AF-AME 188 – RACE, EMPIRE, AND THE POLITICS OF SOLIDARITY

University of California Los Angeles

Instructor: Professor Anuja Bose
Mon & Wed 2 PM – 3:50 PM
Class Location: Bunche Hall 2178
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Office Hours: Mon & Wed 11 AM – 12 noon
at 1317 Rolfe Hall

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Course Description:

In the century leading up to World War I, the percentage of the world controlled by European empires increased from 35% to 84% with the greatest increase occurring during the 1884-1885 Scramble for Africa. This European expansion coincided with the end of Reconstruction and onset of Jim Crow in the United States and the expansion of American empire at the end of the Spanish-American War.

Witnessing these developments W.E.B. Du Bois proclaimed, “The problem of the twentieth century is the problem of the color line – the relation of the darker to the lighter races of men in Asia and Africa, in America and the islands of the sea” at the 1900 Pan-African Congress and again in his 1903 The Souls of Black Folk.

This course will examine the intellectual and political linkages that developed between African Americans and colonized peoples in Asia, Africa, and the Americas, as they challenged racism and imperialism in the US and abroad. We are interested in the diagnostic and reconstructive aspects of this intellectual tradition. Specifically, we will take up two questions persistently throughout the course: 1) how Black political thinkers articulated crucial connections between American racism and European imperial domination and 2) how they articulated freedom, dignity and equality within broad frameworks of identification that went beyond the nation-state.
Course Requirements:

Attendance and Participation ................................................................. 15%

Although I shall lecture at the beginning of class, you should see this course primarily as a seminar. This means I expect you to read all of the assigned reading and come prepared to discuss it. You should therefore come prepared with your own thoughts and reactions (however provisional). It also means that even when I do lecture, you should feel comfortable interrupting me for explanations and/or clarification.

Three Papers .............................................................................................. I) 25% II) 25% III) 35%

You will write three analytical papers over the course of the quarter based on a prompt that I provide. The first and second paper will be 5 pages long, and it will be submitted for a grade. At the end of the quarter, you will be required to resubmit a “third” paper, after having revised it based on the comments that you have received on the first and second paper. You may chose either the first or second paper as a third re-submit paper. The third re-submit paper for this quarter will be 6-8 pages long, and will be due at the end of the quarter during finals week.

The papers will be double-spaced, with 12-point font in Times New Roman or Arial, and will have 1-inch margins. You are not required to do any outside research for these papers. The prompt will be based on the texts we read in class. You are required to use MLA citation style for these papers. Your paper must be submitted via TurnItIn by the due date. Late papers will be penalized by 5 percentage points per day.

The first and second paper will be due in class on Monday, April 30 and Monday, May 28. The third paper will be due on Wednesday, June 13

Campus Resources:

I highly advise everyone to visit the Writing Center at UCLA. You can make one-on-one appointment at this center to help you with grammar, sentence structure, punctuation, and other issues dealing with writing mechanics.

• Academic Writing: http://www.ugeducation.ucla.edu/counseling/contact-us.html
Required Texts:

Martin Delany *The Condition, Elevation, Emigration, and Destiny of the Colored People of the United States* (1852) – Please find electronic copy at: https://www.gutenberg.org/files/17154/17154-h/17154-h.htm - II


Academic Honesty:

All the work you do for this class must be your own. Plagiarism is a serious offense. It is the presentation of another author’s words or ideas as if they were your own. Regulations at UCLA require that any case of plagiarism be sent to the Dean of Students for review. If you have any questions about documentation, quotations, and related matters, please do not hesitate to ask me before submitting your work.

Please also consult “Bruin Success with Less Stress”, a self-paced tutorial defining plagiarism, illustrating how to avoid it by documenting sources, with quizzes: [http://guides.library.ucla.edu/bruin-success](http://guides.library.ucla.edu/bruin-success)

Technology:

You may use laptops and tablets to take notes during class. However, the use of cellphones is not permitted during class.
Grading Rubric for Analytical Papers:

A+/A/A- (100-90): demonstrates careful and thorough reading of relevant texts; provides a clearly articulated thesis; outlines the way in which thesis will be explicated; defends and supports thesis in the body of the paper using evidence; considers counter-arguments, if appropriate; argues, does not summarize; structurally elegant; writing is clear and straightforward. Excellent work.

B+/B/B- (89-80): demonstrates familiarity with the text, though may rely more on lecture and discussion than on own reading, or may demonstrate a cursory reading; provides a solid thesis but may not explain how it will be defended, support it thoroughly with references, or develop arguments as fully as they ought to; may make selective use of evidence to support claims; structurally, individual points may feel disconnected from one another. Writing is clear but with room for improvement. Good, but not excellent work.

C+/C/C- (79-70): a weak, if appropriate or topical, thesis that either does not require a strong defense or relate entirely to the original question; demonstrates minimal passing acquaintance with the material; evidence may be drawn primarily from lecture; substance of paper may tend toward summary of the text rather than critical engagement; does not attend to counter-arguments; individual paragraphs may be well-crafted but the paper overall lacks a sense of cohesion and attention to detail. Fair, but not good work.

D+/D/D- (69-60): does not provide a clear thesis; may not respond to the question; does not support claims with evidence; emphasizes opinion or summary over analysis; paper lacks structure; does not otherwise demonstrate mastery of the concepts presented and analyzed in class; lack of organization makes paper difficult to follow; neglect of grammar, style, and writing.

F (59-0): does not provide a thesis or respond to the question(s); may be purely opinion or summary of text(s); no attempt to convey an interpretation of the material; lacking structure, coherence; no attention paid to grammar, style, and writing.

Late assignments will lose one-third of a letter grade (i.e., an A- becomes a B+) for every day that they are late, including weekends. Assignments not submitted will receive an F. All assignments must be submitted in order to pass the course.
Study Tips:

**Refrain from using highlighters:** Mark up your books, but use a pen or pencil instead of a highlighter so you can jot down notes in the margins or on sticky notes; underline key passages; and summarize arguments in your own words. Use page flags to make finding important, confusing or interesting passages easy. If you find an idea recurring through a text that seems important, keep track of the page numbers by creating your own “index,” on a blank page in the book or in your notes. Write a keyword or phrase at the top of the page every so often that will remind you of what’s happening in the text below and allow you to find specific passages more easily during discussion.

**Read slowly:** These texts cannot be skimmed or breezed through if you want to gain a deep understanding of them. They will likely take longer to read and digest than more expository texts, like textbooks, or something you might read for pleasure outside of class. Be sure to give yourself adequate time. Do not feel compelled to read all of the assigned reading in one sitting – break it up into manageable chunks and give yourself (for example) an hour to work through a fifteen to twenty page section. The only way to read poorly is to read too quickly.

**Take notes:** After you read, write down the main argument, its strengths and its weaknesses. Note what its “big idea” or concept is. Taking notes will help you understand a text, especially difficult ones, and make it easier to return to a work later. Writing down questions that arise as you’re reading can be especially helpful. If you can include page numbers, do so.

**Discuss the texts with others:** You will be surprised at the many different interpretations your fellow students will have of the same text. Your understanding of the text – even a text you think you fully understand – will be greatly improved by talking over these interpretations. Use class time, study groups, forums on the class site, and email to discuss the texts.

**Comprehension must come before critique.** You need to understand an argument before critiquing it. Even if you do ultimately reject an argument, can you think of who might find it persuasive and why? On what grounds do you reject it?

**Ask your questions.** If you don’t understand a passage or even the main argument of a text, don’t sit in silence. Ask about it in class. Chances are other students have the same question – or they might have an answer. If you understand a text but have a question about its larger historical, political, or social significance, ask that, too. Asking questions always provokes discussion about a text, and therefore helps you understand.

Study Well!
Reading Schedule:

April 2 – Introduction and Overview

April 4 – Delany, *Condition, Elevation, Emigration*, Preface, Chapters II, IV, V

April 9 – Delany, *Condition, Elevation, Emigration*, Chapters VI, VII, XVII.

April 11 – Garvey, *Selected Writings and Speeches*, pp. 1-13, 16-23, 44-47,

April 16 – Garvey, *Selected Writings and Speeches*, 69-73, 82-92, 104-110, 181-183

April 18 – Du Bois, “To the Nations of the World,” in *W.E.B Du Bois: A Reader* (Reading will be emailed to you)


April 30 – Carmichael, *Stokely Speaks*, 3-60

May 2 – Carmichael, *Stokely Speaks*, 101-110, 131-164, 175-227

May 7 – Fanon, *The Wretched of the Earth*, 1-61

May 9 – Fanon, *The Wretched of the Earth*, 63-96

May 14 – Fanon, *The Wretched of the Earth*, 97 - 179

May 16 – Newton, *Revolutionary Intercommunalism*, (Reading will be emailed to you)

May 21 - Newton, *The Huey P. Newton Reader*, (Reading will be emailed to you)

May 23 – Cabral, *Unity and Struggle*, 3-17, 114-138,

May 28 – Memorial Day (No Class)

May 30 – Cabral, *Unity and Struggle*, 157-172, 224-239

June 4 – Cabral, *Unity and Struggle*, 251-288

June 6 – Class Cancelled