

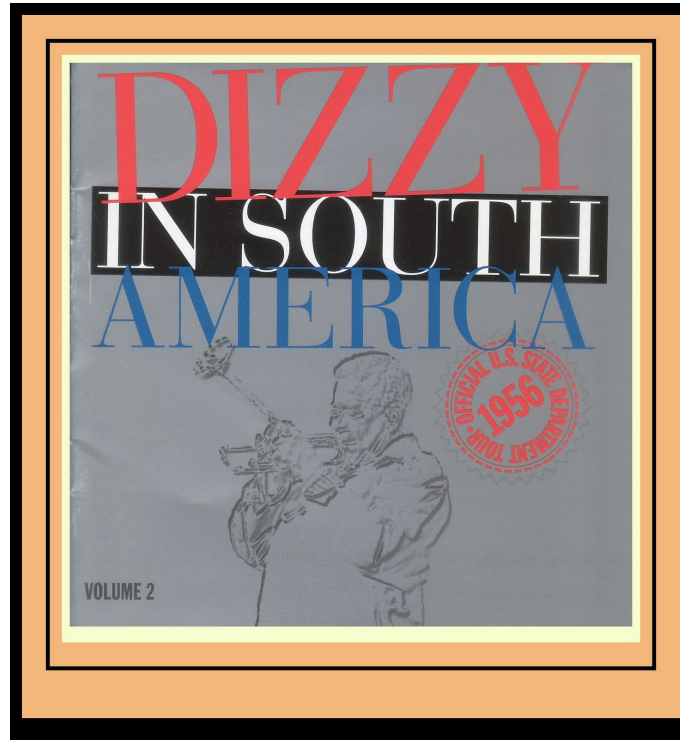
African American Internationalism

HIUS 183/ETHN 159

Professor Jessica Graham

F 2-4:50, Humanities and Social Sciences Building, Rm. 6008

Office Hours: Monday and Wednesday, 11:30am-1:00pm



In this course we will explore the ways in which African Americans have influenced and been influenced by international movements, ideologies, events, and leaders. African Americans have long attempted to understand racial conditions in a global context, looking outside of national borders for solutions, ideas, and partners to combat racism. Although the African Diaspora and Pan-Africanism played a major role, U.S. black internationalism has by no means been limited to the black experience, as African American intellectuals, leaders, and average citizens have often admired countries like Japan and Russia. African American internationalism was also not a one-way street, for U.S. blacks often had a powerful impact on changing social, political, and cultural conditions in other nations.

Our inquiry will be driven by the following questions: What did African Americans have to gain from using a global perspective in tackling racial oppression? What did they have to lose? How and why have blacks in the U.S. organized and formed alliances with activists/leaders in other countries? How has the gaze of the world affected racial politics in the U.S.? How have African Americans affected social, political, and cultural movements abroad? What has caused other international governments, organizations, and groups to ally with or be drawn to U.S. blacks?

ASSIGNMENTS:

Presentation (20%): Each student is required to give one 15-20 minute individual presentation on the day of his/her choice. Depending on the number of students enrolled, some students might give a 30-40 minute group presentation instead. **Please email the professor with your two preferred presentation dates by 8pm on the first day of class.** (First come, first served.) Every presentation *must* answer the following three questions: What is the author's argument/thesis? How does the author try to prove his/her argument? Do you buy it? You may decide to focus *merely* on these three questions for your presentation, but you can *also* address any of the questions stated in the description above, and/or other issues that interest you. Each presentation must end with four discussion questions for the class, which must be sent to the professor by 8pm the night *before* the corresponding class.

Annotated Bibliography and Workshop (20%): Each student must prepare a detailed annotated bibliography of their final paper. The annotated bibliography must include a 2-3 page double-spaced description of the final research project. The description should provide a good explanation of the general topic you have chosen, perhaps giving some historical background as well. The description should also state the question(s) you are going to ask in the paper, and *why* you think those questions are important.

The annotated bibliographies must also include a paragraph for *each* of the outside sources you are going to use for your paper. In that paragraph you should provide a statement about what that particular source is about, and then state why you think it will help you answer your question(s).

The **annotated bibliography workshop** will be an opportunity for students to read and comment on one another's bibliographies. Students are expected to carefully read one another's bibliographies (which will be posted on TED) and come to class with prepared comments/suggestions. During the workshop, each student will have a turn to present his/her topic to the class, and we will discuss the project at large. Students that have concerns or problems with their projects should feel free to express their frustrations so that we can collectively brainstorm potential solutions. This is an opportunity for students to get helpful feedback, and thus, part of your grade will depend upon your active participation in the discussions about your classmates' projects.

Annotated bibliographies are due by noon on Monday, 2/18.

Final Paper (40%): Final paper topics are chosen by students, but must somehow be connected to *one* source from the class readings. The final paper must include this reading and at least 5-6 outside sources (any combination of books and articles) that you have researched for the paper. Students must email 1-2 sentences stating their final paper topic to the professor by 7pm on Thursday of Week 5. Final papers are 10-12 pages double-spaced.

Final papers are due Wednesday, 3/20, at noon.

Participation (20%): This class is a colloquium, which means that the professor will NOT, for the most part lecture, but rather, will lead an active intellectual discussion. Thus, participation is key. Students should come to class prepared, having done the reading, and ready for intelligent exchange. A relaxed, yet vigorous atmosphere will be our goal.

REQUIRED BOOKS:

All books listed below are required, *except* for the reading assigned on Week Ten. (We will only read selections from *Afro-Asian Encounters*.) The Gallicchio, Nesbitt, and Von Eschen, and Hernandez and Steen books are all on reserve at Geisel.

WEEK ONE (1/1):

Introductions, review of syllabus and class requirements.

WEEK TWO (1/18):

Marc Gallicchio. *The African American Encounter with Japan and China*. Chapel Hill: University of North Carolina Press, 2000.

WEEK THREE (1/25):

Gwendolyn Midlo Hall. *A Black Communist in the Freedom Struggle: The Life of Harry Haywood*. Minneapolis: University of Minnesota Press, 2012.

WEEK FOUR (2/1):

Andrew Zimmerman. *Alabama in Africa: Booker T. Washington, the German Empire, and Globalization of the New South*. Princeton, University of Princeton Press, 2010.

WEEK FIVE (2/8):

Documentary Viewing: TBD

WEEK SIX (2/15):

Mary Dudziak. *Cold War, Civil Rights: Race and the Image of American Democracy*. Princeton: Princeton University Press, 2000.

WEEK SEVEN (2/22):

Annotated Bibliography Workshop

WEEK EIGHT (2/29):

Penny Von Eschen, *Satchmo Blows Up the World: Jazz Ambassadors Play the Cold War*. Cambridge: Harvard University Press, 2004.

WEEK NINE (3/8):

Francis Njubi Nesbitt, *Race for Sanctions*. Bloomington: Indiana University Press, 2004.

WEEK TEN (3/15):

Heike-Raphael Hernandez and Shannon Steen, Eds. *Afro-Asian Encounters: Culture, History, Politics*. New York: New York University Press, 2006. (SELECTIONS)

Nina Cornyetz. "Fetishized Blackness: Hip Hop and Racial Desire in Contemporary Japan" in *Social Text*, No. 34 (1993), pp. 53-84.

FINALS WEEK (3/18-3/23)