

**THE BLACK PANTHER PARTY  
GENDER, RACE AND HISTORY  
HIST 3390 (16509), AFST 3390 (17914), WS 3390 (18622)**

**Instructor:** Selfa A. Chew-Melendez PhD.  
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**Session:** Fall 2016  
**Classroom and time:** **T & TH 1:30 – 2:50 PM LART 210**  
**Office Hours:** MWF 8:00 AM – 9:00 AM  
**Office:** LART 333  
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**SYLLABUS**

This course examines the context, history and legacy of the Black Panther Party (1966- 1982). Founded as the Black Panther Party for Self-Defense (BPP) in October 1966 by Huey P. Newton and Bobby Seale, it became one of the most notorious organizations of the 20<sup>th</sup> century. The BPP inspired and supported other social justice groups, obtaining wide international support to the struggle for civil rights and against state-sponsored violence. Lectures, films, and discussions will highlight the BPP's attempts to create racial justice, and to maintain its connections with other labor and civil rights organizations in the United States and abroad. Materials should encourage a critical analysis of internal tensions, including gendered roles and perspectives, their influence on other efforts for social justice, as well as the state projects to criminalize and control BPP activists. The course not only provides a historical perspective for persistent class and racial inequality but it leads to discussions on contemporary racial justice issues.

Course requirements are:

Journal	55%
Participation	15%
In class assignments	10%
Final Paper	10%
Quizzes	5%
Reflective essay	5%

Required Textbooks

\*Newton, Huey. *Revolutionary Suicide*. Penguin Classics, 2009.

\*Murch, Donna J. *Living for the City: Migration, Education, and the Rise of the Black Panther Party in Oakland, California*, The University of North Carolina Press, 2010. Printed or e-book.

\*Shakur, Assata. *Assata, an Autobiography*. Lawrence Hills Books, 2001.

\*Davis, Angela. *Women, Race and Class*. Vintage, 1983

**Students may acquire their books through our UTEP bookstore in printed or electronic formats. They are encouraged to search our UTEP virtual library to verify availability. Questia.com is a subscription service that may also offer some of the textbooks assigned.**

Objectives are:

- To **examine the** Black Panther Party from a gender, race, and class perspective.
- To **critically** analyze the social, cultural, and political history of the African American communities.
- To establish connections between the past of the African American communities and their present.
- To read texts and original documents in order to use them as sources for clear, accurate, and informed discussion (in class and in your written reports).
- To learn in a cooperative environment the *relationship* and *significance* of historical persons, events, ideas, and concepts.

**At the end of this course I would like my students to be able to:**

- Think critically about the social, cultural, and political development of the African American communities.
- Become familiar with the intellectual work of African American scholars and activists.
- Understand that “race” is a social construction.
- Determine collective and individual responsibilities in the democratization of our social environments.
- Develop strategies to improve independent study skills in preparation for a graduate program.
- Become familiar with social science terminology.

Students are responsible for all information provided in their textbook and documentaries. Students would be well advised to read several topics in advance of lectures and discussions. The reading assignments are by no means exhaustive; they will, however, provide clues to more detailed treatments of the great majority of issues and questions to be raised in this course.

Note that films and sections of videos will be used to heighten our appreciation of theories and their contexts. As new material is emerging, our list of this type of resources may change, but you are encouraged to still review them at home to enhance your analysis of our topics.

**Late work policy:**

- **This is not a self-paced course. Assignments must be posted through Blackboard on or before the assigned time. Late submissions will have a deduction of 10% per day. Total points do not reflect your grade. Each type of assignment carries a different weight.**

***Students' responsibilities***

Your instructor will provide structure, content, guidance, and assessment. Most learning, however, will occur through students' active participation in their own acquisition of knowledge.

- Students will submit journal entries and complete assessments as scheduled.
- Students will participate in daily class discussion forums.

- Students will complete all procedures required to drop the course when failing this course if they desire to obtain a “W.”
- Students will be responsible for obtaining a syllabus, access to Blackboard, acquiring the reading material and following the course schedule.
- Students will reach their professor when in doubt before datelines.
- Students will be active in their own learning process.
- Students are expected to show respect for the instructor and one another regardless of opinion, cultural values and other group differences. When students show disrespect, use demeaning adjectives, make malicious comments, and “ad hominem” arguments (made personally against an opponent, or a community, instead of against the opponent’s argument), points will be deducted from the assignment. If behavior is repeated, students may be dropped from the course.
- Students will not hold other students directly responsible for historical processes or instances of social injustice. They will avoid generalizations and accusations that are not conducive to our acquisition of knowledge.  
Avoid addressing other students as “You” or “Your people” when discussing social processes. Instead, refer to a specific type of persons or communities, in a specific period of time and region. Asking questions in a respectful tone, instead of making an aggressive statement, helps us share information and views that will contribute to our growth as intellectuals.
- Students must notify instructor of behavior they consider disrespectful immediately, meeting with instructor to address corrective measures.
- Students will allow other students to participate, being conscious of the time and number of interventions to provide space in our conversation for every member of the class.
- Students will discuss terminology and concepts that have been learned in other contexts but is not acceptable in academia, or in respectful social forums.
- Students will consider perspectives that are originated in disfranchised social sectors, recognizing that this course intends to provide the views and knowledge of communities largely excluded from main stream narratives.
- Students will establish connections among all readings in this class to increase their ability to examine diverse African American experiences and their historical context.
- Communications with your peers and your professor must follow the protocol you will read at <http://www.wikihow.com/Email-a-Professor>. Assignment points will be deducted when your messages do not follow the conventions listed in the site referenced. Assignments sent through UTEP e-mail will not be read or graded without a proper polite message, with salutation, the reason for sending the assignment through e-mail. Except for the final paper, all homework will be submitted as in-box text, not as attachments through Blackboard.
- All students should be supportive of a cooperative learning environment in the classrooms.

### **Blackboard Journal Entries:**

Journal entries are the backbone of our course. They will be submitted as an in-box text, not as attachment. Late submissions will carry 10% deduction per day. Journal entries consist of one summary per text assigned (documentaries are considered texts). The extension required is **at least** ten sentences **per text, chapter**, or film analyzed, if that covers the main points and argument. Some students will need larger paragraphs to state the main ideas an argument. In addition to the summaries (depending on the number of texts and films assigned), students will add one paragraph with comments about the texts, establishing their relationship with other texts read in our class or in other classes, or with personal experiences.

Summaries will include the name of the author, the title of the text, and the author’s argument within the first lines. This information will be followed (in the same paragraph) by the sources used by the author to support the argument, and main points or concepts.

Summaries are the "objective part of the journal entry." Comments are the "subjective" area in which you can critique, evaluate, or express other thoughts in relation to the topic in this course. Keep in mind that, for the purposes of this class, the term "race" will not be used unless it is applied as a category of analysis. Racism is very real and structural; however, racial classifications are arbitrary, socially constructed, and are not directly related to intellectual abilities or moral systems.

Plagiarism will not be tolerated and journal entries with patchwork (pasting sentences which are directly copied from the texts) will earn zero points, whether intelligible or unclear. Cite the author, work title and page in a footnote. Journal entries must be coherent and demonstrate understanding of the text as a whole. Make sure you comprehend every term included in your texts; if it is a complex notion, explain it in your own words. Each journal entry must have footnotes and bibliography (Chicago style). Not sending your journal entries by the date line five times results automatically in an F. Review constantly your journal grades and read my comments. Replying to my notes will generate one or two extra points. If a problem in your journal persists your grade will progressively decrease. It is important, then, to correct your journals according to instructions specifically addressing your journal entries.

**Quizzes and in-class assignments are meant** to direct students to important ideas in the articles and videos provided. Your instructor will explain to you if the quiz or assignment is individual or in group.

**Course evaluation.** It is important to receive your feedback. You will receive a link in your student e-mail box to access your course evaluation. Submit it promptly as the window is very short.

**Final Paper:** Students will research and select three representations of the Black Panther in original sources (newspapers, posters, autobiographies, court records are examples of original sources). Based on the material read in class, students will provide the historical context for the original sources and the Black representations selected and will provide an analysis through the perspectives of race, gender, and class and their intersections with other relations of power. This paper will have an extension of 10 pages. Final papers must be original, using the Chicago Style citation format (footnotes and bibliography). Documents will be submitted in Microsoft Word Format through Blackboard (no other format will be accepted) as attachment. If problems arise, submit it as in-box.

The grading scale is:

A=90-100

B=80-89

C=70-79

D=60-69

F=59 or less

**Attendance:**

Regular attendance is crucial in a discussion-centered course such as this. Each student is allowed 1 absence without penalty; each subsequent absence will lower the final grade by 5%. More than FOUR absences will automatically result in a failing grade. Two times late will be equivalent to one absence. If you leave the classroom for a period longer than 10 minutes, your attendance points will also decrease. Unauthorized use of cell phones or computers will result in deductions from your attendance and participation points. You must consult your Blackboard records to make sure I have accurate attendance records. You have only 36 hours to inform me of any mistake in your attendance record. Quizzes and team work cannot be made up when you are absent.

**Office appointments:** Please, e-mail me or call me to cancel your appointment if you are not able to meet with me. If you miss an appointment participation points will be deducted from your final grade.

**Class discussions.** They are designed to encourage the class to express opinions, observations, share experiences, and ask questions. We should use this time to clarify understanding of concepts encountered in course materials.

**Accessibility resources.** A variety of services are available to students who need special accommodation to succeed and enjoy this class. Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class of any accommodations needed for this course.

**Group activities** will be arranged periodically to allow students to become acquainted with other class members and their ideas. They also provide opportunities for students to see the application of the principles introduced in course materials. The frequency and quality of the group activities largely depends on the cooperation of group members.

### Schedule:

This schedule is for your mandatory readings mainly. Our readings are not following a strict chronological order in the treatment of topics. All texts in this schedule must be included in the submission of journals. Students must read the texts before their discussion in forums. I will provide some texts and links to films through Blackboard. Check your Blackboard Calendar for specific datelines.

Journals must be submitted on the date they are assigned by midnight.

Date	Text or documentary assigned	Journal entries One-paragraph summary, plus one paragraph for comments unless special instructions are provided.
Week 1 August 23 & 25	Introduction What is race? What is gender? What is economic class?  <i>The House we Live In</i> <a href="https://www.youtube.com/watch?v=mW764dXEI8">https://www.youtube.com/watch?v=mW764dXEI8</a> <i>Hiding in Plain Sight: The Walls that Divide Us</i>	August 25, midnight  <i>The House We Live In</i> and <i>Hiding In Plain Sight</i> .  Minimum: two paragraphs, plus comments.
	<i>Fighting for Equality: Jim Crow and Apartheid</i> <a href="https://www.youtube.com/watch?v=Gyq10ZX916o">https://www.youtube.com/watch?v=Gyq10ZX916o</a>	August 27, midnight
Week 2 August 29 – September 2	<i>Malcolm X</i> (two segments) <a href="https://www.youtube.com/watch?v=hg6LxyTnY8">https://www.youtube.com/watch?v=hg6LxyTnY8</a> <a href="https://www.youtube.com/watch?v=g0N4bs1Lt_k">https://www.youtube.com/watch?v=g0N4bs1Lt_k</a>  Horne, Gerald. "'Myth' and the Making of 'Malcolm X'" <i>The American Historical Review</i> 98, no. 2 (1993): 440-50.	August 30, 10:00 AM One paragraph summarizing videos, one paragraph for the summary of "Myth..." plus comments.
	<i>The Black Power Mixtape</i> by Goran Olsson 1' 40"	September 1, 10:00 AM <i>The Black Power Mixtape</i> .

Week 3 September 5 - 9	September 5: Labor Day.  Huey Newton: <i>Revolutionary Suicide</i> , Part One and Two  In class: <i>Huey P. Newton. Prelude to the Revolution</i> <a href="http://encore.utep.edu/iii/encore/record/C_Rb3251850">http://encore.utep.edu/iii/encore/record/C_Rb3251850</a>	September 6, 10:00 AM on <i>Revolutionary Suicide</i> Part One and Two (Minimum: two paragraphs: one per part, not per chapter, plus comments).
	Much, Donna J. <i>Living for the City: Migration, Education, and the Rise of the Black Panther Party in Oakland, California</i> , The University of North Carolina Press, 2010. Part I.	September 8, 10:00 AM <i>Living for the City</i> (Minimum: one paragraph for Part I, plus comments).
Week 4 September 12 - 16	Much, Donna J. <i>Living for the City</i> . Part II	September 13, 10:00 AM <i>Living for the City</i> , Part II (Minimum: one paragraph for Part II, plus comments).
	Huey Newton: <i>Revolutionary Suicide</i> , Part Three	September 15, 10:00 AM <i>Revolutionary Suicide</i> . Part Three. (Minimum: One paragraph for Part Three, plus comments).
Week 5 September 19 - 23	Much, Donna J. <i>Living for the City</i> . Part III and Conclusion	September 20, 10:00 AM (Minimum: One paragraph for Part Three, plus comments).
	Huey Newton: <i>Revolutionary Suicide</i> , Part Four	September 22, 10:00 AM (Minimum: One paragraph for Part Three, plus comments).
Week 6 September 25 -29	Huey Newton: <i>Revolutionary Suicide</i> , Part Five and Six	September 26, 10:00 AM <i>Revolutionary Suicide Part Five and Six</i> . (Minimum: Two paragraphs for summaries of Part Five and Six, plus comments)
	Kathleen Cleaver speaking at UCLA 10/22/1971 <a href="https://www.youtube.com/watch?v=K9Q4WfbBUoI">https://www.youtube.com/watch?v=K9Q4WfbBUoI</a>	September 28, 10:00 AM (Minimum: One paragraph summary, plus comments).

Week 7 October 3-7	Williams, Jakobi. "'Don't No Woman Have to Do Nothing She Don't Want to Do": Gender, Activism, and the Illinois Black Panther Party." <i>Black Women, Gender Families</i> 6, no. 2 (2012): 29-54.	October 4, 10:00 AM
	Keeling, K. (1999). "A Homegrown Revolutionary"?: Tupac Shakur and the Legacy of the Black Panther Party. <i>The Black Scholar</i> , 29(2/3), 59-63. Retrieved from <a href="http://0-www.jstor.org.lib.utep.edu/stable/41058705">http://0-www.jstor.org.lib.utep.edu/stable/41058705</a>	October 6, 10:00 AM
Week 8 October 10 - 14	<i>On Assata Shakur</i> (Angela Davis) <a href="https://www.youtube.com/watch?v=VqdaZn3z34">https://www.youtube.com/watch?v=VqdaZn3z34</a> and Shakur, Assata. <i>Assata, an Autobiography</i> . Foreword Shakur, Assata. <i>Assata, an Autobiography</i> . and Chapters 1 – 3	October 11, 10:00 AM Video: <i>On Assata Shakur</i> and <i>Assata, an Autobiography</i>  (Minimum: 150 words paragraph with interview and chapters main points plus comments).
	<i>Assata</i> , Chapters 4 - 6	October 13, 10:00 AM <i>Assata, an Autobiography</i> , Chapters 4 – 6. (Minimum: 150 words paragraph per chapter, describing main points, plus comments).
Week 9 October 17 - 21	<i>Angola 3: Black Panthers and the Last Slave Plantation</i> <a href="http://encore.utep.edu/iii/encore/record/C__Rb3250390">http://encore.utep.edu/iii/encore/record/C__Rb3250390</a>	October 18, 10:00 AM
	"Former Black Panthers Who Have Turned to Higher Education." <i>The Journal of Blacks in Higher Education</i> , no. 21 (1998): 62-63.	October 20, 10:00 AM
Week 10 October 24 - 28	Porter, Ronald K. " A Rainbow in Black: The Gay Politics of the Black Panther Party." <i>Counterpoints</i> 367 (2012): 364-75.	October 25, 10:00 AM
	Davis, Angela. <i>Women, Race and Class</i> . Vintage, 1983 Chapters 1 and 2.	October 27, 10:00 AM
Week 11 October 31 – November 4	Davis, Angela. <i>Women, Race and Class</i> . Chapters 3 and 4.	November 1, 10:00 AM

	Maeda, D. (2005). Black Panthers, Red Guards, and Chinamen: Constructing Asian American Identity through Performing Blackness, 1969-1972. <i>American Quarterly</i> , 57(4), 1079-1103. Retrieved from <a href="http://0-www.jstor.org.lib.utep.edu/stable/40068330">http://0-www.jstor.org.lib.utep.edu/stable/40068330</a>	November 3, 10:00 AM
Week 12 November 7 - 11	Davis, Angela. <i>Women, Race and Class</i> . Chapters 5 and 6.	November 8, 10:00 AM, 10:00 AM  Two summaries (in two paragraphs, one per chapter), plus comments.
	Höhn, Maria. "The Black Panther Solidarity Committees and the Voice of the Lumpen." <i>German Studies Review</i> 31, no. 1 (2008): 133-54. <a href="http://0-www.jstor.org.lib.utep.edu/stable/27668453">http://0-www.jstor.org.lib.utep.edu/stable/27668453</a> .	November 10, 10:00 AM
Week 13 November 14 - 18	Davis, Angela. <i>Women, Race and Class</i> . Chapters 9, 10 and 11	November 15, 10:00 AM  Three summaries (in three paragraphs, one per chapter), plus comments.
	Davis, Angela. <i>Women, Race and Class</i> . Chapters 12 and 13	November 15, 10:00 AM Two summaries (in two paragraphs, one per chapter), plus comments.
Week 14 November 21 - 23	In class: <i>Free Angela and the Political Prisoners</i>  Gates, Henry Louis. "The Years of the Black Panthers at Yale University." <i>The Journal of Blacks in Higher Education</i> , no. 17 (1997): 104.	November 22, 10:00 AM "The years..." summary
	Thanksgiving Holiday 24 - 25	November 23. 10:00 AM Only comments on <i>Free Angela...</i>
Week 15 November 28 - 30	Araiza, Lauren. "In Common Struggle against a Common Oppression": The United Farm Workers and the Black Panther Party, 1968-1973." <i>The Journal of African American History</i> 94, no. 2 (2009): 200-23. <a href="http://0-www.jstor.org.lib.utep.edu/stable/25610076">http://0-www.jstor.org.lib.utep.edu/stable/25610076</a> .	November 29, 10:00 AM Araiza, "In Common Struggle" summary, one paragraph, and comments.

In class: The Young Lords, fighting the same  
struggle  
[https://www.youtube.com/watch?v=1sCK1NaIf\\_4](https://www.youtube.com/watch?v=1sCK1NaIf_4)

**Submit final paper on Final  
Exam Day. December 5.**

This syllabus is subject to changes.