BLACK LIVES GLOBALLY  
Professor Jacqueline Brown  
(Sample Syllabus)

Like the Civil Rights and Black Power movements before it, the Movement for Black Lives (formerly known as Black Lives Matter) began as a national struggle for human dignity and racial equality. And like those earlier movements, Black Lives Matter resonated with people of African descent worldwide. Black Lives Globally examines Black identity and political culture in a variety of national contexts, emphasizing the ways that Blackness, as variously understood and expressed in different societies, has been effectively mobilized in movements for social justice--also variously conceived.

Learning Outcomes:
1. Students will be able to identify the processes involved in identity formation.
2. Students will be able to identify and analyze the motivations behind social movements.
3. Students will be able to identify the relationship between identity and political action.
4. Students will be able to account for racial inequality within a variety of societies.

COURSE REQUIREMENTS:

The course requirements are as follows:
* three five-page papers               (30% each)
* class participation                 (10%)

ABOUT PLAGIARISM: The College’s policy on academic integrity is as follows: “Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.”

STATEMENT on AccessABILITY: “In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of AccessABILITY, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call: (212) 772-4857 or (212) 650-3230.”

STATEMENT ON SEXUAL MISCONDUCT
1. “In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

   a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College’s Public Safety Office (212-772-4444).
b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct Link: http://www.cuny.edu/about/administration/offices/la/Policy-on-Sexual-Misconduct-12-1-14-with-links.pdf

**Required Texts**


**CLASS SCHEDULE**

**WEEK ONE**

Racism and Anthropology: Overview
* “Interrogating Racisms,” Leith Mullings.

Theorizing Black Identity

**WEEK TWO**

Social Justice Movements across the African Diaspora: Overviews and Histories

*Chapter Two: “From Civil Rights to Colorblind,” Keeanga-Yamahtta Taylor op.cit.

**WEEK THREE**


**Essay #1**
Write an essay in which you compare or contrast Hall and Cohen’s perspectives on Black identity and its political uses. Apply your analysis to one of the other readings, in order to show how identity relates to political action.

**WEEK FOUR**

Learning from South Africa: Apartheid and PostApartheid

WEEK FIVE

WEEK SIX
Becoming Black in Europe: Britain and France, compared.

WEEK SEVEN


WEEK EIGHT


Essay #2
Write an essay in which you compare the ways Black identity relates to national identity in two of the three societies above (South Africa, Britain, France). How does Black identity reflect the particularities of racial inequality in each society? How might Mullings’ analysis of “new social movements” inform an understanding of the connection between identity and political action?

WEEK NINE
**Becoming Black in Latin America: Land Rights in Brazil and Colombia**

*Becoming Black Political Subjects: Movements and Ethno-Racial Rights in Colombia and Brazil*

*Becoming Black Political Subjects, cont’d.

**WEEK TEN**

*Becoming Black Political Subjects, cont’d.

*Becoming Black Political Subjects, cont’d.

**WEEK ELEVEN**

*Being Black, Becoming Queer: Caribbean Case Studies.*
*“Black/Queer/Diaspora at the Current Conjuncture,” Jafari Sinclair Allen. GLQ V.18, n. 2-3 (2012).*


**WEEK TWELVE**


**Reparations**

* The Social Life of DNA, Alondra Nelson.

**WEEK THIRTEEN**

* The Social Life of DNA, cont’d.

* The Social Life of DNA, cont’d.

**WEEK FOURTEEN**


*The Pursuit of Happiness, cont’d.

**WEEK FIFTEEN**

*Happiness*

* The Pursuit of Happiness, cont’d.

* Conclusion/Wrap-up.

**Essay 3:**

For the last six weeks, the course material has shown Blacks expressing very kinds of claims and desires, from land rights to happiness. Write an essay in which you compare or contrast the methods involved in the pursuit of these various desires. Despite the distinct nature of these claims, might we identify similar desires, based on racial experience, at root in them? Or are the desires fundamentally distinct?