

THE BLACK PANTHER PARTY

SYLLABUS

(On-line, asynchronous course)

AFST 3390-001 - 36119

WS 3390-009 - 35405

HIST 3390-010 - 33780

ANTH 4370-4 - 36116

Instructor: Selfa A. Chew-Melendez PhD.
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Session: Summer II, 2020
Phone: 747-7051
Virtual Office hours: 10:00 – 11:00 am M-F.

To access our Zoom individual meetings during my office hours use the following link:
<https://us04web.zoom.us/j/73600041442?pwd=TW80dEM3aTRrMXMySGZ6SDdpeDMydz09>
Meeting ID: 736 0004 1442
Password: 9D7GEZ

DESCRIPTION

This course examines the context, history, theoretical foundations, 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 and activists in the United States and abroad.

The course not only provides a historical perspective for the persistence of racial and gendered 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. Materials should encourage a critical analysis of the BPP, including gendered roles and perspectives; their relationship to other individuals and organizations affecting their agenda and strategies, and state projects criminalizing and controlling BPP activists.

This intensive course requires discipline, dedication, and daily reading to succeed. Your participation in daily class discussions is a core element of our learning processes. You will need a computer and internet access to submit your homework. Although we will not have class meetings, our discussion board will activate asynchronous conversations, giving you an opportunity to reflect on your classmates ideas. In addition, your professor will develop a personal relationship with you through her feedback and prompts. Feel free to request a Zoom meeting if her office hours do not fit your own schedule.

Grade Distribution

Summaries	48%
Forums	25%
Packback	15%
Final Report	10%
Course evaluations	2%

Textbooks and films required

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. You can also buy your textbook through any internet bookstore in electronic format or printed.

* Bloom, Joshua and Waldo E. Martin. *Black Against Empire: The History and Politics of the Black Panther Party*. Oakland: University of California Press, 2016. Free access through our UTEP library. Permalink: http://0-search.ebscohost.com.lib.utep.edu/login.aspx?direct=true&db=nlebk&AN=1345812&site=eds-live&scope=site&ebv=EB&ppid=pp_ix

*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. Permalink: <http://0-search.ebscohost.com.lib.utep.edu/login.aspx?direct=true&db=cat04704a&AN=nug.b3690849&site=eds-live&scope=site>

Newton, Huey. *Revolutionary Suicide*. New York: Penguin Classics, 2009. Available through our UTEP bookstore or any other vendor. You may buy the e-book or the printed version.

Shakur, Assata. *Assata, an Autobiography*. Chicago: Lawrence Hill Books, 2001. Available through our UTEP bookstore or any other vendor. You may buy the e-book or the printed version.

The Black Power Mixtape. 1967 - 1975. Directed by Göran Olsson. IFC, 2011. Documentary available through Netflix and Amazon.com. Ask our librarian if our institution has access to this film.

Free Angela & All Political Prisoners. Director: Schola Lynch. 2013. Documentary available through our UTEP service: Swank. <http://0-digitalcampus.swankmp.net.lib.utep.edu/utep301456/#/play/E53CF231C1992053>

The journal articles required for this course will be provided through JSTOR or EBSCO, both servers in our virtual library.

Objectives

- To **examine** the Black Panther Party's history from a gender, race, and class perspective.
- To **critically** analyze the social, cultural, and political history of the African American communities.
- To **assess** the role of individuals and organizations affecting the development of the Black Panther party.

- 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.
- To **assess** the effects of intersectional relations of power.

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 uploaded 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 information and analytical skills.

- Students will submit assignments 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, Packback, and Zoom 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 Word format, or in-box text. Do not submit your homework in any other format. It will not be graded.
- 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.

Summaries

Students will submit summaries of two assigned texts through Blackboard, daily, within one Word document. No other formats will be accepted. Each summary must have a title. You can also use the “Write your submission” tab to submit your summaries, in one submission. Save your work before uploading it for your records.

This type of assignment encourages a deep analysis of academic texts and other intellectual works. Your summaries will describe their content and format: how the authors built their arguments; sources they used to support their claims; and, the most important events and ideas. Hopefully, thinking about the elements and the order in which they are presented will help you develop your own academic research writing skills.

The extension required for each summary is at least 400 words if the argument, main points and significance are adequately covered. Some students will need larger paragraphs to state the essential information; do not hesitate to extend your summaries beyond the 400 words to demonstrate a good grasping of the material you examined.

Areas I consider to grade your summaries are: clarity, inclusion the required elements –including the argument, comprehension of main concepts, internal cohesion, and proper use of the Chicago/Turabian citation format.

It is important to maintain the highest grades for all your assignments, as they reflect your progress and the quality of the professional training you are receiving. You are encouraged to read the rubrics before submitting your text to make sure you cover all requirements for this type of assignment.

Summaries will include the name of the author, the title of the text, and the author's argument within the first lines, in complete sentences. 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 1-2 sentences copied from the original text; however, they will not count towards the minimum number of text required.

You are free to add a comments section but it is not required. You will earn one or two extra points if you include a separate paragraph with meaningful observations as evidence of your deep engagement and understanding of the relevance of the texts summarized. Comments are the "subjective" area in which you can critique, evaluate, or express other thoughts in relation to the topic in this course.

When writing your assignments keep in mind that a) racism is structural; b) racial classifications are arbitrary, socially constructed, not directly related to intellectual abilities or moral systems; c) we are updating our language and searching for new terms to address unjust social systems. For the purposes of this course, the term "race" will not be used, unless it is applied as a category of analysis. Other outdated, inappropriate, or non-academic terms are cited in our introduction to our course in Blackboard to avoid their inclusion in our assignments.

The scores assigned to summaries will vary, according to the degree of complexity and number of texts assigned. Plagiarism will not be tolerated and assignments with patchwork (pasting sentences which are directly copied from the texts) will earn zero points. In addition to the author's information within text in complete sentences, cite the author, work title and page in a footnote following the Chicago/Turabian format. Summaries 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 summary assignment must include a bibliography section, at the end of the document, in Chicago/Turabian format. Late submissions carry a penalty of 10% per day. Review constantly your grades and read my comments, if posted. 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 summaries appears repeatedly your grade will progressively decrease. It is important, then, to correct your summaries according to the instructions provided with your grade. Should I notice a plagiarized text in any assignment after a score has been granted, I will cancel the first grade and report the case to the Dean of Students. Thus, a revised grade will be recorded 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/>

Forums/Discussion board

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 **400** 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 use your summaries to intervene in our discussions.

"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 Summaries 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 10% deduction per day, recorded at the end of the course. Failure to submit assignments five times, including your original forum postings, will result in a failing grade.

Packback assignments

How to Register on Packback:

Our Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback Requirements:

Your participation on Packback will count toward **15%** of the overall course grade.

There will be a **midnight** deadline for submissions. In order to receive your points per week, you should submit the following per each deadline period:

One question and two answers, on Tuesday and Thursday. Remember to write in the subject line the title of the text or film you are submitting your question on for easy identification. Your question must address directly such text or film, citing the passage that prompted the formulation of your question.

How to Register on Packback:

An email invitation will be sent to you from help@packback.co prompting you to finish registration. If you don't receive an email (be sure to check your spam), you may register by following the instructions below:

1. Create an account by navigating to <https://questions.packback.co/login> and clicking "Sign up for an Account" Note: If you already have an account on Packback you can login with your credentials.
2. Then enter our class community's lookup key into the "Join a Community" module in Packback. Community Lookup Key: **b831c3e7-cc8e-4c89-841c-7ad8184b9c03**
3. Follow the instructions on your screen to finish your registration.

Packback may require a paid subscription. Refer to www.packback.co/product/pricing for more information.

How to Get Help from the Packback Team:

If you have ANY questions or concerns about Packback throughout the semester, please contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: vimeo.com/packback/Welcome-to-Packback-Questions

Final Report

Your final report will consist of a report on the following material.

The Black Power Mixtape. 1967 – 1975. Directed by Göran Olsson. 2013.

[Free Angela & All Political Prisoners. Director: Schola Lynch. 2013. http://0-digitalcampus.swankmp.net.lib.utep.edu/utep301456/#/play/E53CF231C1992053](http://0-digitalcampus.swankmp.net.lib.utep.edu/utep301456/#/play/E53CF231C1992053)

Michelle Alexander: Roots of Today's Mass Incarceration Crisis Date to Slavery, Jim Crow. (7 minutes)
<https://youtu.be/SJCe9vOdk8U>

How to Deconstruct Racism, One Headline at a Time. A TED Talk. By Baratunde Thurston. (17 minutes).
<https://youtu.be/RZgkjEdMbSw>

Your report will demonstrate a thorough examination of the material, their relationship to other topics and texts reviewed in our course, and a reflection on how you will apply this information to your professional career and your social environment. Minimum extension: three pages, double space, Times Roman 12, 1" margin.

**Additional readings (not required) will be posted within the folder titled "If you want to learn more..."

Course evaluations

You will submit two course evaluations. Your completion of these surveys will be evaluated, not the content. Students will complete our internal course evaluation through Blackboard, as any other assignment. The second one is our UTEP official evaluation. I will not have access to your answers although I will receive a course evaluation reflecting our class responses. Our university takes very seriously our students' answers for which they must be completed with great care and sense of responsibility. You will receive a link in your student e-mail box to access this important survey. Submit it promptly as the window is very short. Save your proof of submission of this evaluation, not your responses, and upload it through Blackboard to receive a grade for its completion.

Our 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 special need. 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. If needed, attend our Zoom office hours. I have set up a waiting room so I can meet with students on a "first come, first served" basis. You can also schedule a meeting with me. Read your forums and summaries 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 (and examination of audiovisual materials) do not follow a strict chronological order in the treatment of topics. Read specific instructions for each assignment in Blackboard. Students must read the texts before accessing our forum discussions.

Texts and audiovisual material assigned to read	
Week 1	
July 7 Packback *Summaries	An Introduction: Dr. Curtis Austin on the Black Panther Party. <i>Black Against Empire</i> . Introduction and Part One (*Section 1 and *Section2). Student Introductions
July 8 Forum *Summaries	<i>Black Against Empire</i> . Part Two (*Section 3 and *Section 4).
July 9 Packback *Summaries	Huey Newton: <i>Revolutionary Suicide</i> . “A Manifesto,” *Part One and *Part Two. “ The 10 Point Program of the Black Panther Party. ” Speech by Bobby Seale, in <i>The Black Power Era</i> , National Museum of African American History and Culture.
July 10 Forum *Summaries	Huey Newton: <i>Revolutionary Suicide</i> . *Part Three and *Part Four. Interview with Huey P. Newton (1968).
Week 2	
July 13 Forum *Summaries	Huey Newton: <i>Revolutionary Suicide</i> . *Part Five, *Part Six, and Epilogue. Kathleen Cleaver: Evolution of a Black Panther
July 14 Packback *Summaries	<i>Black Against Empire</i> . (*Section 5 and *Section 6). Video material: Fred Hampton .

July 15 Forum *Summaries	<i>Black Against Empire</i> . (*Section 7 and *Section 8). James Baldwin and America's Racial Problem
July 16 Packback *Summaries	<i>Black Against Empire</i> . (*Section 9 and *Section 10). Stokely Carmichael Speech on Black Power (1966), 9 minutes. (Transcription)
July 17 Forum *Summary	Global Social Theory: Frantz Fanon Fanon, Frantz. <i>Black Skin, White Masks</i> . *Chapter 5, 109 - 140
Week 3	
July 20 Forum *Summary	Aimé Césaire . Césaire, Aimé. * <i>Discourse on Colonialism</i> 31 – 53.
July 21 Packback *Summaries	<i>Black Against Empire</i> . (*Section 11 and *Section 12). Women in the Black Panther Party
July 22 Forum *Summaries	<i>Black Against Empire</i> . (*Section 13 and *Section 14). Black Panther Inspired Urban Farming .
July 23 Packback *Summary	<i>Black Against Empire</i> . (*Section 15 and Conclusion). From Garbage Offensives to Occupying Churches.... (Young Lords)
July 24 Forum *Summaries	<i>Remaking Black Power</i> . *Introduction, *Chapter 1, and Chapter 2. BPP Women Speak on Feminism
Week 4	
July 27 Forum *Summaries	<i>Remaking Black Power</i> . *Chapter 3 and *Chapter 4. Who was Malcolm X?
July 28 Packback *Summaries	<i>Remaking Black Power</i> . *Chapter 5 and *Epilogue. Burnt Grits: A Video Poem for the Black Panther Party
July 29 Forum *Summary	*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. "Former Black Panthers Who Have Turned to Higher Education." <i>The Journal of Blacks in Higher Education</i> , no. 21 (1998): 62-63. The Story Behind the Song of the Century . Billie Holiday, audio
August 30 Packback *Summaries	Shakur, Assata. <i>Assata, an Autobiography</i> . Foreword by Davis and Hines, *Chapter 1, *2, and Postscript.
August 31 Forum *Summary	Porter, Ronald K. *"A Rainbow in Black: The Gay Politics of the Black Panther Party." <i>Counterpoints</i> 367 (2012): 364-75. Nina Simone: "Mississippi Goddam." (1965)

	Watch the material for your final report due on August 4.
Final Report	
August 4	<p>Video material.</p> <p>(*)<i>The Black Power Mixtape. 1967 – 1975. Directed by Göran Olsson. 2013.</i></p> <p><u>Free Angela & All Political Prisoners. Director: Schola Lynch. 2013.</u></p> <p><u>Michelle Alexander: Roots of Today's Mass Incarceration Crisis Date to Slavery, Jim Crow.</u> (7 minutes)</p> <p>.</p> <p><u>How to Deconstruct Racism, One Headline at a Time. A TED Talk.</u> By Baratunde Thurston. (17 minutes).</p> <p>(*)Our library is trying to acquire this documentary for our UTEP repository through Swank. Check with the library by July 15. If not available, you can access it through different vendors for a small fee. The other materials are accessible through Blackboard.</p>

This syllabus is subject to changes.