available as PDF's posted on Ted under Content and as online Web pages as indicated on the syllabus. Any videos shown in class and guest lectures are all part of the class material. You are responsible for this material. You are also responsible for knowing when assignments are due and handing them in on time. Dates of all major writing assignments and exams are listed in this syllabus.
- We will use Ted throughout the course for required readings as well as announcements, assignments, and other relevant information. Once you are registered for the course, you will automatically be added to the course on Ted. You will use your UCSD username and password to sign into Ted and access course information @ <https://ted.ucsd.edu/webapps/login/>. Many important announcements and course resources will be posted on Ted and you are responsible for this information.
- We will follow university policies on issues of Academic Integrity, Examinations, & Absences due to Religious Observance, see: <http://students.ucsd.edu/academics/academicintegrity/defining.html>
- Students with disabilities should be sure to register with the Office for Students with Disabilities (OSD) <http://disabilities.ucsd.edu/about/index.html> and please let me know at the start of the course of any required accommodations and your individual needs.
- Many students take an Ethnic Studies or African American studies course because the topic is of great interest or because of a need to fulfill a college requirement. Often students have taken three or

four classes out of interest yet do not realize how close they are to a major, a minor, or even a double major. If you would like information about the African American Studies Minor (AASM) or Ethnic Studies as a major or minor, please contact:

Rolanda Robinson, AASM Program Coordinator @ 858-534-3856 or rrobinson@ucsd.edu

Daisy Rodríguez, Ethnic Studies Undergraduate Advisor @ 858-534-3277 or d1rodriguez@ucsd.edu

### **Course Assignments and Grading:**

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Three, 2 to 3-page Reading Response Papers	30% (100 point each)
Three to Four In-Class Quizzes	20% (50-100 points each)
20 Minute Group Presentations on Outside Source	30% (300 points)
Class Participation and Attendance	20% (200 points)

- **3 Response Papers (10 % each)** – Each student is responsible for producing three short (2-3 page) response papers on a full day’s assigned readings. These papers are meant to be brief and allow students the opportunity to clarify their understanding of a day’s assigned readings and hone their writing skills. The paper should be written in complete sentences and in your own words. You should not quote extensively or attempt to summarize an entire set of readings but rather:
  - 1) Briefly describe each articles main argument(s), insights and/or point
  - 2) Detail your own understanding of the key concepts and ideas in each article
  - 3) Discuss your understanding of how the articles relate to each other and the overall themes of the class.

The first response paper is *due at the start of class on Tuesday July 8 and must respond to both the Higginbotham and Grandin articles*. The remaining two response papers are due at the start of class on any day the course meets. All papers must be typed, double-spaced with 1-inch margins (please do not emailed papers). Each student is responsible for making sure they complete all the response papers in a timely manner. **Late response papers will not be accepted.**

- **Group Presentation (30%)** - In place of a midterm or final exam, 30% of the course grade will be based on a 15-20-minute in-class group presentation (really no more than 20 minutes). The presentation should provide the class with information and insights gained from an outside source (i.e. film, book not used in course, current event, historical article, primary source document, artistic work, music, etc.) that relates to and raises questions that relate to the day’s assigned readings. Students will choose groups (3-4 students per group) and sign-up for presentations by the fourth class meeting (July 10<sup>th</sup>). Each group may discuss with me their proposed source and must provide a citation sheet listing your source(s) and group members. Every presentation must:
  - 1) Included a visual component
  - 2) Detail the source being discussed and
  - 3) Present a critical discussion of its connections to the day’s readings and the courses overall theme of sex and gender in African American communities.

Presentations will be evaluated on the full participation of every group member, clarity in presentation, smooth organization and structure, and how well the presentation connects the selected source to the themes of the day’s readings.

- **In Class Quizzes (20%)** – There will be 3-4 in-class “quizzes.” These quizzes are not meant to be difficult, but to allow students the opportunity to demonstrate their completion and comprehension of

the day's assigned readings, key themes, and/or class discussions. The quizzes will take various forms including multiple choice questions, fill in the blank, short answer questions, or brief writing assignments. Most quizzes **will not be announced** and make-up quizzes will only be allowed with a documented excused absence.

▪ **Class Participation and Attendance (20%)** - The final portion of the course grade will be earned through class participation. Participation grades will be based on **attendance as well as informed and active** participation in class discussions and activities. This course is scheduled to meet for 2 hours and 50 minutes twice a week for a total of only 10 meetings. Thus Attendance for the entire class period and engaged participation in every class is essential to the success of the course and success in the course. Students will be allowed 1 unexcused absence, more than 1 unexcused absence will result in a substantially lower grade. Excused absences require proper documentation and notification. It is the each student's responsibility to provide this information and arrange for make-up assignments when necessary.

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## WEEK I

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*July 1 – Introductions, Review Syllabus, and a Discussion about Defining Blackness*

Videos: Marlon Riggs, *Black is Black Ain't*; *Black and Latino & Race the Power of an Illusion*

*July 3 – Histories of Race and Representations in the US*

Read: Evelyn Higginbotham, "The Metalanguage of Race" (1992)

G. Grandin, "What the Modern World Owes Slavery," (2014)

[http://www.tomdispatch.com/blog/175810/tomgram%3A\\_greg\\_grandin\\_the\\_reparations\\_of\\_history\\_paid\\_and\\_unpaid/](http://www.tomdispatch.com/blog/175810/tomgram%3A_greg_grandin_the_reparations_of_history_paid_and_unpaid/)

Videos: Stuart Hall, "Race, The Floating Signifier," parts 1 and 2; *Race the Power of an Illusion*

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## WEEK II First Response Paper Due on Tuesday!

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*July 8 – Africans, African Americans and the Gendering of Slavery*

Read: Dorothy Roberts "Reproduction in Bondage" in *Killing the Black Body* (1997)

Dorothy Sterling, "Slavery Time," from *We Are Your Sisters* (1984)

Videos: Crash Course Slavery & Steve McQueen, *12 Years a Slave* (2013)

**Possible Outside Sources:** Films - Alex Haley *Roots!*; Sankofa; *Art* – Kara Walker; *Books/Articles* – Stephanie Camp, Walter Johnson

*July 10 – The New Negro, Black Urban Life and the Great Migration*

Read: Langston Hughes, excerpts "Sections 1 & III," *Big Sea: Autobiography* (1940)

Hazel Carby, "Policing the Black Women's Body's in an Urban Context" (1992)

Video: *Ida B. Wells, A Passion for Justice* (1990)

**Possible Outside Sources:** Films – *Brother to Brother*; *Their Eyes Were Watching God*  
*Books/Articles* - Alice Walker, "Looking for Zora;" Alaine Locke, *The New Negro*; Angela Davis, *Blues Legacies and Black Feminism*

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## WEEK III

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*July 15 – The Politics of Gender and Sexuality in The Long Civil Rights Movement*

Read: Richard Wright, "Man of All Work" in *Eight Men* (1960)

Beulah Richardson, "A Black Woman Speaks..." (1951)  
Chappelle, Hutchinson & Ward, "Dress modestly, neatly..." (2004)  
Video: Eyes on the Prize, Ain't Scared of Your Jails

**Possible Outside Sources:** *Films* - Freedom Summer, Eyes on the Prize, Scandaize My Names: Stories from the Blacklist; *Beah: A Black Woman Speaks*. *Art* – Charles White, Elizabeth Catlett.

*July 17 – Black Power, The Black Panthers, and Revolution Everywhere*

Read: Robyn Spencer, "Engendering the Black Freedom Struggle" *JWH* (2008)  
George Jackson, Excerpts from *Soledad Brother: The Prison Letters of George Jackson* (1970) Read Intro, Autobiographical letter and Selected Letters from 1970  
<http://www.historyisaweapon.com/defcon1/soledadbro.html>

**Possible Outside Sources:** *Films*-The Spook Who Sat by the Door; Free Angela Davis and All Political Prisoners! *Books* - Huey Newton, *Revolutionary Suicide*; *Third Girl From the Left*.

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## WEEK IV

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*July 22 – Gender Sexuality and the Politics of Representation*

Read: Dwight McBride, "Can the Queen Speak?" in *Why I Hate Abercrombie & Fitch* (2005)  
C. Riley Snorton, Intro and Chapter 4, in *Nobody is Supposed to Know* (2014)

*July 24 – Gender, Sexuality, and Blackness in Sports*

Read: William Rhoden, Excerpts from *Forty Million Dollar Slaves* (2006),  
Kate Fagan, "Brittney Griner: Owning the Middle" ESPN (2013)  
[http://espn.go.com/espn/feature/story/\\_id/9316697/owning-middle](http://espn.go.com/espn/feature/story/_id/9316697/owning-middle)  
Jason Collins, "Why NBA Center Jason Collins is Coming Out Now," *Sports Illustrated* (2014) <http://www.si.com/more-sports/2013/04/29/jason-collins-gay-nba-player>

Video: Unforgivable Blackness: The Rise and Fall of Jack Johnson (2004)

**Possible Outside Sources:** *Films* – Salute!, Venus and Serena. *Books* - David Zirin, *What's My Name Fool?*

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## WEEK V

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*July 29 – Intersecting Representations of Black(ness,) Sexuality, and Gender in Music*

Read: Kimberly Springer, "Queering Black Female Sexuality" in *Yes Means Yes* (2008)  
Tamara Winfrey Harris, "Actually Beyonce is a Feminist"  
[http://www.salon.com/2013/05/22/actually\\_beyonce\\_is\\_a\\_feminist\\_partner/](http://www.salon.com/2013/05/22/actually_beyonce_is_a_feminist_partner/)  
A Feminist Weighs in On Debate Over Beyonce @ NPR,  
<http://hereandnow.wbur.org/2014/05/16/beyonce-debate-feminist>

Music: Beyonce, "Drunk in Love, etc.;" Lef1, "Wut"; Diggy, "Unforgivable Blackness."

Videos:

*July 31 – Racial Inequalities and the Structures of anti-Black Racism*

Read: Ta-Nehisi Coates, "The Case for Reparations," *The Atlantic* (2014)  
<http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>  
Trymaine Lee, "Obama's Outreach to Young Men of Color Too Little Too late?"  
<http://www.msnbc.com/msnbc/obama-ties-legacy-young-men-color>  
Open Letter to President Obama from 200 Concerned Black Men,

Video: <http://aapf.org/2014/05/an-open-letter-to-president-obama/>  
My Brother's Keeper announcement C-SPAN:  
<http://www.c-span.org/video/?318025-3/helping-young-minority-men>

**Possible Outside Sources:** *Films* – Fruitvale Station, Hip Hop Beyond Beats and Rhymes, The Wire, *Books* – Ta-Nehisi Coates, *Beautiful Struggle*.