

INTL 101: Global Black History through Biography
Professor Jessica Graham
Spring Quarter 2020

Office Hours: Tuesdays and Thursdays, 5pm-6:30pm, or by appointment
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COURSE DESCRIPTION:

This course touches upon prominent themes in global black history, or the history of the African diaspora, through the study of impactful black figures. These people and their experiences shine light on some of the most momentous, compelling, and fascinating events to have shaped world history from the seventeenth century to the present day. Students are sure to be familiar with some of the revolutionaries, politicians, musicians, activists, artists, athletes, and writers we will assess, while others will be new to most. All of them, however, had some degree of international influence. Our geographic scope will be vast, covering Ghana, South Africa, Congo, Nigeria, Haiti, Brazil, England, Jamaica, and many cases from the United States. The topics of analysis will include the struggle against European colonialism and apartheid in Africa, activism carried out by athletes and musicians, and international campaigns against racial violence in the United States, among others.

The reading assignments for this class comprise of biographies, autobiographies, and letters. In order to supplement and add context to the readings, the lectures will provide historical information and background that outline the pertinent ideological, political, social, cultural, and racial factors that these actors both responded to and transformed. The lectures will end with an examination of how these figures—especially the most famous among them—have been remembered, becoming multidimensional national, regional, and international symbols, particularly in black communities worldwide. This portion of the lectures may analyze obituaries, cultural productions such as film and music, and other materials. Overall, our goal in this class is NOT to show that biography reveals history’s “truth”: instead, we will strive to assess how larger historical processes and phenomena can be traced on the microlevel as an individual’s decisions, perspectives, actions, and influence.

COURSE STRUCTURE FOR REMOTE TEACHING/LEARNING:

We are all doing our best to make the sudden switch from our normal mode of teaching and learning on site at UCSD to online coursework. Because UCSD students are literally scattered across the globe during the quarter, the university has asked that we make asynchronous participation possible. In other words, lectures and discussion sections should be made available to students who cannot participate in real time. Therefore, our lectures and sections will be delivered in the following ways:

Lectures

I will pre-record and post lectures on Canvas. You can expect to see the lectures posted sometime in the late afternoon or evening every Tuesday and Thursday unless you receive an announcement from me stating otherwise. Lectures should be about an hour long (this may change as the course progresses) and they will include PowerPoint slides. The PowerPoint slides will be posted on Canvas as well.

Discussion Sections

Discussion sections begin during week two and they will be held as live Zoom meetings at their scheduled times. Sections will also be recorded and posted to Canvas. Students participating asynchronously (not live) must still complete section activities/assignments. TAs will send questions before every section and their syllabus as well as possible follow-up instructions will explain what students who cannot make the live sessions should submit for credit. Please remember that although asynchronous participation is possible, it is always better to attend the live section if you can.

Students should also be aware that they are never obliged to turn on their cameras to participate in live sections.

Office Hours

Office hours will be held as Zoom meetings. (Please see your TA's syllabus for their office hours.) Zoom has a waiting room function which enables us to meet with students one at a time. A queue will be formed based on time of arrival, and students will need to wait their turn. If you are planning to meet with the professor or TA with one or more of your classmates, please let us know once you've joined the meeting and we can allow them to join as well. Once again, there is no requirement that students turn on their camera during office hours.

I feel it is my responsibility to let students know that live Zoom sessions on UCSD accounts are not private, as administrators and certain IT staff on campus can monitor the meetings.

I want students to feel that they can speak to their TAs and professor in confidentiality, so I have brought this up with GPS administrators. I was promised that GPS would not monitor office hours and that the issue of zoom monitoring will be discussed with the Chancellor. Once I have more information, I will update the syllabus, however, *if you need to talk to the professor or your TA in confidentiality, please let us know.*

UPDATE (3/31): I have been told the following: "The unauthorized accessing of someone else's electronic communications is forbidden by the Electronic Communications Policies of UC San Diego [...] and the University of California[.]"

Zoom Meeting Decorum: Lectures and discussion sections are NOT to be recorded by students and shared with anyone who is not an enrolled student in the class. Students also should not share our Zoom meeting links with anyone who is not enrolled in the course. Students are expected to comport themselves in a respectful manner during sections. Please remember to mute your device when you are not speaking, and if there are many visual distractions at the location from which you are Zooming, please turn off your camera when appropriate.

COURSE REQUIREMENTS:

Due to the unexpected move to online courses and the extraordinary challenges created by the COVID-19 pandemic, I have drastically altered and simplified our assignments for this class based largely upon the responses to my survey. (Thank you for filling it out!) Thus, this quarter students will be evaluated on three elements only:

Participation = 35%:

Participation in sections and the completion of your TA's assigned activities and requirements will account for 35% of your grade. *Again, you do not need to be present for the live section to receive full participation credit, but you should attend the normally scheduled sections if you can.* Remember that the limitations of remote teaching and learning mean that live section participation will be the only way to interact with classmates. Sections are also structured to help students prepare for the exams, so if you cannot attend the scheduled time, you should be sure to watch the recorded sessions. Active and serious participation, whether synchronous or asynchronous, is expected.

Discussion Section "Attendance" Policy: Live or remote participation in each of your weekly sections is mandatory. However, I have implemented a more generous attendance policy this quarter in light of the challenging circumstances many of you will be confronting this quarter, particularly as most of you will be in quarantine with your families. Thus, every student is allowed two unexcused "absences." In other words, each student is permitted to forego participation points for two sections without penalty, no questions asked. Please remember that the sections are designed to help prepare you for your exams, so you should only avail yourself of these two "missed" sections for good reason. If you need an extension on the deadline to submit other participation assignments, you must contact your TA before the section begins and get permission.

"Open Book" Midterm Exam (Thursday, 4/30) = 30%:

In part to account for the vastly different time zones our students will be in this quarter, students will be given a 10-hour window to write two short analytical essays (3-4 paragraphs in length each). Students may refer to class materials ONLY (including lectures, slides, readings, notes and materials from sections/TAs) during the exam. To discourage plagiarism, exams must be submitted to Turn-It-In on Canvas.

"Open Book" Final Exam (Monday 6/8) = 35%:

You will be given a 12-hour window to write three long analytical essays (4-5 paragraphs in length each). Like the midterm, students may refer to class materials ONLY during the exam. Again, exams must be submitted to Turn-It-In on Canvas.

ACADEMIC INTEGRITY:

Students are expected to refrain from plagiarism and cheating during this quarter of online classes. For more information on what does and does not qualify as cheating, please visit:

<https://academicintegrity.ucsd.edu/excel-integrity/define-cheating/index.html>.

REQUIRED BOOK:

Touissant L'Ouverture, *The Haitian Revolution*, editor, Nick Nesbitt. (This reading assignment is available as a PDF on Canvas for Spring 2020 only)

READING ASSIGNMENTS:

Readings are posted on Canvas as PDFs or links. Below some of the attachments for the reading PDFs will be instructions. Click on the instructions for the specific pages to read. If no such instructions appear, students must read all the scanned pages in the PDF.

Resistance to Colonialism and Slavery

WEEK ONE (3/31-4/2)

Day One Introductions, review syllabus and course requirements, etc.

(Although there is technically no reading required for Day One, I suggest that you begin to read for Day Two, as that reading is rather long.)

Day Two Brazilian Resistance: Zumbi dos Palmares

Reading Assignment – Glenn Alan Cheney, *O Quilombo dos Palmares: Brazil's Lost Nation of Fugitive Slaves*, pp. 1-4, 35-43, 75-90, 114-117, 126-139.

WEEK TWO (4/7-4/9)

Day One Ghanaian Resistance: Nana Yaa Asantewaa

Reading Assignment – A. Adu Boahen, *Yaa Asantewaa and the Asante-British War of 1900-1*, pp. 27-49; 114-145.

Day Two Haitian Resistance and Independence: Toussaint L'Ouverture

Reading Assignment – Toussaint L'Ouverture, Ed. Nick Nesbitt, *The Haitian Revolution*, Note on Texts (pp. xxliii-xlv), pp. 1-44.

WEEK THREE (4/14-4/16)

Day One The Impact and Memory of Haitian Independence: Toussaint L'Ouverture

Reading Assignment – Toussaint L'Ouverture, *The Haitian Revolution*, p. 45-80.

Day Two Congolese Resistance and Independence: Patrice Lumumba

Required Reading: *Lumumba Speaks: the Speeches and Writings of Patrice Lumumba*, 1958-1961 (Original edition, 1963), pp. 55-100.

Post-independence Struggles for Freedom and Equality

WEEK FOUR (4/21-4/23)

Day One Campaign Against Racial Violence in the United States: Ida B. Wells

Required Readings: *Ida: A Sword Among Lions*, pp. 188-229

Day Two Anti-Apartheid Movement in South Africa, Part I: Nelson Mandela

Required Readings: *The Prison Letters of Nelson Mandela*

WEEK FIVE (4/28-4/30)

Day One

Documentary Film, *Patrice Lumumba: Assassination Colonial Style* (2010)

Day Two

Midterm Exam

WEEK SIX (5/5-5/7)

Day One Anti-Apartheid Movement in South Africa, Part II: Miriam Makeba

Required Reading: Miriam Makeba, *Makeba: My Story*, pp. 16-31; 46-71

Day Two: In the Legacy of Brazil's Zumbi: Abdias do Nascimento

Required Reading: Abdias do Nascimento and Elisa Larkin Nascimento, *Africans in Brazil: A Pan-African Perspective*, pp. 12-53

WEEK SEVEN (5/12-5/14)

Day One: Writing against US Racism: James Baldwin

Reading Assignment: James Baldwin, *Notes of a Native Son*, pp. 1-8 (Autobiographical notes), 71-98 (Notes of a Native Son), and 99-104 (Encounter on the Seine: Black Meets Brown)

Day Two U.S Black Radicals, Part I: Angela Davis

Required Reading Angela Davis, *Angela Davis: an Autobiography*, pp. 115-146 (Chapter 3)

WEEK EIGHT (5/19-5/21)

Day One US Black Radicals, Part II: Stokely Carmichael

Required Reading: Stokely Carmichael, *Ready for Revolution*, pp. 439-483 (Chapters XIX and XX)

Resonances with Makeba: Black Cultural Pioneers

Day Two: It's More than Sports, England: Laurie Cunningham

Reading Assignment: Dermot Kavanagh, *Different Class: Football, Fashion and Funk – The Story of Laurie Cunningham*, pp. 28-46, 64-84

WEEK NINE (5/26-5/28)

Day One It's More than Sports, United States, Part I: Muhammad Ali

Required Reading: Jonathan Eig, *Ali: A Life*, pp. 213-251, 256-259

Day Two: It's More than Sports, United States, Part II: Serena Williams

Reading Assignment: Serena Williams, *On the Line*, Chapter 4 (pp. 115-153)

WEEK TEN (6/2-6/4)

Day One It's More than Music, Nigeria: Fela Kuti

Required Reading: Michael Veal, *Fela: The Life and Times of an African Musical Icon*, Chapter One, 1-20, pp. 77-92 (part of Chap. 4, stop at "Modern Traditions")

Day Two It's More than Music, Jamaica: Bob Marley

Documentary Film, *TBD*

FINALS WEEK (6/8-6/13)