

**THE BLACK PANTHER PARTY
GENDER, RACE AND HISTORY
(On-line)
HIST 3390, AFST 3390, WS 3390, ANTH 4370**

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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 20th 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. Texts, films, and discussions will highlight the BPP's attempts to promote social 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, other organizations affecting their agenda and strategies, as well as the state projects to criminalize and control BPP activists. The course not only provides a historical perspective for the persistence of racial economic inequality but it leads to discussions on contemporary social justice issues. Students will read a sample of texts to understand core concepts, view supporting materials for daily online assignments about key topics, and use related web sites for our online discussions, with specific deadlines.

This is an intensive course that requires discipline, dedication, and daily reading and writing to succeed.

Course requirements are:

Journal	65%
Forums	20%
Quizzes	10%
Chicago/Turabian quiz	5%

Required Textbooks and film:

The first three textbooks are available through our virtual library. Please, consult your librarian before the course starts if you have problems downloading or accessing them. Plan on buying them at least two weeks before our first class so you can submit your homework on time, if there are issues preventing your access to the books in our virtual library.

*Bloom, Joshua, and Waldo E. Martin. 2016. *Black Against Empire : The History and Politics of the Black Panther Party*. Oakland: University of California Press. Free access through our UTEP library

*Farmer, Ashley D. *Remaking Black Power: How Black Women Transformed an Era*. Chapel Hill: University of North Carolina Press, 2017. Free access through our UTEP library

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

The Black Power Mixtape. 1967 – 1975. Directed by Goran Olsson. Documentary available through Netflix and Amazon.com. Search internet for other venues.

Newton, Huey. *Revolutionary Suicide*. New York: Penguin Classics, 2009.

Shakur, Assata. *Assata, an Autobiography*. Chicago: Lawrence Hill Books, 2001.

Davis, Angela. *Women, Race and Class*. New York: Vintage, 1983

Students may acquire all the books required through our UTEP bookstore in printed formats. They are encouraged to search our UTEP virtual library to verify availability of e-books. Journal articles will be provided through JSTOR or EBSCO, servers in our virtual library.

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 20% 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 information and analytical skills.

- 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 are responsible for the acquisition of materials and academic writing skills, including citation procedures.
- 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 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.
- Students will inform her professor of any mistake in their grades record, within a period of 36 hours.

Blackboard Journal Entries:

Journal entries are the backbone of our course. Late submissions will carry 20% deduction per day. Journal entries consist of one summary per text assigned (documentaries are considered texts). The extension required is **at least 350 words per text**, chapter, or film analyzed, if the argument, main points and significance are covered in a coherent manner. Some students will need larger paragraphs to state the main ideas and argument. . Among the areas graded are: grammar, inclusion of the title and author's name, identification of the argument, comprehension of main concepts, internal cohesion of the text, and proper use of the Chicago/Turabian citation style.

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 may include one or three sentences copied from the original text; however, they will not count towards the minimum number of text required. 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. The minimum extension for the comments paragraph is 300 words.

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 course, 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. Journal entries maximum scores will vary, according to the degree of complexity and number of texts assigned.

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 following the Chicago/Turabian format. 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/Turabian style). Not sending your journal entries by the dateline three times results automatically in an F. Review constantly your journal grades and read my comments. Replying to my notes and making corrections may generate one or two extra points if your resubmission earns perfect score. 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. Should I notice plagiarized text in your assignment after a score has been granted, I will cancel such score and submit the text to the Dean of Students. A new grade will be awarded at the conclusion of the Dean of Students' investigation.

This is an excellent website to learn the mechanics of the Chicago/Turabian citation system:

<https://writing.wisc.edu/handbook/documentation/docchicago/notes-bibliography/>

Quizzes 10%

Quizzes are meant to direct students to important ideas in the articles and videos provided. Submitting your quizzes before writing your summaries will help you reflect on the important points developed within

the material provided for your journal. They will be available through Blackboard and have specific datelines.

Forums (20%)

Forums are sites where the entire group meets for conversations on topics related to our readings. Read the instructions and prompt for each forum discussion before posting your reflection. This original posting must indicate (through footnotes) the sources of the information that supports your perspective in footnotes following the Chicago/Turabian citation style. After posting a reflection in at least 300 words, students will reply to two peer's text (preferably they will not answer to previous replies so we can distribute the conversation) in at least 200 words. Students must submit their original text before reading their peers' assignments. Opening the forum before posting your first entry will result in the cancellation of your grade. Do not duplicate texts you submitted to fulfill your journal entry requirement.

“Good point” or “I agree” type answers will not earn points. All answers must integrate the knowledge acquired through our readings. Read the feedback I will provide so you can improve future journal entries and forum reflections. Make sure you follow our discussions protocols: they are basically a request to respect all opinions, use academic language, and keep in mind that ours is a scholarly forum, distant from Facebook, Tweeter and other media in scope and purpose. Late postings carry a 20% deduction per day, recorded at the end of the course. Failure to submit assignments five times, including your original forum postings, will result in an F.

Chicago/Turabian Style Format Assessment (5%)

It will evaluate the students' ability to use the Chicago/Turabian citation format, used to write papers in the field of History and other related areas. Such practice will help you develop a skill that can be transferred to other citation formats and academic disciplines. It is programmed to be submitted during the last week of class. There are multiple sites where you can find the guidelines, including manuals edited by professional organizations, which you may find at UTEP library. A simple guide on this citation format is here http://www.chicagomanualofstyle.org/tools_citationguide.html

Course evaluation. 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.

The grading scale is:

A=90-100

B=80-89

C=70-79

F=69 or less

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.

Office Hours: Stay in contact with your professor via e-mail or Blackboard. Read your forums and journal entries feedback and respond to them for continued personal conversations on your progress and areas to improve. All software related to UTEP sites for online courses will be provided by UTEP, contact the helpdesk/IT office if you have any problem using any Blackboard feature.

UTEP Library Room 300 (Helpdesk/IT technicians can assist you during person-to-person meetings.)

Phone: 915.747.4357 (HELP)

Email: Helpdesk@utep.edu

Information on how to use Blackboard:

<http://admin.utep.edu/Default.aspx?tabid=74327>

Resources:

*The Writing Center is an excellent resource to help you improve your writing skills. You can schedule a meeting with a tutor or arrange an on-line consultation. <http://uwc.utep.edu/>

*LACIT is a computer lab available located at LART, 4th floor. <https://www.utep.edu/liberalarts/lacit/>
(Other computer labs are available at the library)

*CASS: The Center for Accommodations and Support Services (CASS) aspires to provide students with disabilities, accommodations and support services to help them pursue their academic, graduation, and career goals. E-mail address: cass@utep.edu 915 747 5148 <https://www.utep.edu/student-affairs/cass/>

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. Read specific instructions for assignment. Students must read the texts before accessing our forum discussions.

Journal entries must be submitted by midnight.

July 9.	<i>Black Against Empire</i> . Introduction and Part One (Sections 1 and 2).
July 10.	<i>Black Against Empire</i> . Part Two. (Sections 3 and 4)
July 11	Huey Newton: <i>Revolutionary Suicide</i> , Parts One and Two
July 12	Huey Newton: <i>Revolutionary Suicide</i> , Parts Three and Four
July 15	Huey Newton: <i>Revolutionary Suicide</i> , Parts Five, Six and Epilogue.
July 16	<i>Black Against Empire</i> . Part Two. (Sections 5 and 6)
July 17	<i>Black Against Empire</i> . Part Three. (Sections 7 and 8)
July 18	<i>Black Against Empire</i> . Part Three (Sections 9 and 10 and 11)
July 19	<i>Black Against Empire</i> . Part Four (Sections 12 and 13)
July 22	<i>Black Against Empire</i> . Part Five (Sections 14, 15 and Conclusion)
July 23	Much, Donna J. <i>Living for the City</i> . Part I.
July 24	Much, Donna J. <i>Living for the City</i> . Part II
July 25	Much, Donna J. <i>Living for the City</i> . Part III and Conclusion

July 26	Shakur, Assata. <i>Assata, an Autobiography</i> . Introduction, Chapter 1, 2, and Postscript.
July 29	<i>Remaking Black Power</i> . Introduction, and Chapter 1.
July 30	<i>Remaking Black Power</i> , Chapters 2 and 3.
July 31	<i>Remaking Black Power</i> , Chapters 4, 5 and Epilogue
August 1	Davis, Angela. <i>Women, Race and Class</i> . Chapters 11 and 12.
August 2	<p><i>The Black Power Mixtape. 1967 – 1975</i>. Documentary available through Netflix and Amazon.com. It may also be available here: https://youtu.be/6bryh0IFMhg</p> <p>Porter, Ronald K. " A Rainbow in Black: The Gay Politics of the Black Panther Party." <i>Counterpoints</i> 367 (2012): 364-75.</p> <p>"Former Black Panthers Who Have Turned to Higher Education." <i>The Journal of Blacks in Higher Education</i>, no. 21 (1998): 62-63.</p>

This syllabus is subject to changes.