

America in Black and White? Contemporary US Race and Racism in Historical Context (15 CATS, Year 2)

Dr Lydia Plath, University of Warwick

Link to module webpage: <https://warwick.ac.uk/fac/arts/history/students/modules/hi2b1>

Link to reading list (I think this is publicly available?): <https://warwick.rl.talis.com/modules/hi2b1.html>

This module, which runs as a 2-hour weekly seminar over 10 weeks, is deliberately designed with anti-racism at its heart, and it has been consistently popular with students, and especially students of colour, for that reason. In this module, students are not only included and respected: they are empowered.

The module was born in 2017, in the wake of the election of Trump and the renewed urgency for historians to comment on, and engage with, present-day concerns. Its purpose is to take contemporary issues, framed broadly around “race” in the United States, and to ask students to consider them from a historical perspective, giving much needed context to the present moment. Historians, the module argues, cannot bury ourselves in the past, but must answer W. E. B. Du Bois’ 1919 question: “What with all my dreaming, studying, and teaching was I going to *do* in this fierce fight?”

In the first iteration of the module, in 2017-18, I chose key topics that I thought students would find important: mass incarceration, Black Lives Matter, and so on. However, based on student feedback, from 2018 onwards I have reshaped the module as a negotiated curriculum, in which at the beginning of the term, the students propose, and then choose, the set of topics that they wish to explore. In 2019-20, we explored racial capitalism, colourism, white nationalism, environmental racism, cultural appropriation, racism in healthcare, affirmative action, immigration, voting rights, Black Lives Matter, and police brutality.

My approach is based explicitly in an anti-racist pedagogy, in which the power to decide what we learn is handed to the students, and they are empowered to challenge the (racial) status quo. In ‘normal’ times we do this in the first seminar of the module. Collectively we create a list of topics, with each student given the opportunity to explain why they think their suggestion is worthy of study. Then a round of voting begins, students putting their hands up to indicate which topics they want to prioritise. Every time I have done this it has resulted in raucous laughter as I inevitably fail to keep count or students try to whip extra votes for their preferred subjects; all of which builds a sense of community in the classroom and makes it clear that everyone has a say, and a stake, in what we will learn. (In 2020-21, with four groups on the module and a blended learning approach, I moved the topic proposals and voting online. This was simple to administer but did not result in the same sense of shared endeavour, and I look forward to returning to the in-person approach in the future.)

For colleagues considering implementing a similar module, there are a few practical considerations that I would advise thinking about. The workload involved in developing a negotiated module is significant. Inevitably, the workload of preparation falls during the busy term-time because you can’t predict which topics students will choose. In many ways the best part of a negotiated curriculum, for a tutor, is that students will choose topics with which you are unfamiliar, and therefore you will be learning alongside them, but of course this comes with its challenges, and it can be very time-consuming. For example, this year students asked to study the British, as well as the US, historical context of Black Lives Matter. I agreed that a comparison would be useful but it meant I had to do quite a bit of research into Black British history so that I could choose pertinent reading and work out which questions to ask. On reflection I would say this was only somewhat successful on my part, but the students were able to bring their knowledge and experiences of the 2020 protests to what became a lively discussion.

Of course, once the module is up and running it is possible to recycle and reshape previous years' content, at least to some extent. However, what I learned in the autumn of 2020 was that questions that had resulted in lively debate just a year or two earlier – should prisons be abolished? Can we end racism without ending capitalism? – no longer sparked discussion, but rather a quick consensus (yes and no, respectively). The present moves very quickly.

The reading list is explicitly designed to highlight authors of colour, and particularly Black women. Students read scholarly books and articles, but they also read blog posts, listen to podcasts, and watch documentaries, to think about how historians can engage with the present and with audiences beyond the academy. For short and engaging pieces that connect the past to the present, the [Black Perspectives](#) blog of the African American Intellectual History Society is almost always my first port of call.

My primary approach to seminar design for this module has been to extend the negotiated curriculum and to empower students to share examples that they think are interesting and important, related to the topic. This works well in both in-person, online, and asynchronous activities. For example, in our week on racism and the criminal justice system this year I asked students to research and share two cases of police brutality (from any historical period), one male and one female. We heard about what happened in each case, how it was reported in the media, and activist or other responses, before broadening into a discussion about the ways in which police brutality is gendered drawing on our reading of an [interview](#) with Andrea Ritchie (author of *Invisible No More: Police Violence against Black Women and Women of Color*, 2017). This exercise allowed students to share examples that were meaningful to them: they highlighted the continued invisibility of police brutality towards queer and trans people; the historical continuities of police violence stretching back across the twentieth century; and the disproportionate number of murders of Black people with disabilities and mental health issues. If you are not sure that a full negotiated curriculum is right for your teaching (or your institution does not permit such flexibility), then this kind of “show and tell” exercise is a way to empower students to choose their own content in almost any seminar or online activity.

Seminar contribution is assessed in all modules in my department, but I emphasise reflection as well as participation. In this class we explicitly reflect on inclusion and our own social positions, ensuring that all students can participate and share their knowledge and experiences. In the first session the students propose and set ground rules for our discussions. As they are second years, I ask them to draw on their previous experiences of seminars: what went well, what we should avoid, and so on. Their comments shape my teaching practice as well as each other's behaviour, and I also suggest ground rules of my own. We can then refer to these ground rules later on when discussing sensitive content, or if any discussions become heated. This exercise empowers students to set boundaries for themselves and each other, and builds a sense of community, respect, and shared endeavour.

The assessment for the module is designed with the present in mind: it asks students to work together to complete a group project in which they must devise a podcast series that engages with some element of US history in the present, and an individual assignment where they write a set of short blog posts, each exploring a contemporary issue of the student's choice in historical context. Both assignments require students to think about questions of audience and engagement beyond the ivory tower, to devise their own topics to research, as well as allowing students to showcase a diverse range of skills. Students who propose a topic that is not voted for by their peers for a seminar often use the assessment to explore it further themselves. I am a keen advocate of “applied” assessments, as my department calls them, and I encourage everyone to push their departments and universities to allow as much flexibility in assessment as possible (framing it around “employability” can be a useful tool to achieve this). Even if you cannot change your assessment away from a traditional essay or exam, if there is scope to give students choice to choose their own questions or examples,

then this goes some way to empowering students to research and write about the issues that are important to them.

America in Black and White? Contemporary US Race and Racism in Historical Context (HI2B1)

This module aims to equip students with the ability to make use of the past to understand the present through a study of African American history, culture, and politics. Students on this module will take contemporary racial issues, such as mass incarceration or the Black Lives Matter movement, and trace their historical antecedents through both primary and secondary sources. In doing so, students will examine how race in the United States has been, and continues to be, socially constructed. The module will include some discussion of whites, Latino/as, Native Americans, and Asian Americans (as well as other groups), but it will prioritise the voices of African Americans in its use of source material. The module will encourage students to consider the role of historians and other scholars in contemporary racial activism, and will allow students to articulate their findings in a range of ways, including through class participation, social media and podcasting, in order to develop their transferable skills.

The topics discussed will vary year-to-year and will be decided in the first week of term by the students on the module.

Student Reviews

- "Engaging discussions in seminars where discussed the reading and our thoughts on the weeks topic. The seminars were consistently engaging and were usually enlightening. I would often come away from the seminar with lots to consider."
- "I thought the module was great, I really enjoyed it ... I did appreciate the variety of readings and formats, such as documentaries, podcasts and blog posts... I also appreciated the variety of authors among the readings. I enjoyed and felt it was important to explore readings from African American scholars, particularly black women."
- "As we could choose the topics we would study over the ten weeks, we were all excited and engaged in the readings and discussions. The class participation also meant that our small and large group discussions were informative and interesting"
- "Its reminded me of why it is important to study history, and why i chose this degree. The idea that the present can be explained by looking at the past, almost everything has a historical grounding. Every week by looking at a



Photo of Rahiel Tesfamariam being arrested in Ferguson, Missouri wearing a Hands Up United shirt.

Photo by Heather Wilson.

Module Convenor: [Dr Lydia Plath](#)

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contemporary issue and looking at its historical context has aided my understanding of why some things happen or are repeatedly happening."

General Reading

Talis Aspire Reading List (2019/20)

Learning Outcomes

- Demonstrate a detailed knowledge of the key themes and issues in US race relations in the present, and to evaluate them in historical context.
- Communicate ideas and findings about US race relations in historical context, adapting to a range of situations, audiences and degrees of complexity.
- Generate ideas through the analysis of a body of primary source material, including online sources.
- Analyse and evaluate the contributions made by existing interdisciplinary scholarship on US race relations.
- Act with limited supervision and accept responsibility to interact effectively within a team, giving and receiving information and ideas.

Assessment

- 1500 word group project (50%)
- 2000 word blog posts (40%)
- Seminar Contribution (10%)

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HI2B1:America in Black and White? Contemporary US Race Relations in Historical Context

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12noon Group

The seminar should be a comfortable space for everyone to contribute and challenge discussion. We will achieve this by ensuring that we:

- Respect others' opinions
- Challenge ideas but not people
- Don't take challenges personally
- Be open-minded and allow your views to be shaped
- Listen
- Have sensitivity to others' experience and expertise
- Play devil's advocate to spark debate (within reason)
- Don't make assumptions or jump to conclusions
- Trust that what we say won't be attributed to us outside of the seminar
- Are prepared to feel uncomfortable or challenged

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[◀ Dr Lydia Plath Contact Information](#)

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3pm Group

We will ensure that we:

- Define terminology so that it is accessible
- Don't interrupt, and put our hand up to speak
- Are respectful of others' opinions and experiences
- Challenge ideas not people in debates
- Listen to others
- Don't dominate the discussion; allow others to speak first
- Embrace silences, and allow time for thinking
- Trust that what we say will not be attributed to us outside of class
- Are prepared to be challenged and/or uncomfortable with the discussion
- Do the reading and are prepared for the seminar

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HI2B1: America in Black and White? Contemporary US Race Relations in Historical Context

[Dashboard](#) / [My Moodle](#) / [HI2B1 \(19/20\)](#) / [Week 1: The Role of Historians in American Public Life](#) / [Week 1 Seminar Preparation](#)

Week 1 Seminar Preparation

History, by most peoples' definition, is the study of the past. Why should historians be concerned with the present? We will consider the role of historians in public life and discuss the ways in which historians can contribute to public debate. Should academics bring their personal politics to the classroom? Is it their right, their duty, or their choice, or is it fundamentally "dangerous"?

In this first week, we will also choose the topics for discussion for the rest of the term.

1. Read the op-ed by Stanley Fish in which he argues that historians should "Stop Opining about Trump", the article "Trump's Ignorance is Radicalizing U.S. Historians", and read the American Historical Association's (the foremost professional body for historians in the US) statement on the Travel Ban in January 2017.

- Have historians become more radical in the Trump era?
- Should historians speak out against Trump?
- Do you think the AHA were right to publish that statement?

2. Read the op-ed by philosopher George Yancy, in which he responds to the Professor Watchlist (a website which purports to highlight academics who "advance a radical agenda" in lecture halls).

- Should historians (or other academics) bring their personal politics into the classroom?

3. Think about which elements of US race relations you find interesting, and bring with you a list of topics you would like to discuss over the course of the term. We will decide as a group which subjects we would like to cover.

[◀ Individual Project Instructions \(for students with permission only\)](#)

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[Week 1 Reading ▶](#)



HI2B1: America in Black and White? Contemporary US Race Relations in Historical Context

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Week 2 (12 noon Group): Seminar Preparation

1. Read 'My President was Black' by Ta-Nehisi Coates. Coates argues that Obama's victories in 2008 and 2012 were dismissed by some of his critics as merely symbolic for African Americans. But there is nothing "mere" about symbols."

- Why was Obama's presidency so important to African Americans?

2. Read (or watch) the two speeches by Barack Obama, which bookend his presidency, listen to the New Yorker Podcast about the legacies of Reconstruction, and read Bonner, "Barack Obama and the Legacy of Reconstruction".

- Why do you think Obama has emphasised "progress" in race relations? Is he right?
- Why does Bonner think that this question is "a bad one"? Do you agree?

3. Compare the testimonies of Violet Keeting (1883) and Fannie Lou Hamer (1964).

- What do these testimonies reveal about African American political participation in the era of Jim Crow segregation?
- What methods did whites use to prevent African Americans from voting?
- What, if anything, changed between the 1880s and the 1960s?

4. Browse the Voter ID requirements, look at the data showing which groups are more likely not to have a government issued photo ID, and read Sturkey, 'Local Authority in the Future of Voting Rights'.

- Why did the 1965 Voting Rights Act give the Federal Government the power to oversee local voting procedures, and why did the Supreme Court overturn this provision in 2013?
- Why have some states enacted stricter voter ID laws than others?

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HI2B1: America in Black and White? Contemporary US Race Relations in Historical Context

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Week 2 (3pm Group): seminar preparation

1. Compare the Platform for the Movement for Black Lives with the Black Panther Party 10 Point Program, and read Taylor, 'The Rise of the #BlackLivesMatter Movement', Joseph, 'Rethinking the Black Power Era,' Jeffries, 'Black Lives Matter: A Legacy of Black Power Protest', Ransby, 'Black Lives Matter is Democracy in Action', and Theoharis, 'The Civil Rights Movement, Distorted'

- Why was the Black Lives Matter Movement founded, and what are its goals?
- Jeffries argues that BLM's demands are "more Malcolm than Martin". Do you agree?
- Ransby argues that the strength of BLM is in its democracy, rather than in centralised leadership. Do you agree?
- Why have some BLM activists claimed that "This ain't yo mama's civil rights movement"? Are they right?

2. In the late nineteenth century, like today, African Americans, and particularly black women, have fought tirelessly for justice and the end to such violence. Read Ida B. Well's 1909 speech at the National Negro Conference, watch the interview with Alicia Garza, Opal Tometi, and Patrice Cullors, and read McCoy, 'Gender and the Politics of Anti-Black State Violence', Steptoe, 'Sandra Bland, Black Women and Texas Law Enforcement' and Jackson's interview with Andrea Ritchie.

- Why have black women so often been at the forefront of campaigns against racist violence?
- Why has violence against black women so often been "invisible"?

3. In 1955, Emmett Till, a teenager from Chicago, was murdered in Mississippi after being accused of wolf-whistling at a white woman. He was beaten so badly by the two white men who killed him that he was unrecognisable, and could only be identified by the ring on his finger. When his body was returned to Chicago, his mother insisted on an open-casket funeral. "I want the world to see," she said, what they had done to her son. Some have argued that these images were instrumental in sparking the Civil Rights Movement. This "seeing" of dead black bodies has, in more recent years, become a frequent occurrence, as the images and videos of black death are circulated widely on social media. Read Hobbs, 'The Power of Looking,' Ashraf Rushdy, 'Exquisite Corpse' [note: contains violent images], Loggins, 'Erica Garner and the Trauma of Police Violence', and Rankine, 'The Condition of Black Life is One of Mourning.'

- Do you agree with Rushdy that such images (used responsibly) can "inspire a greater and more productive outrage"?
- Why do Americans need to "see" dead black bodies to be convinced that black lives matter?
- Why does Rankine argue that the condition of black life is "mourning"?
- What is the impact of these images and this trauma on black communities?

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HI2B1: America in Black and White? Contemporary US Race Relations in Historical Context

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/ [Week 3 \(12noon Group\): Seminar Preparation](#)

Week 3 (12noon Group): Seminar Preparation

1. Read the Introduction to Alexander, *The New Jim Crow* and Chapter 1 of Angela Davis, *Are Prisons Obsolete?*

- Do you agree that the "prison-industrial complex" (Davis) has replicated (or perpetuated) the caste system of slavery and segregation?
- What role does the criminal justice system play in perpetuating racial hierarchies in the US?
- How, according to Alexander and Davis, can the problem of mass incarceration be resolved?

2. Look at the Platform for the Movement for Black Lives, and read Taylor, 'The Rise of the #BlackLivesMatter Movement', Jeffries, 'Black Lives Matter: A Legacy of Black Power Protest' Ransby, 'Black Lives Matter is Democracy in Action', and Theoharis, 'The Civil Rights Movement, Distorted'

- Why was the Black Lives Matter Movement founded, and what are its goals?
- Ransby argues that the strength of BLM is in its democracy, rather than in centralised leadership. Do you agree?
- Why have some BLM activists claimed that "This ain't yo mama's civil rights movement"? Are they right?

3. In the late nineteenth century, like today, African Americans, and particularly black women, have fought tirelessly for justice and the end to such violence. Read Ida B. Well's 1909 speech at the National Negro Conference, watch the interview with Alicia Garza, Opal Tometi, and Patrice Cullors, and read McCoy, 'Gender and the Politics of Anti-Black State Violence', Steptoe, 'Sandra Bland, Black Women and Texas Law Enforcement' and Jackson's interview with Andrea Ritchie.

- Why have black women so often been at the forefront of campaigns against racist violence?
- Why has violence against black women so often been "invisible"?

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HI2B1: America in Black and White? Contemporary US Race Relations in Historical Context

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Week 3 (3pm Group): Seminar Preparation

1. Read the Introduction to Alexander, *The New Jim Crow* and Chapter 1 of Angela Davis, *Are Prisons Obsolete?*

- Do you agree that the "prison-industrial complex" (Davis) has replicated (or perpetuated) the caste system of slavery and segregation?
- What role does the criminal justice system play in perpetuating racial hierarchies in the US?
- How, according to Alexander and Davis, can the problem of mass incarceration be resolved?

2. Read 'The Convict Lease System' by Ida B. Wells (1893), the Attica Liberation Faction Manifesto of Demands (1971), and browse the ACLU's information on Prisoners' Rights. Also read Thompson, 'America must listen to its prisoners before we make a major mistake'

- What are conditions like for American prisoners?
- To what extent have conditions improved since the late nineteenth century?

3. Watch the documentary 13th (Ava DuVernay, 2016) [NB this film is only available on Netflix. If you don't already have access, the streaming service is available free for 1 month. If you are unable to access Netflix, contact Lydia.] and the reviews of the film by historians Dan Berger and Martha Jones.

- Critically assess the documentary's arguments and use of history.
- Is it useful to consider mass incarceration through the lens of slavery and the 13th Amendment?

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HI2B1: America in Black and White? Contemporary US Race Relations in Historical Context

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Seminar Preparation

1. Read the Opinion of the Court in *Brown v. Board of Education of Topeka* (1954), the interview with Dr Kenneth Clark about the infamous "doll test" he conducted in the 1950s, and Carson, "Two Cheers for Brown".

- Why did the Supreme Court rule in favour of desegregated education?
- What impact does segregated schooling have on children?
- What are the benefits of integration for black children?

2. Listen to *This American Life*, "The Problem We All Live With Part One (episode 562).

- Why has it been so difficult to desegregate American schools despite the *Brown* decision?

3. Read the summaries of these two cases, both of which were challenges to affirmative action at universities that reached the US Supreme Court: *Regents of the University of California v. Bakke* (1978) and *Fisher v. University of Texas* (2016). Also read the discussion of the most recent affirmative action case that was decided by a Boston court in October 2019.

- What is the purpose of affirmative action in education?
- Why have white people challenged affirmative action at universities?
- Why was Bakke successful, when Fisher and Students for Fair Admissions were not?

4. Read Lawrence, "Two Views of the River," Painter, "Whites say I must be on easy street", and the section of Clarence Thomas's opinion in *Fisher*.

- Why do some African Americans oppose affirmative action?
- How should race be treated in college admissions?

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HI2B1: America in Black and White? Contemporary US Race Relations in Historical Context

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Seminar Preparation

1. Read Ferber, "Home Grown Hate" chapter 4, and Petrella and Loggins, "This is a Country for White Men". Also listen to the Backstory podcast episode about Charlottesville and read Belew, "The right way to understand white nationalist terrorism".

- Is white nationalism an integral part of US history, or an outlier?
- Why does white nationalist violence take place in modern America?

2. Read Blee, "Becoming a Racist," and Ferber & Kimmel, "white men are this nation". Also read the introduction to Lewis, "Alternative Influence" and Ordway, "10 tips for covering white supremacy"

- Why do people join hate groups and militia movements?
- What role does gender play in white supremacist discourse?
- What role does the internet, media and social media play in the development and spread of white supremacist ideas?

3. Browse the Southern Poverty Law Center's "Extremist files". Choose a white supremacist individual or group (listed under various categories), and be ready to explain their ideology.

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HI2B1: America in Black and White? Contemporary US Race Relations in Historical Context

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Seminar Preparation

1. Read Hobson, "The Subversive Praxis of Black Beauty and Wealth," and West, "Spike Lee, Nike, and Corporate Activism" and "Corporate Influence and the Legacy of Black Power".

- Do you agree with Hobson that we should see black women's participation in capitalist consumption as "acts of resistance"?
- Is "corporate activism" useful in the black freedom struggle?

2. Read Mount, "Black Banks and the Racial Wealth Gap", Schermerhorn, "Why the racial wealth gap persists", and Holland, "The Average Black Family"

- Why is there a racial wealth gap in the United States?

Read Araujo, "The Centuries Long Fight for Reparations," Coates, "The Case for Reparations" [long but excellent!], and compare the proposals for reparations put forward by CARICOM (Caribbean Community), HR40 (Bill in the House of Representatives) and ADOS (American Descendants of Slaves). Also read Crawford, "ADOS" for a different perspective on the ADOS Movement.

- Why have many African Americans called for Reparations?
- What forms could reparations in the US take?
- Do you agree that there is a case for reparations in the US? If so, in what form(s), and to whom?

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HI2B1: America in Black and White? Contemporary US Race Relations in Historical Context

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Seminar Preparation

1. Read Camp, "Black is Beautiful", Kendi, "Colorism as Racism", "Paper Bag Tests Revisited", and listen to The Stoop podcast "Pretty for a dark-skinned girl"

- Why has blackness historically been associated with ugliness rather than beauty?
- What was the "brown paper bag test" and why is it such a prominent part of African American folklore?
- To what extent is colorism internalised within the black community, and why?

2. Read Hobbs, Prologue to *A Chosen Exile* and the excerpt from Larsen, *Passing*

- What was "passing", and why did some African Americans choose to "pass"?
- What impact did passing have on black communities?

3. Read the Combahee River Collective Statement (1977) and Gaines, "A Black Girl's Song".

- How does black feminism differ from (mainstream) "white" feminism?

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HI2B1: America in Black and White? Contemporary US Race Relations in Historical Context

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Seminar Preparation

1. Read Cooper-Owens, chapter 3 of *Medical Bondage* [content warning: sexual violence], Cooper-Owens and Fett, "Black Maternal and Infant Health", and Cooper-Owens, "More than a Statue"

- Why did 19th century southern doctors use enslaved women's bodies to develop the field of gynaecology?
- What have been the legacies of the linkages between gynaecology and slavery?

2. Read the Final Report on the Tuskegee Study, the Presidential Apology, and chapter 10 from Reverby, *Examining Tuskegee*

- What happened in the Tuskegee Syphilis Study, and why was it allowed to continue for 40 years?
- What have been the legacies of the Tuskegee "experiment"?

3. Read Farmer, "The Black Freedom Struggle, Healthcare Activism", Somashekhar, "the disturbing reason," and listen to the Code Switch podcast "A Physician asks"

- Why do African Americans still receive inadequate healthcare today?
- How have African American activists and doctors responded to racism in healthcare?

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HI2B1: America in Black and White? Contemporary US Race Relations in Historical Context

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Seminar Preparation

1. Read Cole and Foster, chapter 1 of *From the Ground Up*, Bullard, "The Threat of Environmental Racism", Newkirk, "Trump's EPA Concludes Environmental Racism Is Real", and Petrella and Loggins, "Standing Rock, Flint, and the Color of Water"

- What is "environmental racism", and why does it exist?
- What is the history of the environmental justice movement?

2. Read Cassano and Benz, "Flint and the Racialized Geography of Indifference", Howell, Doan and Harbin, "Detroit to Flint and Back Again", Mona Hanna-Attisha "I helped expose the lead crisis in Flint", and Highsmith, "Flint's toxic water crisis was 50 years in the making"

- Why is there a water crisis in Flint, Michigan, and how have local activists responded to the crisis?
- What is the historical context for this struggle?

3. Read Estes, "Fighting for Our Lives," Whyte, "Why the Native American pipeline resistance in North Dakota is about climate justice", David Archambault II, "Taking a Stand at Standing Rock", and Jurss "Historical Perspectives on Tribal Sovereignty and the Environment"

- Why are American Indians protesting against the Dakota Access Pipeline?
- What is the historical context for this struggle?

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HI2B1: America in Black and White? Contemporary US Race Relations in Historical Context

[Dashboard](#) / [My Moodle](#) / [HI2B1 \(19/20\)](#) / [Week 9 \(both groups\): Cultural Appropriation](#) / [Seminar Preparation](#)

Seminar Preparation

1. Read Deloria, the introduction to *Playing Indian* and Smith, "For all those who were Indian in a Former life"
 - Why is the image of the American Indian so popular in American culture?
 - Why have white Americans appropriated American Indian culture?
2. Read Johnson, "What's wrong with cultural appropriation", Lott, "Love and Theft", and watch Amandla Stenberg "Don't Cash Crop On My Cornrows".
 - How can we define "cultural appropriation"?
 - What is the history of cultural appropriation, and how does it differ from "appreciation" or "cultural exchange"?
 - Is Lott's argument about 19th century minstrelsy being both "love" and "theft" a useful way to think about cultural appropriation in the present?
3. Read Gene, "Black America, Please Stop Appropriating", Hobson, "Between Diasporic Consciousness and Cultural Appropriation", and Oso, "Claiming What's Ours"
 - Why have some Black Americans been accused of appropriating African cultures? Do you think this is a fair criticism?
4. Choose a recent example of cultural appropriation that interests you, and consider:
 - Why is this an example of cultural "appropriation" rather than "appreciation" or "exchange"?
 - What is the specific historical context for this example?

Be prepared to share your thoughts on these questions with the rest of the group.

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HI2B1: America in Black and White? Contemporary US Race Relations in Historical Context

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Seminar Preparation

1. Read Holden, "Slavery and America's legacy of family separation" and Ngai, "Introduction" to *Impossible Subjects*, and listen to the Code Switch podcast "Immigration Nation"

- What is the historical context to Trump's anti-immigrant rhetoric and policies?

2. Find a US news article published since 2016 that discusses immigration (or immigrants) to the US in a way that interests you and consider:

- What does this article reveal about American attitudes towards immigration and or immigrants?
- What is the specific historical context for the topic discussed in the article?

Be prepared to share your article and your thoughts on these questions with the rest of the group.

3. Read Myers and Levy, "Racial Population Projections".

- How have white people responded to demographic shifts in the US population?
- Do the demographic shifts in the United States mean that in the 21st century it is no longer useful to think of race in terms of "black" and "white"?

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HI2B1: America in Black and White? Contemporary US Race Relations in Historical Context (2019/20)

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356 items

Please note that you can find details of the essential reading for each week on Moodle. This list includes links to the essential reading as well as further reading that might be of interest. Please note that there are hundreds of books and articles about the history of US race relations available through the library, only a small selection of which appear on this list.

General Reading (26 items)

If you have not studied American history before, or would like an overview of the history of American race relations, these books are a useful starting point.

The American Yawp

[Website](#) | **recommended** | Free, online overview of US History from founding to present. Better than Wikipedia for basic information, and useful if you haven't studied US history before.

The making of African America: the four great migrations - Ira Berlin, 2011

[Book](#) | further reading

Better day coming: blacks and equality, 1890-2000 - Adam Fairclough, 2001

[Book](#) | further reading

Give me liberty!: an American history - Eric Foner, 2017

[Book](#) | further reading | Overview of US History from founding to present. Better than Wikipedia for basic information, and useful if you haven't studied US history before.

From slavery to freedom: a history of African Americans - John Hope Franklin, Evelyn Brooks Higginbotham, c2011

[Book](#) | further reading

Race and Racism - General Reading (21 items)

Faces at the bottom of the well: the permanence of racism - Derrick A. Bell, 1993

[Book](#) | further reading

We were eight years in power: an American tragedy - Ta-Nehisi Coates, 2017

[Book](#) | further reading

Some of My Best Friends Are Black: The Strange Story of Integration in America - Tanner Colby, 2013

[Book](#) | further reading

The house that race built: Black Americans, U.S. terrain - Wahneema H. Lubiano, 1997

[Book](#) | further reading | Kimberlé Crenshaw, "Color Blindness, History, and the Law,"

The law is a white dog: how legal rituals make and unmake persons - Colin Dayan, c2011

[Book](#) | further reading

Darkwater: voices from within the veil - W. E. B. Du Bois, (1969)

[Book](#) | further reading

The souls of Black folk - W. E. B. Du Bois, 1994

[Book](#) | further reading

The wretched of the earth - Frantz Fanon, Jean-Paul Sartre, Constance Farrington, 1967

[Book](#) | further reading

These United States: a nation in the making, 1890 to the present - Glenda Elizabeth Gilmore, Thomas J. Sugrue, 2016

[Book](#) | further reading

Racist culture: philosophy and the politics of meaning - David Theo Goldberg, 1993

[Book](#) | further reading

The racial state - David Theo Goldberg, 2002

[Book](#) | further reading

Racial subjects: writing on race in America - David Theo Goldberg, 1997

[Book](#) | further reading

Stamped from the beginning: the definitive history of racist ideas in America - Ibram X. Kendi, 2017

[Book](#) | further reading

Words that wound: critical race theory, assaultive speech, and the First Amendment - Mari J. Matsuda, 1993

[Book](#) | further reading

Racial formation in the United States - Michael Omi, Howard Winant, 2015

[Book](#) | further reading

"Why are all the black kids sitting together in the cafeteria?": and other conversations about race - Beverly Daniel Tatum, 2017

[Book](#) | further reading

How to be black - Baratunde Thurston, c2012

[Book](#) | further reading

Who's afraid of post-blackness?: what it means to be Black now - Touré, 2011

[Book](#) | further reading

Silencing the past: power and the production of history - Michel-Rolph Trouillot, c1995

[Book](#) | further reading

The fire this time: a new generation speaks about race - 2016

[Book](#) | further reading

Black prophetic fire - Cornel West, 2015

[Book](#) | further reading

The Role of Historians in US Public Life (5 items)

Opinion | Professors, Stop Opining About Trump - The New York Times - Stanley Fish

[Webpage](#) | essential

Trump's Ignorance Is Radicalizing U.S. Historians | The New Republic

[Webpage](#) | essential

AHA Condemns Executive Order Restricting Entry to the United States | Perspectives on History | AHA

[Webpage](#) | essential

Opinion | I Am a Dangerous Professor - The New York Times - George Yancy

[Webpage](#) | essential

The Professor Watchlist

[Website](#) | further reading

Week 2 (12noon Group): President Obama's Legacy, Racial Politics, and Voting Rights (36 items)

Week 2 (12noon Group): Required Seminar Reading (c. 80pp + podcast) (10 items)

My President Was Black - The Atlantic - Ta-Nehisi Coates

[Article](#) | essential | Also available through the library catalogue (if behind paywall)

The Legacy of Reconstruction | The New Yorker

[Audio document](#) | essential

Obama's full remarks at Howard University commencement ceremony - POLITICO

[Audio-visual document](#) | essential

Barack Obama's Race Speech at the Constitution Center (2008)

[Document](#) | essential

Barack Obama and the Legacy of Reconstruction - AAIHS - Christopher Bonner

[Webpage](#) | essential

Testimony of Mrs. Violet Keeling, 1883

[Document](#) | essential

Fannie Lou Hamer - Testimony Before the Credential Committee (1964)

[Document](#) | essential

Voter Identification Requirements | Voter ID Laws

[Webpage](#) | essential

**Citizens Without Proof: A Survey of Americans' Possession of Documentary Proof of
Citizenship and Photo ID**

[Document](#) | essential

Local Authority in the Future of Voting Rights - AAIHS - William Sturkey

[Webpage](#) | essential

Further Reading (26 items)

We Were Eight Years in Power: An American Tragedy - Ta-Nehisi Coates, 2017

[Book](#) | recommended

White Backlash : Immigration, Race, and American Politics - Marisa A. Abrajano

[Book](#) | further reading

The Obama presidency and the politics of change - 2017

[Book](#) | further reading

**A new barrier to participation: Heterogeneous application of voter identification policies -
Lonna Rae Atkeson, Lisa Ann Bryant, Thad E. Hall, Kyle Saunders, Michael Alvarez, 2010**

[Article](#) | further reading

**From Du Bois to Obama: African American intellectuals in the public forum - Charles Pete
T. Banner-Haley, 2010**

[Book](#) | further reading

**The Disproportionate Impact of Voter-ID Requirements on the Electorate: New Evidence
from Indiana - Matt A. Barreto, Stephen A. Nuño, Gabriel R. Sanchez, 2009**

[Article](#) | further reading

**American identity in the age of Obama - Amílcar Antonio Barreto, Richard L. O'Bryant,
2014**

[Book](#) | further reading

Vote Fraud in the Eye of the Beholder: The Role of Public Opinion in the Ch... - 2008

[Article](#) | further reading

Give us the ballot: the modern struggle for voting rights in America - Ari Berman, 2016

[Book](#) | recommended

The politics of rage: George Wallace, the origins of the new conservatism, and the transformation of American politics - Dan T. Carter, 2000

[Book](#) | further reading

The presidential campaign of Barack Obama: a critical analysis of a racially transcendent strategy - Dewey M. Clayton, 2010

[Book](#) | further reading

Race and the Obama phenomenon: the vision of a more perfect multiracial union - 2014

[Book](#) | further reading

Black reconstruction in America - W. E. B. Du Bois, David L. Lewis, 1998

[Book](#) | further reading

Are we all postracial yet? - David Theo Goldberg, 2015

[Book](#) | further reading

What We Know about Voter-ID Laws, Registration, and Turnout - Marjorie Randon Hershey, 2009

[Article](#) | further reading

Divided by color: racial politics and democratic ideals - Donald R. Kinder, Lynn M. Sanders, 1996

[Book](#) | further reading

Reading Obama: dreams, hope, and the American political tradition - James T. Kloppenberg, 2012, c2011

[Book](#) | further reading

Dog whistle politics: how coded racial appeals have reinvented racism and wrecked the middle class - Ian Haney-López, 2014

[Book](#) | further reading

The politics of belonging: race, public opinion, and immigration - Natalie Masuoka, Jane Junn, 2013

[Book](#) | further reading

Race card: campaign strategy, implicit messages, and the norm of equality - Tali Mendelberg, 2001

[Book](#) | further reading

The myth of voter fraud - Lorraine Carol Minnite, 2010

[Book](#) | further reading

Dreams from my father: a story of race and inheritance - Barack Obama, 2016

[Book](#) | further reading

Race, power, and the Obama legacy - Pierre W. Orelus, 2016

[Book](#) | further reading

Blackballed: the Black vote and US democracy - Darryl Pinckney, 2014

[Book](#) | recommended

The loneliness of the black republican: pragmatic politics and the pursuit of power - Leah Wright Rigueur, 2016

[Book](#) | further reading

Double-consciousness and the rhetoric of Barack Obama: the price and promise of citizenship - Robert E. Terrill, 2015

[Book](#) | further reading

Week 2 (3pm Group): Police Brutality and Black Lives Matter (40 items)

Week 2 (3pm Group): Required Seminar Reading (c. 70pp + video) (16 items)

Platform - The Movement for Black Lives

[Document](#) | essential

Black Panther Party 10 Point Program

[Document](#) | essential

The rise of the #BlackLivesMatter movement | SocialistWorker.org - Keeanga-Yamahtta Taylor

[Article](#) | essential

Rethinking the Black Power Era - Peniel E. Joseph, 2009

[Article](#) | essential

Black Lives Matter: A Legacy of Black Power Protest - AAIHS - Hasan Kwame Jeffries

[Webpage](#) | essential

Opinion | Black Lives Matter Is Democracy in Action - The New York Times - Barbara Ransby

[Webpage](#) | essential | also available through the library catalogue

The Civil Rights movement, distorted: Weaponizing history against Black Lives Matter | Salon.com - Jeanne Theoharis

[Webpage](#) | essential

Ida B. Wells, Police Violence, and the Legacy of Lynching - AAIHS (1909 Speech)

[Webpage](#) | essential

Alicia Garza, Patrisse Cullors and Opal Tometi: An interview with the founders of Black Lives Matter | TED Talk

[Audio-visual document](#) | essential

Gender and the Politics of Anti-Black State Violence – AAIHS - Austin McCoy

[Webpage](#) | essential

Sandra Bland, Black Women, and Texas Law Enforcement – AAIHS - Tyina Steptoe

[Webpage](#) | essential

#SayHerName–Police Violence Against Black Women and Girls: An Interview with Andrea J. Ritchie – AAIHS - Jenn M. Jackson

[Webpage](#) | essential

The Power of Looking, from Emmett Till to Philando Castile | The New Yorker - Allyson Hobbs

[Webpage](#) | essential | also available through the library catalogue

Exquisite Corpse - Ashraf Rushdy, 2000

[Article](#) | essential | Note: contains violent images

Erica Garner and the Trauma of Police Violence in Black Communities – AAIHS - Ameer Hasan Loggins

[Webpage](#) | essential

‘The Condition of Black Life Is One of Mourning’ - The New York Times - Claudia Rankine

[Webpage](#) | essential | also available through the library catalogue

Further Reading (24 items)

Up against the wall: violence in the making and unmaking of the Black Panther Party - Curtis J. Austin, 2006

[Book](#) | further reading

To tell the truth freely: the life of Ida B. Wells - Mia Bay, 2009

[Book](#) | further reading

Black against empire: the history and politics of the Black Panther Party - Joshua Bloom, Waldo E. Martin, 2013

[Book](#) | further reading

The Eyes on the prize: civil rights reader : documents, speeches, and firsthand accounts from the Black freedom struggle, 1954-1990 - Clayborne Carson, 1991

[Book](#) | further reading

Sisters in the struggle: African American women in the civil rights-black power movement - Bettye Collier-Thomas, V. P. Franklin, c2001

[Book](#) | further reading

Martin & Malcolm & America: a dream or a nightmare - James H. Cone, c1991

[Book](#) | further reading

Freedom is a constant struggle: Ferguson, Palestine, and the foundations of a movement -
Angela Y. Davis, 2016

[Book](#) | further reading

Pulled over: how police stops define race and citizenship - Charles R. Epp, Steven
Maynard-Moody, Donald P. Haider-Markel, 2014

[Book](#) | further reading

Nobody: Casualties of America's War on the Vulnerable, from Ferguson to Flint and Beyond
- Marc Lamont Hill

[Book](#) | further reading

On the ground: the Black Panther Party in communities across America - J. L. Jeffries, 2010

[Book](#) | further reading

Waiting 'til the midnight hour: a narrative history of Black Power in America - Peniel E.
Joseph, 2007

[Book](#) | recommended

The Black power movement: rethinking the civil rights-Black power era - Peniel E. Joseph,
2006

[Book](#) | recommended

When they call you a terrorist: a black lives matter memoir - Patrisse Khan-Cullors, Asha
Bandeled, 2018

[Book](#) | further reading

**At the dark end of the street: black women, rape, and resistance- a new history of the civil
rights movement from Rosa Parks to the rise of black power -** Danielle L. McGuire, 2011

[Book](#) | further reading

Black power: radical politics and African American identity - Jeffrey Ogbonna Green Ogbar,
2005, c2004

[Book](#) | further reading

Invisible no more: police violence against black women and women of color - Andrea J.
Ritchie, 2017

[Book](#) | recommended

Making all Black lives matter: reimagining freedom in the twenty-first century - Barbara
Ransby, 2018, ©2018

[Book](#) | recommended

The revolution has come: Black power, gender, and the Black Panther Party in Oakland -
Robyn C. Spencer, 2016

[Book](#) | further reading

Still lifting, still climbing: contemporary African American women's activism - Kimberly
Springer, c1999

[Book](#) | further reading

The Historiography of the Black Panther Party - JOE STREET, 2010

[Article](#) | further reading

From #BlackLivesMatter to Black liberation - Keeanga-Yamahtta Taylor, 2016

[Book](#) | recommended

Robert F. Williams, "Black Power," and the Roots of the African American Freedom Struggle - Timothy B. Tyson, 1998-09

[Article](#) | further reading

They left great marks on me: African American testimonies of racial violence from emancipation to World War I - Kidada E. Williams, c2012

[Book](#) | further reading

NO HAVEN: FROM CIVIL RIGHTS TO BLACK POWER IN NEW HAVEN, CONNECTICUT. - Williams, Yohuru, 2001

[Article](#) | further reading**Week 3 (12noon Group): Mass Incarceration and Black Lives Matter** (34 items)**Week 3 (12noon Group): Required Seminar Reading (c. 70pp + video)** (12 items)

Introduction to The New Jim Crow - Michelle Alexander, 2010

[Chapter](#) | essential

Are Prisons Obsolete? - Angela Davis

[Document](#) | essential | read Chapter 1 (Introduction)

Platform - The Movement for Black Lives

[Document](#) | essential

The rise of the #BlackLivesMatter movement | SocialistWorker.org - Keeanga-Yamahtta Taylor

[Article](#) | essential

Black Lives Matter: A Legacy of Black Power Protest - AAIHS - Hasan Kwame Jeffries

[Webpage](#) | essential

Opinion | Black Lives Matter Is Democracy in Action - The New York Times - Barbara Ransby

[Webpage](#) | essential | also available through the library catalogue

The Civil Rights movement, distorted: Weaponizing history against Black Lives Matter |

Salon.com - Jeanne Theoharis

[Webpage](#) | essential

Ida B. Wells, Police Violence, and the Legacy of Lynching - AAIHS (1909 Speech)

[Webpage](#) | essential

Alicia Garza, Patrisse Cullors and Opal Tometi: An interview with the founders of Black Lives Matter | TED Talk

[Audio-visual document](#) | essential

Gender and the Politics of Anti-Black State Violence - AAIHS - Austin McCoy

[Webpage](#) | essential

Sandra Bland, Black Women, and Texas Law Enforcement - AAIHS - Tyina Steptoe

[Webpage](#) | essential

#SayHerName-Police Violence Against Black Women and Girls: An Interview with Andrea J. Ritchie - AAIHS - Jenn M. Jackson

[Webpage](#) | essential

Further Reading (22 items)

Also see lists for 3pm Group week 2 and week 3

Captive nation: black prison organizing in the civil rights era - Dan Berger, 2016

[Book](#) | further reading

Slavery by another name: the re-enslavement of Black Americans from the Civil War to World War II - Douglas A. Blackmon, 2012

[Book](#) | further reading

Martin & Malcolm & America: a dream or a nightmare - James H. Cone, c1991

[Book](#) | further reading

Pulled over: how police stops define race and citizenship - Charles R. Epp, Steven Maynard-Moody, Donald P. Haider-Markel, 2014

[Book](#) | further reading

When they call you a terrorist: a black lives matter memoir - Patrisse Khan-Cullors, Asha Bandele, 2018

[Book](#) | further reading

Five Theses on Mass Incarceration - Alessandro De Giorgi, 2015

[Article](#) | recommended

African American Women, Mass Incarceration, and the Politics of Protection - K. N. Gross, 2015

[Article](#) | further reading

From the war on poverty to the war on crime: the making of mass incarceration in America - Elizabeth Kai Hinton, 2016

[Book](#) | further reading

On the ground: the Black Panther Party in communities across America - J. L. Jeffries, 2010

[Book](#) | further reading

Rethinking the Black Power Era - Peniel E. Joseph, 2009

[Article](#) | recommended

The Black power movement: rethinking the civil rights-Black power era - Peniel E. Joseph, 2006

[Book](#) | further reading

Chained in silence: Black women and convict labor in the new South - Talitha L. LeFlouria, 2016

[Book](#) | further reading

One dies, get another: convict leasing in the American South, 1866-1928 - Matthew J. Mancini, ©1996

[Book](#) | further reading

The condemnation of blackness: race, crime, and the making of modern urban America - Khalil Gibran Muhammad, 2010

[Book](#) | recommended

Black power: radical politics and African American identity - Jeffrey Ogbonna Green Ogbar, 2005, c2004

[Book](#) | further reading

"Worse Than slavery" : Parchman Farm and the Ordeal of Jim Crow Justice - David M. Oshinsky

[Book](#) | further reading

Making all Black lives matter: reimagining freedom in the twenty-first century - Barbara Ransby, 2018, ©2018

[Book](#) | recommended

Invisible no more: police violence against black women and women of color - Andrea J. Ritchie, 2017

[Book](#) | recommended

Still lifting, still climbing: contemporary African American women's activism - Kimberly Springer, c1999

[Book](#) | further reading

From #BlackLivesMatter to Black liberation - Keeanga-Yamahtta Taylor, 2016

[Book](#) | further reading

Blood in the water: the Attica prison uprising of 1971 and its legacy - Heather Ann Thompson, 2017

[Book](#) | recommended

Top 10 of 2018 - #1 - Prison Abolition Syllabus 2.0 - AAIHS[Webpage](#) | recommended**Week 3 (3pm Group): Mass Incarceration** (27 items)**Week 3 (3pm Group): Required Seminar Reading (c. 48pp + film)** (9 items)**Introduction to The New Jim Crow** - Michelle Alexander, 2010[Chapter](#) | essential**Are Prisons Obsolete?** - Angela Davis[Document](#) | essential | Read (at least) Chapter 1 (Introduction)**The Convict Lease System (1893)** - Ida B. Wells[Document](#) | essential | Read Chapter 3**ACLU Prisoners' Rights**[Webpage](#) | essential**America must listen to its prisoners before we make a major mistake** - The Washington Post - Heather Ann Thompson[Webpage](#) | essential**13TH**[Audio-visual document](#) | essential | Available on Netflix, although you may also be able to find it through other websites.**Mass Incarceration and Its Mystification: A Review of The 13th - AAIHS** - Dan Berger[Webpage](#) | essential**Ava DuVernay's 13th: It's About Hope, Not History** - Martha S. Jones - Medium - Martha S. Jones[Webpage](#) | essential**Mass Incarceration and Its Mystification: A Review of The 13th - AAIHS** - Dan Berger[Webpage](#) | essential**Further Reading** (18 items)**Less Crime, More Punishment: Violence, Race, and Criminal Justice in Early Twentieth-Century America** - J. S. Adler, 2015[Article](#) | further reading**Captive nation: black prison organizing in the civil rights era** - Dan Berger, 2016[Book](#) | further reading

Slavery by another name: the re-enslavement of Black Americans from the Civil War to World War II - Douglas A. Blackmon, 2012

[Book](#) | recommended

Incarcerating the crisis: freedom struggles and the rise of the neoliberal state - Jordan T. Camp, 2016

[Book](#) | further reading

We Are Not Slaves: Rethinking the Rise of Carceral States through the Lens of the Prisoners' Rights Movement - R. T. Chase, 2015

[Article](#) | further reading

Ain't Scared of Your Jail: Arrest, Imprisonment, and the Civil Rights Movement - Zoe A. Colley

[Book](#) | further reading

Five Theses on Mass Incarceration - Alessandro De Giorgi, 2015

[Article](#) | recommended

African American Women, Mass Incarceration, and the Politics of Protection - K. N. Gross, 2015

[Article](#) | recommended

From the war on poverty to the war on crime: the making of mass incarceration in America - Elizabeth Kai Hinton, 2016

[Book](#) | further reading

Chained in silence: Black women and convict labor in the new South - Talitha L. LeFlouria, 2016

[Book](#) | recommended

One dies, get another: convict leasing in the American South, 1866-1928 - Matthew J. Mancini, ©1996

[Book](#) | further reading

The punitive turn: new approaches to race and incarceration - Deborah E. McDowell, Claudrena N. Harold, Juan Battle, 2013

[Book](#) | further reading

Where Did All the White Criminals Go?: Reconfiguring Race and Crime on the Road to Mass Incarceration. - Khalil Gibran Muhammad, 2011

[Article](#) | further reading

The condemnation of blackness: race, crime, and the making of modern urban America - Khalil Gibran Muhammad, 2010

[Book](#) | further reading

"Worse Than slavery" : Parchman Farm and the Ordeal of Jim Crow Justice - David M. Oshinsky

[Book](#) | further reading

Unequal under law: race in the war on drugs - Doris Marie Provine, c2007

[Book](#) | further reading

Blood in the water: the Attica prison uprising of 1971 and its legacy - Heather Ann Thompson, 2017

[Book](#) | recommended

Top 10 of 2018 - #1 - Prison Abolition Syllabus 2.0 - AAIHS

[Webpage](#) | recommended | A long list of useful readings

Week 4 (3pm Group): Education and Affirmative Action (21 items)

Week 4 (3pm Group): Required Seminar Reading (c. 80pp + podcast) (10 items)

Brown v. Board of Education | US Law | LII / Legal Information Institute

[Document](#) | essential | Read the Opinion of the Court

Interview with Dr. Kenneth Clark

[Document](#) | essential

Two Cheers for Brown v. Board of Education - Clayborne Carson, 2004-06-01

[Article](#) | essential

The Problem We All Live With - Part One

[Audio document](#) | essential | If you have time, listen to part 2 as well!

Regents of the University of California v. Bakke | Oyez

[Webpage](#) | essential

Fisher v. University of Texas | Oyez

[Webpage](#) | essential

Harvard May Have Won a Big Case, But the Fight Over Affirmative Action Is Far From Over | Teen Vogue - Zach Schermele

[Article](#) | essential

Hers; WHITES SAY I MUST BE ON EASY STREET (1981) - The New York Times - Nell Irvin Painter

[Webpage](#) | essential

Clarence Thomas Opinion in Fisher v. Texas

[Document](#) | essential | Thomas's opinion starts at p. 18 of the pdf. Read especially section III (pp. 14-20 of Thomas' opinion)

Two Views of the River: A Critique of the Liberal Defense of Affirmative Action - Charles R. Lawrence III, 2001-05

[Article](#) | essential

Further Reading (11 items)

Race, equity, and education: sixty years from Brown - edited by Pedro Noguera; Jill C. Pierce; Roey Ahram, 2016

[Book](#) | further reading

Affirmative action: social justice or reverse discrimination? - Francis Beckwith, Todd E. Jones, 1997

[Book](#) | further reading

The color bind: California's battle to end affirmative action - Lydia Chávez, California Digital Library. eScholarship, c1998

[Book](#) | recommended

The affirmative action debate - George E. Curry, Cornel West, 1996

[Book](#) | further reading

Affirmative Action: Is It Fair? - Ronald Dworkin, 2000-22

[Article](#) | further reading

Whose Integration Was It?: An Introduction - Kevin Gaines, 2004

[Article](#) | recommended | This is the introduction to a roundtable, read the other pieces in this issue as well!

The Origins of Affirmative Action: Civil Rights and the Regulatory State - Hugh Davis Graham, 1992

[Article](#) | further reading

At the crossroads of fear and freedom: the fight for social and educational justice - Robert Lee Green, 2016

[Book](#) | further reading

Age of fracture - Daniel T. Rodgers, 2011

[Book](#) | further reading

Affirmative action and justice: a philosophical and constitutional inquiry - Michel Rosenfeld, c1991

[Book](#) | further reading

Why are all the black kids sitting together in the cafeteria?: and other conversations about race - Beverly Daniel Tatum, July 2017

[Book](#) | recommended

Week 4 (12noon Group): White Nationalism (25 items)

Week 4 (12 noon Group): Required Seminar Reading (c. 65pp + exercise + podcast) (9 items)

Home-grown hate: gender and organized racism - Abby L. Ferber, 2004

[Book](#) | essential | Read Chapter 6: Ferber & Kimmel, "White Men are this Nation"

"This is a Country for White Men": White Supremacy and U.S. Politics - AAIHS - Christopher Petrella and Ameer Hasan Loggins

[Webpage](#) | essential

First Draft 8.18 | BackStory with the American History Guys

[Audio document](#) | essential

Opinion | The Right Way to Understand White Nationalist Terrorism - The New York Times - Kathleen Belew

[Webpage](#) | essential

Becoming a Racist: Women in Contemporary Ku Klux Klan and Neo-Nazi Groups - Kathleen M. Blee, 1996

[Article](#) | essential

White man falling: race, gender, and White supremacy - Abby L. Ferber, 1999, ©1998

[Book](#) | essential | Read Chapter 4

Alternative Influence: Broadcasting the Reactionary Right on YouTube - Rebecca Lewis

[Document](#) | essential | Read introduction pp. 3-6

10 tips for covering white supremacy and far-right extremists - Denise-Marie Ordway

[Webpage](#) | essential

Extremist Files | Southern Poverty Law Center

[Webpage](#) | essential | Choose a white supremacist individual or group (listed under various categories), and be ready to explain their ideology.

Further Reading (16 items)

White Supremacists, Oppositional Culture and the World Wide Web - Josh Adams and Vincent J. Roscigno, 2005

[Article](#) | further reading

Aryans reading Adorno: cyber-culture and twenty-firstcentury racism - Les Back, 2002-01

[Article](#) | further reading

Bring the war home: the white power movement and paramilitary America - Kathleen Belew, 2018

[Book](#) | recommended

Inside organized racism: women in the hate movement - Kathleen M. Blee, c2002

[Book](#) | recommended

Understanding Racist Activism: Theory, Methods, and Research - Kathleen M. Blee, ©2018

[Book](#) | further reading

White Supremacist Networks on the Internet - Val Burris, Emery Smith, Ann Strahm,
2000-05

[Article](#) | further reading

Cyber racism: white supremacy online and the new attack on civil rights - Jessie Daniels,
c2009

[Book](#) | recommended

White lies: race, class, gender, and sexuality in white supremacist discourse - Jessie
Daniels, 1997

[Book](#) | further reading

The white separatist movement in the United States: "white power, white pride!" - Betty A.
Dobratz, Stephanie L. Shanks-Meile, 2000

[Book](#) | further reading

White nation: fantasies of white supremacy in a multicultural society - Ghassan Hage,
2000, c1998

[Book](#) | further reading

Healing from hate: how young men get into-and out of-violent extremism - Michael S.
Kimmel, 2018

[Book](#) | further reading

Beyond hate: white power and popular culture - C. Richard King, David J. Leonard, 2014

[Book](#) | further reading

Defenders of the faith: Hate groups and ideologies of power in the United States - Barbara
J. Perry, 1998-07

[Article](#) | further reading

Connecting the Past to the Future - CAROLYN PETROSINO, 1999-02

[Article](#) | further reading

**Blood in the face: the Ku Klux Klan, Aryan nations, Nazi skinheads, and the rise of a new
white culture** - James Ridgeway, c1990

[Book](#) | further reading

American swastika: inside the white power movement's hidden spaces of hate - Pete Simi,
Robert Futrell, 2015

[Book](#) | further reading

Week 5 (both groups): Capitalism, the Wealth Gap, and Reparations (33
items)

Week 5: Required Seminar Reading (c. 80pp) (12 items)

The Subversive Praxis of Black Beauty and Wealth - AAIHS - Janell Hobson

[Webpage](#) | essential

Spike Lee, Nike, and Corporate Activism – AAIHS - E. James West

[Webpage](#) | essential

Corporate Influence and the Legacy of Black Power – AAIHS - E. James West

[Webpage](#) | essential

Black Banks and the Racial Wealth Gap – AAIHS - Guy Emerson Mount

[Webpage](#) | essential

Why the racial wealth gap persists, more than 150 years after emancipation - The Washington Post - Calvin Schermerhorn

[Webpage](#) | essential

The Average Black Family Would Need 228 Years to Build the Wealth of a White Family Today | The Nation - Joshua Holland

[Webpage](#) | essential

The centuries-long fight for reparations - The Washington Post - Ana Lucia Araujo

[Webpage](#) | essential | also available via the library

The Case for Reparations by Ta-Nehisi Coates - The Atlantic

[Article](#) | essential

CARICOM 10 Point Plan for Reparations

[Webpage](#) | essential

Text - H.R.40 - 116th Congress (2019-2020): Commission to Study and Develop Reparation Proposals for African-Americans Act

[Document](#) | essential | Read Section 2 Findings and Purpose

The Roadmap to Reparations – #ADOS

[Webpage](#) | essential

ADOS Its origins, troublesome ties and fears it's dividing Black folk in the fight for reparations - Brian 18X Crawford

[Article](#) | essential

Further Reading (21 items)

Reparations for Slavery and the Slave Trade: A Transnational and Comparative History - Ana Lucia Araujo, 2017

[Book](#) | recommended

The color of money: black banks and the racial wealth gap - Mehrsa Baradaran, 2017

[Book](#) | further reading

Britain's black debt: reparations for Caribbean slavery and native genocide - Hilary Beckles, 2013

[Book](#) | further reading

The Rise of the Reparations Movement - Martha Biondi, 2003-09-10

[Article](#) | recommended

The Economic Case for Reparations to Black America - Robert Browne, 1972

[Article](#) | further reading

Being black, living in the red: race, wealth, and social policy in America - Dalton Conley, University of California Press, c2010

[Book](#) | recommended

Wealth and poverty in America: a reader - Dalton Conley, 2003

[Book](#) | further reading

Report: What we get wrong about closing the racial wealth gap - William Darity Jr, Darrick Hamilton

[Document](#) | further reading

Umbrellas Don't Make it Rain: Why Studying and Working Hard Isn't Enough for Black Americans - Darrick Hamilton, William Darity Jr.

[Document](#) | further reading

"I Try to Live Somewhat in Keeping with my Reputation as a Wealthy Woman": A'Lelia Walker and the Madam C. J. Walker Manufacturing Company - Kate Dossett, 2009

[Article](#) | further reading

INTRODUCTION—AFRICAN AMERICANS AND MOVEMENTS FOR REPARATIONS: FROM EX-SLAVE PENSIONS TO THE REPARATIONS SUPERFUND - V. P. Franklin, 2012-01

[Article](#) | further reading | Journal Special Issue

Beauty shop politics: African American women's activism in the beauty industry - Tiffany M. Gill, c2010

[Book](#) | further reading

Reflections on the ADOS Movement - Roderick Graham - Medium

[Article](#) | further reading

The Politics of Racial Reparations - Charles P. Henry, 2003

[Article](#) | further reading

Long overdue: the politics of racial reparations - Charles P. Henry, c2007

[Book](#) | further reading

How capitalism underdeveloped black America: problems in race, political economy, and society - Manning Marable, Leith Mullings, 2015

[Book](#) | further reading

The debt: what America owes to Blacks - Randall Robinson, 2001

[Book](#) | recommended

The Effects of Racism and Racial Discrimination on Minority Business Development: The Case of Black Manufacturers in Chicago's Ethnic Beauty Aids Industry - Robert Mark

Silverman, author, 1998

[Article](#) | further reading

Politics and the past: on repairing historical injustices - John Torpey, 2003

[Book](#) | recommended

The truly disadvantaged: the inner city, the underclass, and public policy - William J. Wilson, 2012

[Book](#) | further reading

Reparations and Apologies

[Webpage](#) | further reading | The syllabus for AM417 has further readings on reparations (especially related to the Caribbean)

Week 7 (both groups): Colorism and Black Feminism (22 items)

Week 7: Required Seminar Reading (c. 78pp + podcast) (8 items)

Black Is Beautiful: An American History - Camp, Stephanie M. H.

[Article](#) | essential

Colorism as Racism: Garvey, Du Bois and the Other Color Line - AAIHS - Ibram X Kendi, 2017-05-24

[Webpage](#) | essential

Paper Bag Tests Revisited | New Haven Independent - Michelle Turner, 2014

[Webpage](#) | essential | Read the article. Watching the video is recommended, but optional!

Episode 11: Pretty for a dark-skinned girl - 2018-03-20

[Audio document](#) | essential

A chosen exile: a history of racial passing in American life - Allyson Vanessa Hobbs, 2016

[Book](#) | essential | Read Prologue: To Live a Life Elsewhere

Passing - Nella Larsen, 2004

[Book](#) | essential | Please read Chapter 3.

The Combahee River Collective Statement - THE COMBAHEE RIVER COLLECTIVE, April 1977

[Webpage](#) | essential

A Black Girl's Song: Misogynoir, Love, and Beyoncé's Lemonade - Zeffie Gaines, 2017

[Article](#) | essential

Further Reading (14 items)

Beauty shop politics: African American women's activism in the beauty industry - Tiffany M. Gill, c2010

[Book](#) | further reading

Sister citizen: shame, stereotypes, and black women in America - Melissa V. Harris-Perry, 2013], c2011

[Book](#) | further reading

Black feminist thought: knowledge, consciousness, and the politics of empowerment - Patricia Hill Collins, 2000

[Book](#) | further reading

The melanin millennium: skin color as 21st century international discourse - Ronald E. Hall, ©2013

[Book](#) | recommended | Please read the chapter 'The Consequences of Colorism'.

The global beauty industry: colorism, racism, and the national body - Meeta Rani Jha, 2016

[Book](#) | further reading

Reclaiming our space: how black feminists are changing the world from the tweets to the streets - Feminista Jones, 2019

[Book](#) | further reading

The Paper Bag Principle: Of the Myth and the Motion of Colorism - Audrey Elisa Kerr, 2005

[Article](#) | recommended

When chickenheads come home to roost: a hip-hop feminist breaks it down - Joan Morgan, 2017

[Book](#) | further reading

Spectacular blackness: the cultural politics of the Black power movement and the search for a Black aesthetic - Amy Abugo Ongiri, 2010

[Book](#) | further reading

Hair raising: beauty, culture, and African American women - Noliwe M. Rooks, c1996

[Book](#) | further reading

Still lifting, still climbing: contemporary African American women's activism - Kimberly Springer, c1999

[Book](#) | further reading

Living for the revolution: Black feminist organizations, 1968-1980 - Kimberly Springer, 2005

[Book](#) | further reading

How we get free: black feminism and the Combahee River Collective - Keeanga-Yamahtta Taylor, 2017

[Book](#) | further reading

The melanin millennium: skin color as 21st century international discourse - Ronald E. Hall, ©2013

[Book](#) | further reading

Week 8 (12 noon Group): Environmental Racism (26 items)

Week 8 (12 noon Group): Required Seminar Reading (c. 80pp) (12 items)

From the ground up: environmental racism and the rise of the environmental justice movement - Luke W. Cole, Sheila R. Foster, 2001

[Book](#) | essential | Read Chapter 1: A History of the Environmental Justice Movement

The Threat of Environmental Racism - Robert D. Bullard, 1993

[Article](#) | essential | note article continues for another 2 pages from p. 55 of journal

A New EPA Report Shows That Environmental Racism is Real - Vann R. Newkirk II, 2018-02-28

[Webpage](#) | essential

Standing Rock, Flint, and the Color of Water - Christopher F. Petrella, Ameer Loggins, 2016-11-02

[Webpage](#) | essential

Introduction: Flint and the Racialized Geography of Indifference - Graham Cassano, Terressa A. Benz, 2019-01

[Article](#) | essential

Detroit to Flint and Back Again: Solidarity Forever - Sharon Howell, Michael D. Doan, Ami Harbin, 2019-01

[Article](#) | essential

Opinion | I Helped Expose the Lead Crisis in Flint. Here's What Other Cities Should Do. - Mona Hanna-Attisha, 2019-08-27

[Webpage](#) | essential

Op-Ed: Flint's toxic water crisis was 50 years in the making - Andrew R. Highsmith, 2016-01-29

[Webpage](#) | essential

Fighting for Our Lives: #NoDAPL in Historical Context - Nick Estes, 2016-09-18

[Webpage](#) | essential

Why the Native American pipeline resistance in North Dakota is about climate justice - Kyle Powys Whyte, September 16, 2016 5.28pm BST

[Article](#) | essential

Taking a Stand at Standing Rock - David Archambault II, 2016

[Webpage](#) | essential | The 2nd link is to the library catalogue. Article available through Nexis database. Please ensure you are logged in with your Warwick details and search with the article's title.

Historical Perspectives on Tribal Sovereignty and the Environment - Jacob Jurss,
2017-07-24

[Webpage](#) | essential

Further Reading (14 items)

Polluted promises: environmental racism and the search for justice in a southern town -
Melissa Checker, c2005

[Book](#) | further reading

Standing rock: greed, oil and the Lakota's struggle for justice - Bikem Ekberzade, 2018

[Book](#) | further reading

Is racism an environmental threat? - Ghassan Hage, 2017

[Book](#) | further reading

**Our history is the future: Standing Rock versus the Dakota Access Pipeline, and the long
tradition of indigenous resistance** - Nick Estes, 2019

[Book](#) | further reading

Native Americans and the environment: perspectives on the ecological Indian - Michael
Eugene Harkin, David Rich Lewis, c2007

[Book](#) | further reading

The ecological Indian: myth and history - Shepard Krech, 1999

[Book](#) | further reading

Intersections of Indigenous and Environmental History in Canada - Lianne C. Leddy,
2017/03/04

[Article](#) | further reading

Coming Full Circle: Indigenous Knowledge, Environment, and Our Future - Deborah
McGregor, 2004

[Article](#) | further reading

**Beyond "The Ecological Indian" and "Virgin Soil Epidemics": New Perspectives on Native
Americans and the Environment** - James D. Rice, 2014-09

[Article](#) | further reading

From Standing Rock to Waller County: Repression, Resistance, And Environmental Justice -
Phillip Luke Sinitiere, 2016-12-18

[Webpage](#) | further reading

**Beyond the "Ecological Indian": Environmental Politics and Traditional Ecological
Knowledge in Modern North America** - Gregory D. Smithers, 2015-01

[Article](#) | further reading

Toxic communities: environmental racism, industrial pollution, and residential mobility -
Dorceta E. Taylor, 2014

[Book](#) | further reading

Seeing the People for the Trees: The Promise and Pitfalls of Indian Environmental History -
Louis S. Warren, 1996

[Article](#) | further reading

Environmental Justice: Concepts, Evidence and Politics - Gordon Walker, 2011

[Book](#) | further reading

Week 8 (3pm Group): Racism, Medicine and Healthcare (22 items)

Week 8 (3pm Group): Required Seminar Reading (c. 63pp + podcast) (10 items)

Medical Bondage: Race - Deirdre Cooper Owens, 2018

[Book](#) | essential | Read Chapter 3 CONTESTED RELATIONS: Slavery, Sex, and Medicine
(Content warning: sexual violence)

Black Maternal and Infant Health: Historical Legacies of Slavery - Deirdre Cooper Owens,
Sharla Fett

[Article](#) | essential

More Than a Statue: Rethinking J. Marion Sims' Legacy - Dr. Deidre Cooper Owens,
2017-08-24

[Webpage](#) | essential

**Final Report of the Tuskegee Syphilis Study Legacy Committee - Bad Blood: The Tuskegee
Syphilis Study -** 1996-05

[Webpage](#) | essential

Tuskegee Study - Presidential Apology - 1997-05-16

[Webpage](#) | essential

Examining Tuskegee: the infamous syphilis study and its legacy - Susan Reverby, c2009

[Book](#) | essential | Read Chapter 10: Bioethics, History and the Study as Gospel

The disturbing reason some African American patients may be undertreated for pain -
Sandhya Somashekhar, 2016-04-04

[Webpage](#) | essential

A Physician Asks: Is Being Black Bad For Your Health? : Code Switch - 2015-09-09

[Audio document](#) | essential

Race, Homosexuality, and the AIDS Epidemic - Dan Royles, 2017-07-06

[Article](#) | essential

The Black Freedom Struggle, Healthcare Activism, and the Affordable Care Act - Ashley
Farmer, 2017-03-05

[Webpage](#) | essential

Further Reading (12 items)

The boundaries of blackness: AIDS and the breakdown of Black politics - Cathy J. Cohen, c1999

[Book](#) | further reading

Working cures: healing, health, and power on southern slave plantations - Sharla M. Fett, c2002

[Book](#) | further reading

The Tuskegee Syphilis Study: the real story and beyond - Fred D. Gray, c1998

[Book](#) | further reading

Black and blue: the origins and consequences of medical racism - John M. Hoberman, c2012

[Book](#) | further reading

North Carolina & the problem of AIDS: advocacy, politics, & race in the South - Stephen Inrig, c2011

[Book](#) | further reading

Bad blood: the Tuskegee syphilis experiment - James H. Jones, Tuskegee Institute, c1993

[Book](#) | further reading

Not straight, not white: black gay men from the march on Washington to the AIDS crisis - Kevin J. Mumford, 2016, ©2016

[Book](#) | further reading

Body and soul: the Black Panther Party and the fight against medical discrimination - Alondra Nelson, 2011], ©2011

[Book](#) | further reading

Tuskegee's truths: rethinking the Tuskegee syphilis study - Susan M. Reverby, c2000

[Book](#) | further reading

Race and medicine in nineteenth-and early-twentieth-century America - Todd Lee Savitt, 2007

[Book](#) | further reading

Unequal treatment: confronting racial and ethnic disparities in health care - Brian D. Smedley, Adrienne Y. Stith, Alan R. Nelson, Institute of Medicine (U.S.). Committee on Understanding and Eliminating Racial and Ethnic Disparities in Health Care, c2003

[Book](#) | further reading

Deluxe Jim Crow: civil rights and American health policy, 1935-1954 - Karen Kruse Thomas, 2011

[Book](#) | further reading

Week 9 (both groups): Cultural Appropriation (23 items)

Week 9 (both groups): Required Seminar Reading (c. 58pp + video + exercise) (8 items)

Playing Indian - Philip Joseph Deloria, c1998

[Book](#) | essential | Please read the chapter 'Introduction'.

For All Those Who Were Indian in a Former Life - Andy Smith (Cherokee), 1991

[Webpage](#) | essential

What's Wrong with Cultural Appropriation? These 9 Answers Reveal Its Harm - Maisha Z. Johnson, 2015-06-14

[Webpage](#) | essential

Love and Theft: The Racial Unconscious of Blackface Minstrelsy - Eric Lott, 1992-07

[Article](#) | essential

Amandla Stenberg: Don't Cash Crop On My Cornrows - YouTube - 2015-04-15

[Audio-visual document](#) | essential

Black America, Please Stop Appropriating African Clothing and Tribal Marks - Zipporah Gene

[Webpage](#) | essential

Between Diasporic Consciousness and Cultural Appropriation - Janell Hobson, 2015-10-03

[Webpage](#) | essential

Claiming What's Ours - Tia Oso

[Webpage](#) | essential

Further Reading (15 items)

Inside the minstrel mask: readings in nineteenth-century blackface minstrelsy - Annemarie Bean, James V. Hatch, Brooks McNamara, c1996

[Book](#) | further reading

The white man's Indian: images of the American Indian, from Columbus to the present -

Robert F. Berkhofer, 1979

[Book](#) | further reading

Demons of disorder: early blackface minstrels and their world - Dale Cockrell, 1997

[Book](#) | further reading

Playing Indian - Philip Joseph Deloria, c1998

[Book](#) | further reading

Going Native: Indians in the American Cultural Imagination - Shari M. Huhndorf, 2015

[Book](#) | further reading

Why white kids love hip-hop: wankstas, wiggers, wannabes, and the new reality of race in America - Bakari Kitwana, c2005

[Book](#) | further reading

Soul thieves: the appropriation and misrepresentation of African American popular culture
- Baruti N. Kopano, Tamara Lizette Brown, 2014

[Book](#) | further reading

Behind the burnt cork mask: early blackface minstrelsy and Antebellum American popular culture
- William J. Mahar, c1999

[Book](#) | further reading

The Black Commodity - Summer Okoye

[Article](#) | further reading

Owning Red: A Theory of Indian (Cultural) Appropriation - Angela R. Riley, Kristen A. Carpenter, 2016

[Article](#) | further reading

The wages of whiteness: race and the making of the American working class - David R. Roediger, 2007

[Book](#) | further reading

The Indians America Loves to Love and Read: American Indian Identity and Cultural Appropriation - Kathryn W. Shanley, 1997-23

[Article](#) | further reading

The creolization of American culture: William Sidney Mount and the roots of blackface minstrelsy - Christopher J. Smith, 2013

[Book](#) | further reading

Cultural appropriation and the arts - James O. Young, 2010

[Book](#) | further reading

Borrowed power: essays on cultural appropriation - Bruce H. Ziff, Pratima V. Rao, c1997

[Book](#) | further reading

Week 10 (both groups): Immigration (15 items)

Week 10 (both groups): Required Seminar Reading (c. 32pp + podcast + exercise) (4 items)

Slavery and America's Legacy of Family Separation - Vanessa Holden, 2018-07-25

[Webpage](#) | essential

Impossible subjects: illegal aliens and the making of modern America - Mae M. Ngai, c2004

[Book](#) | essential

Immigration Nation - 2018-06-27

[Audio document](#) | essential

Racial Population Projections and Reactions to Alternative News Accounts of Growing Diversity - Dowell Myers, Morris Levy, 2018-05

[Article](#) | [essential](#)

Further Reading (11 items)

Imaginary lines: border enforcement and the origins of undocumented immigration, 1882-1930 - Patrick W. Ettinger, 2009

[Book](#) | [further reading](#)

The qualities of a citizen: women, immigration, and citizenship, 1870-1965 - Martha Mabie Gardner, ©2005

[Book](#) | [further reading](#)

American immigration: a very short introduction - David A. Gerber, 2011

[Book](#) | [further reading](#)

Model immigrants and undesirable aliens: the cost of immigration reform in the 1990s - Christina Gerken, 2013

[Book](#) | [further reading](#)

Migra!: a history of the U.S. Border Patrol - Kelly Lytle Hernandez, 2010

[Book](#) | [further reading](#)

Whiteness of a different color: European immigrants and the alchemy of race - Matthew Frye Jacobson, 1998

[Book](#) | [further reading](#)

Beyond la frontera: the history of Mexico-U.S. migration - Mark Overmyer-Velázquez, c2011

[Book](#) | [further reading](#)

Race, immigration, and social control: immigrants' views on the police - Ivan Y. Sun, Yuning Wu, 2018

[Book](#) | [further reading](#)

Immigration detention: law, history, politics - Daniel Wilsher, 2012

[Book](#) | [further reading](#)

Racial reconstruction: black inclusion, Chinese exclusion, and the fictions of citizenship - Edlie L. Wong, 2015

[Book](#) | [further reading](#)

Alien nation: Chinese migration in the Americas from the coolie era through World War II - Elliott Young, 2014

[Book](#) | [further reading](#)

HI2B1: America in Black and White? Contemporary US Race Relations in Historical Context

[Dashboard](#) / [My Moodle](#) / [HI2B1 \(19/20\)](#) / [Assessment](#) / [Podcast Group Project Instructions](#)

Podcast Group Project Instructions

Your group are designing a new podcast series that seeks to place contemporary US race relations in historical context. As historians, your goal is to use this podcast to engage with the historical (and historiographical) issues arising from contemporary events.

As a group:

1. **Record a short pilot episode** (7-10 minutes, mp3 format) of your podcast.

- This should both introduce your podcast, and include a representative element that demonstrates your podcast style (e.g. an interview, discussion, or review).

2. **Create a draft website** (pdf or word document format, maximum of 2 A4 pages) that contains:

- A well presented page with the title of your podcast and relevant images, designed to entice your audience. (for the purposes of this assignment, you do not need to be concerned with copyright for any images you use).
- The page should include a short "about" section that describes who you are and what the theme and purpose of the podcast are (max. 300 words).
- The page should include a list of 5 upcoming episodes, including titles and short synopses of what those episodes will contain (50-100 words each)

3. **Write an academic rationale** for your podcast (max. 2000 words).

- In an essay, explain why you have chosen your theme and programme, in line with your understanding of the role of historians in engaging with the present.
- The rationale should include full references and bibliography.

Individually:

- **Complete the Structured Reflection** (max. 1500 words, available on Moodle)

All of these components should be submitted to Tabula. All students should submit their own structured reflections, but only one copy of the podcast, website, and academic rationale needs to be submitted per group.

Things to Consider:

- Choose a name for your podcast. This should encapsulate the overall theme of the podcast.
- Think about your podcast theme. Is it "all" of the history of US race relations? Or do you want to focus on a particular group, time period, or theme? What will make your podcast different from the others out there (see below for some examples)?
- Think about your aims for the podcast. Who are your audience? What do you want to them to learn from listening? How will you best present your ideas and information?
- Create a programme of proposed podcast topics. What will your episodes include? How long will they be? Interviews, book reviews, general discussion? Will you concentrate on specific events or on broader themes? Will you have a standard format or hook at the beginning or the end e.g. Whiskey Rebellion has "last drops", the Slate Political Gabfest has "cocktail chatter" etc., where the hosts all bring something of interest to explain or discuss. Or do you have other ideas?
- Remember that you have no budget for this podcast, so keep your proposed activities realistic.
- Podcasts are quite personal, so think about yourselves, and your expertise. Why are you the people to listen to on this topic?
- **Reflect on why you have chosen your theme and programme, in line with your understanding of how historians can engage with the present.**

Examples

Successful similar podcasts that you might want to draw inspiration from include:

- About Race with Reni Eddo-Lodge <https://www.aboutracepodcast.com/>
- American History Too! <https://americanhistorytoo.podbean.com/>
- Backstory <https://www.backstoryradio.org/>
- Code Switch <https://www.npr.org/sections/codeswitch/484785516/the-code-switch-podcast>
- Scene on Radio <http://www.sceneonradio.org/>
- The Whiskey Rebellion <https://whiskeyrebellion.podbean.com/>

Teamwork

A large part of this project is the development of your teamworking skills. This means all students doing their fair share of the work, of course, but does

A large part of this project is the development of your teamworking skills. This means all students doing their fair share of the work, of course, but does not mean that every aspect must be shared exactly equally; rather, you should make use of your team's strengths and divide workload accordingly. For example, if you were writing a group essay, and you all researched and wrote a paragraph, and stuck them together, it would likely be a very weak essay

because you would all write differently and possibly make contradictory arguments! The different aspects to this project require a range of skills, so work out who will do what based on your preferences and abilities. There will be an opportunity as part of the submission to explain what your individual contributions were.

Guidance and Support

You are expected to meet regularly with the rest of your team to discuss and develop the project.

You will also receive guidance and support from Lydia.

- You should arrange two formal 1/2 hour group meetings with Lydia (in week 4 or 5 and in week 7) in order to discuss your progress.
- You are also encouraged to meet with Lydia by appointment (either individually or in your groups) to discuss the development of your project, and/or to email with queries.

Guidance on the technical aspects of podcast making is available on Moodle.

Marking Criteria

Detailed marking criteria is available on Moodle.

Last modified: Monday, 21 October 2019, 10:27 AM

[← Seminar Contribution Instructions](#)

Jump to...

[Project Groups ►](#)

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Marking Criteria for H12B1 Podcast Group Project

What is being assessed:

- **Communication:** clarity of expression; persuasiveness and engagement; use of images, design and sound (where applicable) to enhance communication; understanding of audience.
- **Knowledge, understanding and analysis:** understanding of the strengths and limitations of the podcast format for historians seeking to engage with the present; clarity and strength of argument; engagement with contemporary and historiographical debates; ability to engage with contemporary issues in historical and historiographical context.
- **Reflection:** understanding of role in the group; ability to critically evaluate contribution of self and others; understanding of skills and knowledge gained, and lessons learned; respectfulness and inclusivity.

Group vs individual marks:

There will be one mark awarded for the project overall (i.e. separate marks will not be assigned for each component).

The structured reflections will be taken into account in the final marks as follows:

- if it is clear from the student comments on contribution that certain students contributed significantly more than others, or if a student's reflections are of a significantly higher standard than the project, these students will be given at least one additional scale point.
- if it is clear from the student comments on contribution that certain students contributed significantly less (but did still contribute), or if a student's reflections are of a significantly lower standard than the project, these students will be deducted at least one scale point.
- if it is clear from the student comments on contribution that a group member leaving the group had a negative effect on their assignment, the rest of the group will be given at least one additional scale point.
- if it is clear from the student comments on contribution that one member did not participate at all in the assignment, that student may receive zero for the assignment.
- If there are discrepancies between the group as to who contributed what, the group may be called for an interview before marks are released.

HI2B1: America in Black and White? Contemporary US Race Relations in Historical Context

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Blog Posts Instructions

All students are required to submit a set of 2, 3 or 4 **blog** posts totalling a maximum of 2000 words (excluding footnotes).

Each post should be between 500 and 1000 words. Therefore you can write two posts of 1000 words each, three of e.g. 1000, 500 and 500, or 700, 700 and 600), or four posts of 500 words.

Content

For each post, you should **choose an event or incident that has taken place since 2016, and place the event or incident you choose in historical context**. Do not just explain what happened, but explain why it is important in a longer history of that topic. In shorter blog posts, it is best to analyse one significant aspect of the event, rather than multiple elements.

Consider your chosen event carefully: make sure you choose something specific enough to explore fully in the word limit. Also ensure that you include links or references to historical analysis and scholarship where appropriate.

Style

Blog posts are not academic essays. While of course they should still be written properly, with full sentences and correct grammar, remember that you are writing for a public audience. Therefore keep your language simple and avoid historical jargon.

You should also keep your paragraphs short and snappy, and include images (or video) to break up the text.

You should still reference your sources, but you can embed relevant links in the text itself if you are using websites (use full footnotes for other sources). You do not need a bibliography.

Examples

Look at [this post on Police Dogs and Anti-Black Violence](#), by Tyler Parry on the Black Perspectives Blog, as an excellent example of what you should be aiming to do. Note how Parry starts with a contemporary incident, and then traces the practice of the use of dogs in oppressing African Americans through history. He concludes by returning to the present and making a broader point about the role of animals in American history. He uses images and short paragraphs to break up the text, and also embeds links and uses footnotes for references that aren't online.

A sample blog post from a previous student is available on Moodle. NB previous students submitted on Moodle, so the formatting may be slightly different.

Submission

You should submit your blog posts as separate word documents or pdfs via Tabula.

Guidance and Support

You are encouraged to meet with Lydia by appointment or in office hours to discuss your blog posts, and/or to email with queries.

Practice Blog

All students may submit ONE blog for feedback. The word limit for the practice blog is 500 words.

The deadline for the practice blog submission (on Tabula) is Wednesday of Week 7 at 12 noon.

You will receive comments and an indicative mark in order to ensure you are on the right lines for your final submission.

Note that you are not able to submit a blog post for your final submission on the same topic as a practice blog.

Marking Criteria

Detailed marking criteria for the blog posts is available on Moodle.