POSC 275: Black Radical Political Thought, 1919-1969 (49352)
Spring 2019
Tuesday/Thursday 1:15-3:00pm
Willis 203

Course Instructor: Dr. Charisse Burden-Stelly
Africana Studies and Political Science
Cburden@carleton.edu
(507) 222-5247

Office Hours: Leighton 223
Monday 12:30-2:30pm
Tuesday 3:15-5:15pm
By appointment via Skype (that_aka_ai)
**Course Description**
This course examines the history of Black radical political thought in the United States between 1919 and 1969. It explores internationalist and diasporic linkages that shaped, and were shaped by, Black American forms of activism, protest, and intellectual engagement. In the context of this course, “Black Radicalism” refers to militant politics and thought that fundamentally challenge, nationally and globally, economic exploitation, structural and material dispossession, social inequality, political marginalization, and private and state-sanctioned antiblackness. The political ideologies and practices we will consider include: revolutionary Black nationalism, pan-Africanism, Black internationalism, socialism and communism, and Black gender insurgencies. The course will pay special attention to the sociohistorical and political economic contexts that give rise to different Black radical formations.

**Course Goals**
This course is designed to help students achieve the following learning objectives:

- Identify the themes, issues, and questions that constituted Black radical political thought between 1919 and 1969
- Recover Black leftist and radical thinkers and modes of thought that have been erased, marginalized, or distorted by anticommunism, antiradicalism, and intellectual McCarthyism
- Understand the relationship between radical ethics, epistemology, and politics
- Discern how larger social movements, including the New Negro Movement, World Communism, Third Worldism, and Black Power, influenced and were influenced by Black radical theory and praxis
- Describe the origins, development, and contradictions of Black radical political thought
- Encourage students to think deeply, critically, analytically, and historically

**Course Expectations**
This is a writing-rich, discussion-based course. Students are expected to come to class conversant in the material, to contribute regularly, and to engage in critical intellectual inquiry. All students must come prepared to each class with readings, notes, and questions. Readings should be completed for the date under which they are listed.

It is the professor’s right and responsibility to ensure a learning environment free of disruption, distraction, and disrespect. Students can expect the professor to arrive to each meeting prepared and on time; to follow the syllabus unless otherwise alerted about changes; to evaluate and return work in a through and timely manner; to be during scheduled office hours; to communicate clearly about expectations; and to administer the course fairly and judiciously.

Students may use laptops or tablets for note taking in class. However, they should be mindful that using social media, surfing the internet, or engaging in activities unrelated to the course during class time will negatively impact their participation grade.

**Required Readings**
- Tinson, Christopher M. *Radical Intellect*. ISBN 9781469634555. (Online)

*All other assigned readings will be available on Moodle*
Course Requirements and Grading Policy

Political Biography 60%
- Paper Proposal- 5%
- Annotated Bibliography- 20%
- Rough Draft Report- 15%
- Final Draft- 20%

Reading Presentation 20%
- Written Summary- 10%
- Reading Summary + Teaching Activity- 10%

Participation 20%
- Group Activities
- Discussion Contribution
- Individual Responses

Final grades will be based on cumulative points. A maximum of 1000 points can be earned. The following conversion from number to letter grade will be used:

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<tr>
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<td>D</td>
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<tr>
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<td>D</td>
<td>64-67.9</td>
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<td>F</td>
<td>below 60</td>
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Written Assignments

All assignments should be uploaded to Moodle on the Friday due date by 11:59pm. Please have a backup technology plan in place; no extensions will be granted based on computer or internet malfunctions.

Assignments must be appropriately formatted (12-point Times New Roman font, 1-inch margins, double spaced, left justified, page numbers), and include a cover page that includes the student’s name, the date, and the title of assignment. Assignments must follow Chicago Manual of Style endnote format. A guide can be found at: https://gouldguides.carleton.edu/citation/Chicago.

The Writing Center, located in 420 4th Libe, has peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours and more information can be found on the writing center website. You can reserve specific times for conferences by using the online appointment system. Walk-ins are welcome, though writers with appointments have priority.

The reference librarian for this course is Claudia Peterson (cpeterson3@carleton.edu). Students are encouraged to ask a librarian for help with their research in this class. They can drop by the library’s Research/IT desk to ask any question, at any point in the process, or chat with a librarian online 24/7. Librarians help students find and evaluate articles, books, websites, statistics, data, government documents, and more. For more information on hours and librarians, visit the Gould Library website at go.carleton.edu/library.

Skype Lectures

Throughout the term, scholars will be Skyping into the course to give brief lectures (typically 30-45 minutes) followed by a question and answer period. These Skype sessions will give students an opportunity to connect with
professors whose work we will be reading and who are experts on the areas we will be covering. Students are expected to be engaged, attentive, and to come prepared with questions.

**Academic Dishonesty**
Students are required to do their own work for individual assignments and to make an equal contribution when working in groups. The professor expects that anything submitted is entirely original and a reflection of the student's own efforts. Plagiarism, cheating, bribes, and other forms of academic dishonesty will earn a failing grade. Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source. Examples include: the wholesale copying of passages from works of others and passing it off as your own, and the use of the views, opinions, insights, analysis, or research of another without proper citation. Additionally, Carleton's student disciplinary policy will be strictly followed in dealing with incidents of academic dishonesty.

**S/Cr/NC (Scrunch) Policy**
If students choose to “scrunch” this course, they must complete all major assignments and cannot miss more than three course meetings in order to receive a “Satisfactory” or “Credit” grade. The form must be signed by me and submitted by 5:00pm on Friday April 19, 2019.

**Late Policy**
Students will have three (3) “late days” that can be used throughout the term for any writing assignment, excluding the final paper. Once those days are exhausted, no late work will be accepted, no exceptions.

**Disabilities**
Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services Office (Burton Hall 03) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, sensory, or physical), please contact Chris Dallager, Director of Disability Services, by calling 507-222-5250 or sending an email to cdallager@carleton.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

**This Syllabus**
This syllabus is a “live” document. While students may rely upon it for readings and assignments, they should also be aware that unforeseen contingencies might require that we alter the syllabus from time to time. Students are therefore encouraged to attend class regularly and check Moodle for any updates or changes.

**Course Schedule**

**Week 1- Introduction**
April 2-4
- Muhammad Ahmad, “Context for Change,” pp. 1-38
- *Black Revolutionary*, “Introduction,” pp. 1-14
  - Reading presentation date due Friday April 5, 2019 (11:59pm via email)

**Week 2- Red and Black**
April 9-11, 2019
- *Red International and Black Caribbean*, “Part II: Two Steps Forward,” pp. 105-142
  - Paper topic due Friday April 12, 2019 (11:59pm via email)
Week 3- Interwar Black Internationalism
April 16-18, 2019
*Dr. Margaret Stevens Guest Lecture, April 18

- *Red International and Black Caribbean,* “Part II: Two Steps Forward,” pp. 143-176
- *Red International and Black Caribbean,* “Part III: Race, Nation, and the Uneven Development of the Popular Front,” pp. 177-274

- Paper proposal due Friday April 19, 2019 (11:59pm)

Week 4- Popular Fronts: 1930s and Beyond
April 23-25, 2019
* Reference Librarian + Writing Center Presentation, April 25

- *Radicalism at the Crossroads,* “Forging a Community of Black Intellectuals and Activists,” pp. 15-45
- *The Anticolonial Front,* “Popular Front, Anticolonial Front,” pp. 15-36
- *Black Revolutionary,* pp. 15-66

Week 5- Black Radicalism, World War II, and Anticolonial Insurgency
April 30-May 2, 2019
* Work Day, May 2

- *Black Revolutionary,* pp. 67-124

Week 6- The Cold War, Civil Rights, and Anti-Imperialism
May 7-9, 2019
* Dr. John Munro Guest Lecture, May 9

- *Radicalism at the Crossroads,* “Reframing Civil Rights Activism During the Cold War,” pp. 74-99
- *Black Revolutionary,* pp. 125-140

- Annotated Bibliography Due Friday May 10, 2019 (11:59pm)

Week 7- The “Bandung Spirit,” Third Worldism, and Tricontinentalism
May 14-16, 2019
* Work Day, May 16

- Anne Garland Mahler, “Beyond the Color Curtain: From the Black Atlantic to the Tricontinental,” pp. 19-67
- Sarah Seidman, “Tricontinental Routes of Solidarity: Stokely Carmichael in Cuba,” pp. 1-25

Week 8- Labor, Radicalism, and Repression
May 21-23, 2019

- *Radicalism at the Crossroads,* “Race and Gender at Work,” pp. 100-129
- *Black Revolutionary,* pp. 141-172

- Rough Draft Report Due Friday May 24, 2019 (11:59pm)
Week 9 - Pan-Africanism, Black Power, and Revolt
May 28-30, 2019

- *Black Revolutionary*, pp. 173-218

Week 10 - Toward Black Revolution
June 4, 2019

- *The Anticolonial Front*, “Toward the Sixties” pp. 280-310
- *Radical Intellect*, “Radical Commitments,” pp. 74-119
- *Radical Intellect*, “Rebellion or Revolution,” pp. 120-184

- Final Paper Due Friday June 7, 2019 (11:59pm)