

POLICING BLACK BODIES

Fall 2022



Instructor: Dr. Wendi Manuel-Scott

Office Location: School of Integrative Studies, 407 Enterprise Hall

E-mail: wmanuels@gmu.edu | **SIS Web:** <http://integrative.gmu.edu>

Call or Text me via Google Voice: (703) 957-9266

Office hours by appointment.

“Each generation inherits an anxiety about slavery, but the more problematic the present, the higher the anxiety and the more urgent their need to attend to the past.” – Fred D’Aguiar

“The academy is not paradise. But learning is a place where paradise can be created. The classroom with all its limitations remains a location of possibility. In that field of possibility, we have the opportunity to labour for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom.” – bell hooks

“...We must move against not only those forces which dehumanize us from the outside, but also against those oppressive values which we have been forced to take into ourselves.” – Audre Lorde

This course considers how the policing of Black bodies has shaped America. From the nation’s inception to the present, Black bodies have been objectified, racialized, criminalized, lynched, dominated, and policed. Through

interdisciplinary approaches, students will explore the roots of racial terror and how Americans remember racial trauma and anti-Black violence. This learning opportunity encourages students to examine historical and contemporary issues of racial violence and policing by listening to the voices and perspectives of African Americans who experienced, survived, and resisted racial violence and extermination. We will take seriously Katherine McKittrick's intervention that compels us to rethink the "mathematics of Black life" and Kevin Quashie's imperative to invest in Black aliveness.

This course therefore situates the spaces and places of Black bodies in America in relation to slave and post-slave systems. It closely reads theorists of race, afterlives of slavery, blackness, post-blackness, surveillance, Black feminist thought, social death, and Afro-pessimism, as well as thinks about the ways in which ongoing historical anti-black logics shape 21st century structures of dehumanization. We will also examine the modalities through which scholars probe and theorize anti-black violence and death as well as the modes of resistance, Black worldmaking, and Black critical care with which individuals respond to life under duress.

Lastly, students should know that I have always prided myself on creating an engaging – super energetic - learning environment in the classroom. Although our classroom may be online, I am just as committed to creating a dynamic experience in a virtual landscape. We will experience an immersive virtual learning community through synchronous meetings, collaborative assignments, and documentary screenings. Together we will make this a deep and meaningful learning experience. Let's get to work!

Student Learning Outcomes

Students who actively engage with the written and visual texts and class discussions, will be able to:

- Understand the historical and contemporary ways Black bodies have been racialized, criminalized, and policed.
- Identify the scholarly literature and theorization that critically considers anti-Black violence, surveillance, and policing.
- Identify key concepts, vocabularies, and positions with/from which critics respond to the long history and ongoing project of anti-Black policing.

These goals will be achieved through

- Submitting detailed individual and collaborative assignments.
- Active participation in synchronous and asynchronous learning opportunities.
- Full engagement in the experiential learning project.
- Final synthesis essay.

This learning community stresses the following competencies:

- Communication: written and verbal
- Critical thinking: analysis of written and visual texts
- Group interaction: collaborative work and classroom discussions

Commitment to Creating an Inclusive Learning Environment

Given the sensitive and challenging nature of the course themes, it is imperative that we create an atmosphere of respect and safety in the classroom. To this end, I am committed to fostering an environment of deep understanding and mutual responsibility. And while I believe that racist, sexist, homophobic, and overall offensive language does not contribute to creating a safe space for learning, few of us have had enough time to recognize our implicit biases fully. We must, therefore, acknowledge that we are all works in progress. Regardless of our race, gender, sexual orientation, cultural background, or ethnicity, we are at various points along a lifelong anti-racist (anti-sexist) journey. Getting better – and doing better – requires daily commitment.

In this course, students are encouraged to look for opportunities to create community, understanding, and compassion. To assist in creating a positive inclusive learning community below are some useful practices:

1. Assume your classmates' viewpoints are important and listen to them – without judgement.
2. Begin comments with a sincere **affirmation** of colleagues' point. For example, "While Hassam made a good point, I argue that. . ." or "I liked how Manuela noticed that . . ."
3. **Avoid generalizations** about others (including gender identities, racial/ethnic groups, class status etc).
4. Use "**I**" rather than "**you**" language; you can only speak for yourself and your experiences.
5. Ask questions when you don't understand.
6. Be aware of your assumptions and **avoid essentialist** comments (ie. statements that assume certain experiences are universal).
7. Be willing to be intellectually uncomfortable.
8. If someone says an idea or question that helps your own learning, say "**thank you**" or give them **two snaps**.
9. If someone says something that hurts or offends you, do not attack the person. Say "**Ouch**" and explain why the comment—not the person—hurt your feelings.
10. Step up, then step back; share the talking time.
11. **Support your position** with reading annotations, class notes, and course texts. Avoid personal revelations and anecdotes unless they are relevant to course topics.

The School of Integrative Studies, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age and disability. We value our diverse student body and desire to increase the diversity of our faculty and staff.

- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, aware of their biases and how they affect their interactions with others and the world.

Instructor Communication Policy

I am available to hear your concerns, to discuss course topics, and to provide strategies for your academic success. If you would like to schedule an appointment, please let me know and we can work out a time to virtually meet. I am available via a phone call, Google Voice, or a live ZOOM chat. If you would like to schedule a meeting with me, send me an email with three date/time options that you are available.

I will respond to your email inquiries within 24 hours during the week (Monday through Friday). I do my best to be responsive on the weekends, but I am human and need a bit of rest and relaxation with my family. Let's make this a great semester!

Coronavirus Resources

Mason's website on Coronavirus/COVID-19 (<https://www2.gmu.edu/coronavirus>) is the official source for university updates. It also provides information and resources regarding the university's response for students,

faculty and staff. Please check this webpage regularly for updates. If you have individual concerns about the university's response, please contact safety@gmu.edu.

Campus Closure

If the campus closes or class is canceled due to weather or other concern, students should check Blackboard [or other instruction as appropriate] for updates on how to continue learning and information about any changes to events or assignments.

Student Privacy and Video Recordings:

All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.

- Our synchronous class meetings may be recorded via web-conferencing software. I will occasionally share recorded sessions with students who are unable to attend class.
- Video recordings of class meetings that include audio or visual information from other students are private, must be viewed privately, and not shared with others.

Email Communication:

Electronic mail is a valuable tool. I will, from time to time, send emails to the class, and I am happy to respond to your email messages provided you bear in mind the following points. Emailing a faculty member is not the same as texting a friend or family member. In academic and professional settings, all emails should have a descriptive subject line ("Question about assignment"), begin with a respectful salutation ("Prof. Manuel-Scott"), and conform to standard English with proper punctuation and capitalization. Your email message must appropriately address me, include your name, and maintain a polite tone even if you are frustrated or upset. Do not use instant message abbreviations. All correspondence should take place via your Mason email account. If you have not activated your Mason email account, go to <https://mail.gmu.edu/>, and select "activate account."

Please allow 24-48 for an email response from me. If I do not respond within 48 hours, you may send a polite reminder. Please note that I may not answer email sent after 8pm on weekdays and not at all on weekends. You are also encouraged to arrange virtual one-on-one meetings with me if you want to discuss a grade, need assistance, or just want to chat.

University Policies

Honor Code, Plagiarism, Collaboration

It is expected that students adhere to the George Mason University Honor Code as it relates to integrity regarding coursework and grades. When you enrolled in this course you agreed to abide by the university's Honor Code and it reads as follows:

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University Community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set for this Honor Code: Student Members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

The Honor Code does not preclude collaborative work, such as informal discussions and studying in communities. Nor does it preclude assigned group work. The Honor Code does require that the work that a student, as an individual, turns in is ultimately the product of his/her own individual synthesis or integration of ideas, and that the work a group turns in is ultimately the product of the group's collective ideas. If you are uncertain of the line between collaboration and cheating, you should see me before turning in an assignment.

You must **always** cite your sources - if you do not, it is plagiarism. Plagiarism means taking someone else's ideas or words and presenting them as your own without proper attribution of the source. You must correctly and consistently use APA, Chicago, or MLA citation style. This includes copying materials directly from the Internet. If you feel uncertain about any aspect of the Honor Code, you should discuss your concerns with me proactively (i.e., before turning in a piece of work).

More information about the Honor Code, including definitions of cheating, lying, and plagiarism, can be found at the Office of Academic Integrity website at <https://oai.gmu.edu>

Please remember that no grade is important enough to justify academic misconduct. Should you experience extreme academic anxiety there are resources on campus to assist you during stressful moments. Please reach out to me or one of the University offices offering writing assistance, study skills, or counseling.



Using Language to Create an Inclusive Learning Environment

Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. It also affirms non-binary gender identifications and recognizes the difference between biological sex and gender expression. Students may share their pronouns and names, and these gender identities and gender expressions should be honored.

Mason allows students and employees to use a chosen or preferred first name and indicate their pronouns where possible (i.e.: class rosters, Blackboard, and PatriotWeb). See here for additional information:

<https://registrar.gmu.edu/updating-chosen-name-pronouns/>

Our commitment to creating an inclusive learning community requires personal responsibility. I take that responsibility seriously in the classroom and in writing assignments. In line with this, when speaking and writing:

- Use **LGBTQ, lesbian, gay, bisexual, trans, or queer** instead of “homosexual”
- Use **woman** and **man** instead of “female” or “male”
- Use **Black women, Black men** instead of “the Black man” or “the Black woman”
- Do not use “**the N word**” unless quoting (even then, try to avoid it especially when speaking).
- Use **Black** or **African American** instead of “Negro” or “Colored.”
 - For more on Capitalizing B see “Why We’re Capitalizing Black.” *The New York Times*. July 5. <https://www.nytimes.com/2020/07/05/insider/capitalizedblack.html>
- Use **person first** language (person with a disability instead of disabled person).
- Whenever possible write/speak of someone’s ethnic identity rather than “catch all” labels (ie. BIPOC, Latinx, Latine, or Hispanic)
 - Note: The ethnic/racial labels individuals and groups prefer is always changing. Rule of thumb is to use modern conventions while also remaining open to new and ever evolving preferences. For more information on the Latinx debate see “Mexican X, Part X.” <https://blog.heyday.xyz/mexican-x-part-x-what-the-hex-a-latinx-706b64dfe22>

Sexual Misconduct and Interpersonal Violence

George Mason University is committed to providing a learning, living and working environment that is free from discrimination, and we are committed to a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. [University Policy 1202 Sexual Harassment and Misconduct \(http://universitypolicy.gmu.edu/policies/sexual-harassment-policy/\)](http://universitypolicy.gmu.edu/policies/sexual-harassment-policy/) speaks to the specifics of our process, our resources, and the options available to you.

Confidential student resources are available on campus at the Student Support and Advocacy Center (<http://ssac.gmu.edu/>), Counseling and Psychological Services (<http://caps.gmu.edu/>), and Student Health Services (<http://shs.gmu.edu/>).

All other members of the University community (including faculty, except those noted above) are **not** considered confidential resources and are **required** to report incidents of sexual misconduct to the University Title IX Coordinator. For a full list of resources, support opportunities, and reporting options, contact the Title IX Coordinator, at <http://diversity.gmu.edu/title-ix>, at 703-993-8730, or in the Compliance, Diversity, and Ethics office in the Aquia Building, Suite 373.

Disabilities and Academic Accommodations

I am very supportive of students with different learning abilities and committed to creating an inclusive learning environment for all students. If you have a documented learning disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with Disability Services (SUB I, Rm. 4205; 993-2474; <http://ods.gmu.edu>) to determine the accommodations you need; and 2) talk with me to discuss your accommodation needs.

If you have contacted the Office of Disability Services and are waiting to hear from a counselor, please tell me so that I can work with you in the interim. When you qualify for accommodations, the ODS staff will give you a form detailing appropriate accommodations for your instructor. In addition to providing me with the appropriate

form, please take the initiative to discuss required accommodations at the beginning of the semester and as needed during the term. I am eager to do whatever I can to learn more about the different ways that I can support every student in my classroom.

Statement of Collegiate Compassion

I believe we learn best when we can show up as whole and healthy people. To learn effectively we need to have basic security: a roof over our head, a safe place to sleep, a stable place to live, and enough food to eat. If you are struggling to meet any of these basic needs please talk to me, visit our campus food pantry (<https://ssac.gmu.edu/patriot-pantry/>), or reach out to other Mason resources. Remember, asking for assistance and advocating for yourself is an important part of your collegiate experience. I am here to help, and YOU are not alone.

Mental Health and Wellness

Audre Lorde once said, “Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare.” Sit with Lorde’s wisdom and understand that your wellness (physical and mental) is an act of power and perseverance. As such, I plan to model wholeness and wellness in our class this semester. I will remind us to breathe, find silence, seek pockets of peace, and generate joy. Together we will have fun, laugh, work hard, challenge ourselves, hold silence, and inspire each other.

If you are experiencing feelings of anxiety, panic, depression, sadness during the semester Student Health Services and Counseling and Psychological Services Offices (703-993-2380) provides a range of resources to assist and support you. Students can call (703-993-2831) or walk-in during open hours to schedule an appointment to talk with a healthcare provider. If you or someone you know experiences a mental health crisis or emergency, seek help immediately. Call 911 for local emergency services, the National Suicide Prevention Lifeline (1-800-273-8255), or text the Crisis Text Line (741-741) anytime. I am also available to speak with you about stresses related to your work in my course.

Children in the Classroom

All breastfeeding babies are welcome in class to support the parent-child breastfeeding relationship. I believe students should not have to choose between breastfeeding their baby and pursuing their educational goals. Older children are also welcome in the class. If you encounter unforeseen childcare options, I allow children in the classroom as long as they are not disruptive. Parents exercising this option (as an occasional and not long-term solution) should sit near the exist so that they can leave the classroom with limited disruption. Advance notice is appreciated, and I ask that all students assist in creating a welcoming environment for all classmates who are parents and caregivers. Do not hesitate to reach out to me via email or text to communicate your needs.

Religious and Cultural Observances

Some course assignments may be in close proximity to religious or cultural observances. If an assignment creates a conflict, please talk to me in advance so we can make appropriate arrangements.

Writing Center

The services of the Writing Center are available on-line. Occasionally, I will refer students to the Writing Center and I take these referrals very seriously. If I refer you to the Writing Center, I hope you will take advantage of their services. See their website for info about locations and numbers: <http://writingcenter.gmu.edu/>

Dictionary

One of the core goals of this course is to equip students with a critical vocabulary for discussing and questioning constructions of race, gender, and class. Many readings are analytically and textually difficult so make sure you have good dictionary while reading our assigned material. If you do not have a dictionary (paper or virtual), you should use Mason's subscription to the Oxford English Dictionary (OED), which is available online through the library website <https://www-oed-com.mutex.gmu.edu>.



Participatory Engagement

This class does not have an attendance policy; however, there is an expectation of full engagement. Full ACTIVE participatory engagement can look many ways and include a variety of contributions to our class sessions. Students may reference specific quotes from assigned text to deepen our discussions (orally or in the chat box if we are meeting via Zoom), ask classmates to clarify or ground their statements in a reading, or shift (with care) the direction of discussion, or acknowledge the difficult emotional temperature of the classroom). In addition, if you are a student who tends to speak a lot, rather than silence yourself through self-censorship, consider turning contributions into critical questions.

My expectation is that students will be actively and passionately engaged in their intellectual journey by contributing to our class discussions and consistently participating in all aspects of our class sessions and collaborative learning opportunities. If you encounter any barriers to effective engaged participation, you should meet with me at the earliest possible time. Do not wait until the end of the semester to inform me of any challenges.

I believe in extending grace and making reasonable accommodations. However, there is a limit to absenteeism. Students who miss multiple class sessions (more than two), consistently arrive late, or repeatedly leave early are not fully participating in the course. Participation is crucial and regular punctual attendance is a student obligation.

If you become ill, are required to quarantine, or have unique needs that interfere with your full and engaged participation, please reach out to me immediately. I will work with you individually to determine how to support your learning.

“Shit Happens” Policy

Due dates for every assignment are provided on the course schedule. However, I know that sometimes “shit happens” and life can take an unexpected turn. When this occurs, do not panic because you may still turn in late assignments.

The specific reason WHY you were unable to submit an assignment on time does not matter. For example, perhaps you were overwhelmed studying for an exam in another class. No problem. You can still submit your assignment for this class. Or, did your car break down and you couldn’t get home in time to submit your notes? No problem. You can still turn it in. Or, did you go hiking at the National Manassas Battlefield Park (as a COVID-safe activity) and stumble into some poison ivy? Are you too miserable and itchy to complete your individual synthesis essay? No worries. I do not need an excuse or doctor’s note. I don’t need to determine whether your explanation is plausible, honest or reasonable.

When “shit happens” and life takes an unexpected turn, you have access to a “shit happens” 48 hour pass. The pass (used together as 48hrs or separately (24hrs + 24hrs) allows you to submit an assignment (or two separate assignments) late without penalty. You do not need to explain to me why you need the extension: simply place “shit happens” on the top of the late assignment submitted to Blackboard and note how many of your “shit happens” days you are using. Once you’ve exhausted your “shit happens” days, point deductions will occur for any assignment submitted after the extension or deadline. You may NOT use your “Shit Happens” extension for the final exam.

Course Warning

Please note that this course is reading intensive. A significant amount of the workload for this course will be in reading all of the assignments and completing collaborative assignments. Some students may find the reading assignments a major challenge; therefore, plan accordingly.



Collaborative Class Note Taking

All of us—students and instructor—will be actively learning in this course. We will teach each other and learn from each other as we co-create our learning community. The practice of co-creation requires full participation, and I am interested in being in a class in which everyone is prepared, curious, and engaged. Our collaborative annotating and note taking serve as the analytic foundation for deepening our intellectual experience. Together, we will build a communal learning environment, promote active reading, and deepen analysis of course material.

During each class session students should contribute the following: (1) capturing key concepts/terms (2) finding connections – points of continuity - across weeks (3) and synthesizing/cleaning-up notes.

Students will work together to co-create a set of notes, a parallel dialogue to the class lecture, with an assigned note taking team. During class, note takers will record their notes in a Google doc as a collaborative space. Students, at the same time, can read, write, and edit in the collaborative Google space. Changes to notes are merged automatically.

Lecture notes should highlight essential concepts discussed, identify the context the term/concept introduced, and construct a relevant definition. The definition should be clear and engage historical complexities. Students should also provide concrete examples of how concepts connect with course themes across multiple weeks. This step encourages students to reflect on assigned readings, prior lectures, current events, and class discussions.

Complete, cleaned-up, and synthesized notes due by 11:59 PM following class. You may use a “shit happens” pass if you are unable to meet the 11:59 PM deadline.

Out of 11 potential annotating opportunities, students will contribute 10 collaborative annotations and participate in 10 collaborative note taking sessions out of 13 class meetings during the semester.

Collaborative Annotations

All of us—students and instructor—will be actively learning in this course. We will teach each other and learn from each other as we co-create our learning community. I am interested in being in a class in which everyone is prepared, curious, and engaged and believe annotations serve as the analytic foundation for our class discussions.

In order to earn full credit, you must read assigned texts before class and submit digital marginalia via our Google Drive. Collaboratively annotating helps build a communal learning environment, promotes active reading, and deeper analysis of texts. With classmates you are empowered to create and share knowledge in a digital space.

In our weekly schedule I have highlighted YELLOW all of the assigned texts for collaborative annotations.

Annotations Grading Point System:

- **50 points = Excellent** work fulfills all the "competent" requirements PLUS frequent and consistent marginalia throughout the text (not bunched in one section)
- **40 points = Competent** work is completed on time and demonstrates rigor, a serious commitment to annotating assigned texts (with specificity and detail), and critical engagement with classmates.
 - **To improve:**
 - Mark and engage challenging concepts
 - Include more observations and connections to other assigned texts
 - Maintain consistent marginalia throughout the text.
- **30 points = Emergent** work fulfills some of the requirements and but shows incomplete effort. Follow suggested steps for improvement.
- **20 points = Novice** work fulfills few of the requirements and shows limited effort.

Remember your annotations should be generative - posing questions, offering responses, referencing lectures, conceptually linking other assigned texts. **Excellent** and **competent** annotations include (at a minimum) the following:

- Identification of 8-10 important points (include reason for significance).
- Inclusion of 3-5 quotations from OTHER assigned texts that connect to reading.
- Identification of how the reading connects to course topics and concepts.
- Identification of how the reading connects to class lectures/discussions.
- Identification and definition of central (and/or difficult) terms.

Annotation Tips:

- Highlighting 3-5 “aha” moments and be sure to note the cause of the “aha.”
- Integration of relevant images or videos.
- Integration of current events/media to advance arguments.
- 4-5 generative (open ended) questions for colleagues to consider.
- Notation on how a specific passage verifies or disproves assumptions or arguments in comparative readings.
- Queries regarding a confusing passage.

Current Event Facilitation

At the beginning of each class, students will place our assigned weekly readings in direct conversation with a current event document. Students will introduce a current event document that relates in some complex way to

our readings. Poetry, a work of visual art; a television commercial, or news article (produced in 2022) are acceptable materials.

The goal is to contextualize the current event document for the class, identify relevant concepts (at least 3-4) from the assigned reading, and suggest how the current event document might conceptually inform, challenge, or amplify the assigned reading. Students will have 10- and 15-minutes total to present the current event document and approximately 15 minutes to facilitate the class's discussion in relation to the week's reading and the current event.

Facilitation will involve preparation through a careful reading of the assigned texts and development a plan for stimulating and facilitating dialogue.

The following is a list of a few questions everyone can utilize to deepen and expand notional dialogue:

1. How does the reading verify or disprove assumptions raised in another assigned reading?
2. What did you encounter in the text that challenges your preconceived ideas and what about the author's argument makes you think that?
3. What course concepts does the reading support?
4. How does the reading elevate course concepts discussed during a previous class session?
5. What is the difference between ___ concept and ___ concept introduced in the readings?

Graduate Student Course Requirements:

Graduate students will a 20-25-page research paper. Topics should be selected in collaboration with Dr. Manuel-Scott.

Undergraduate Synthesis Paper:

There will be one final assignment – a synthesis take-home exam. Your essay should draw on assigned course texts and reflect your intellectual development. You do not need to consult any materials outside of the assigned text to successfully complete the final.

Google Drive Link:

https://drive.google.com/drive/folders/1hh89JU5HusWOo-_TeAV6rlPQI0IYVan_?usp=sharing

Extra Credit

If you attend the Rothstein lecture, take a selfie, and send me a short email (**approximately 10-15 sentences**) articulating how the author's talk connects to our course.

Grading Evaluation Structure

Collaborative Note Taking	(x10)	20%
Collaborative Annotations	(x10)	50%
Current Event Facilitation		10%
Final Synthesis Essay		20%



WEEKLY SCHEDULE

DATE	READING ASSIGNMENT (TO BE COMPLETED BEFORE CLASS)	DUE
WK 1 8/24 Introduction: The Unmatter of Black Lives	Introduction Readings cited during class: Kimberle Williams Crenshaw, "The Unmatter of Black Lives," <i>The New Republic</i> (2020)	Order the Hartman book and read the syllabus. If you have any questions or

	https://newrepublic.com/article/157769/unmattering-black-lives Marc Lamont Hill, <i>Nobody: Casualties of America's War on the Vulnerable from Ferguson to Flint and Beyond</i> (2020)	unique needs, please reach out to me.
WK 2 8/31 Between Black Aliveness and Black Death Current Event Facilitator:	Marquis Bey, "Bring Out Your Dead: Understanding the Historical Persistence of the Criminalization of Black Bodies," <i>Cultural Studies/Critical Methodologies</i> (2016) 272-277 DeMarcus A. Jenkins, Antar A. Tichavakunda & Justin A. Coles, "The second ID: critical race counterstories of campus police interactions with Black men at Historically White Institutions," <i>Race Ethnicity and Education</i> (2021) 150-152 & 155-162	Collaborative Annotations Due before class Read the Jenkins and McKittrick articles BEFORE reading Bey. While reading Bey, be sure to locate points of connection to other assigned texts.
WK 3 9/7 The Afterlife of Slavery Current Event Facilitator:	Saidiya Hartman, <i>Lose Your Mother: A Journey Along the Atlantic Slave Route</i> (2007) Read and annotate only: Prologue 3-18 Afrotopia 19-48 Markets and Martyrs 49-75 Graduate Students complete Hartman's book	Complete Collaborative Annotations prior to class.
WK 4 9/14 The Wake Current Event Facilitator:	Biko Mandela Gray, <i>Now It is Always Now</i> , <i>Political Theology</i> (2022) Christina Sharpe, "The Wake," <i>In the Wake: On Blackness and Being</i> , 1-25.	Complete Collaborative Annotations prior to class.
WK 5 9/21 The Ship Current Event Facilitator:	M. NourbeSe Philip, <i>Zong!</i> (2008) 189-207 [Note: You may skim this chapter but use my marginalia to focus your reading.] Christina Sharpe, "The Ship," <i>In the Wake: On Blackness and Being</i> , 25-62. Graduate students complete Sharpe's book.	Complete Collaborative Annotations prior to class.

<p>WK 6 9/28 Surveilling Blackness (Part 1)</p> <p>Current Event Facilitator:</p>	<p>Larry H. Spruill, "Slave Patrols, Packs of Negro Dogs and Policing Black Communities," <i>Phylon</i> (2016)</p> <p>Simone Browne, "Branding Blackness: Biometric Technology and the Surveillance of Blackness" <i>Dark Matters: On Surveillance of Blackness</i>, 89-130</p>	<p>Complete Collaborative Annotations prior to class.</p>
<p>WK 7 10/5 Surveilling Blackness (Part 2)</p> <p>Current Event Facilitator:</p>	<p>Sally E. Hadden, "Black Freedom, White Violence: Patrols, Police, and the Klan," <i>Slave Patrols: Law and Violence in Virginia and the Carolinas</i>, 203-220</p> <p>Dennis Childs, "Except as Punishment for a Crime: The Thirteenth Amendment and the Rebirth of Chattel Imprisonment," <i>Black Incarceration from the Chain Gang to the Penitentiary</i> (2015)</p>	<p>Complete Collaborative Annotations prior to class.</p>
<p>10/11</p>	<p>EXTRA CREDIT OPPORTUNITY</p> <p>Richard Rothstein (author of <i>Color of Law: A Forgotten History of How Our Government Segregated America</i>) Lecture @ 1:30 PM</p>	<p>If you attend, take a selfie, and send me a short email (approximately 10-15 sentences) articulating how the author's talk connects to our course.</p>
<p>WK 8 10/12 Carceral Constructions of Deviant Black Women</p>	<p>Sarah Haley, "Convict Leasing, (Re)Production, and Gendered Racial Terror," <i>No Mercy Here: Gender, Punishment, and the Making of Jim Crow Modernity</i>, 58-118. [Note: You may skim this chapter but use my marginalia to focus your reading.]</p> <p>Talitha L. LeFlouria, "Broken, Ruined, and Wrecked Women on the Chain Gang," <i>Black Women and Convict Labor in the New South</i>, 172-188</p> <p>Additional Reading Recommended for Graduate Students: Talitha L. LeFlouria, "Menacing (Re)Production The Commodification and De-Commodification of Incarcerated Black Women's Wombs and Work," <i>Caging Borders and Carceral States: Incarcerations, Immigration Detentions, and Resistance</i> (2019) 174-182</p>	<p>Complete Collaborative Annotations prior to class.</p>

<p>WK 9 10/19 Policing Black Women</p> <p>Current Event Facilitator:</p>	<p>Kali Nicole Gross, “Policing Black Women’s and Black Girls’ Bodies in the Carceral United States,” <i>Souls</i> (2018) 1-13</p> <p>Treva B. Lindsey, “Say Her Name: Policing is Violence,” <i>America Goddam: Violence, Black Women, and the Struggle for Justice</i>, 32-59</p>	<p>Complete Collaborative Annotations prior to class.</p>
<p>WK 10 10/26 Black Death as Spectacle</p> <p>Current Event Facilitator:</p>	<p>Amy Louise Wood, “Introduction,” <i>Lynching and Spectacle: Witnessing Racial Violence in America</i>.</p> <p>Amy Louise Wood, “The Spectator Has A Picture in His Mind to Remember for A Long Time,” <i>Lynching and Spectacle: Witnessing Racial Violence in America</i>.</p> <p>DeNeen L. Brown, “Lynching in Mississippi never stopped” <i>The Washington Post</i> (2021) https://www.washingtonpost.com/nation/2021/08/08/modern-day-mississippi-lynchings/</p>	
<p>WK 11 11/2 (Re)Producing Terror Regimes</p> <p>Current Event Facilitator:</p>	<p>Assata Shakur, “Women in Prison: How we are,” <i>The Black Scholar</i> (1978) 8-15</p> <p>Katherine McKittrick, “Plantation Futures,” <i>Small Axe</i> (2013) 1-3 and 8-12</p> <p>Clint Smith “Angola Prison,” <i>How the Word is Passed</i> 85-117</p> <p>Additional Activity Recommended for Graduate Students: <i>The Visiting Room</i> https://www.visitingroomproject.org/visiting-room Select two interviews to listen to on the site.</p>	<p>Complete Collaborative Annotations prior to class.</p>
<p>WK 12 11/9 Racialized Cartographies</p>	<p>Richard Rothstein, “State Sanctioned Violence,” <i>The Color of Law: A Forgotten History of How Government Segregated America</i> 139-152</p> <p>“Black Geographies: Black Spaces and Places” <i>BlackFeminisms.com</i> (2018) https://blackfeminisms.com/black-geographies/</p> <p>Rashad Shabazz, “Carceral Matters: An Introduction” <i>Spatializing Blackness: Architectures of Confinement and Black Masculinity in Chicago</i> (2015) 1-9 & 11-54</p>	<p>Complete Collaborative Annotations prior to class.</p>

<p>WK 13 11/16 Carceral Ivory Towers</p> <p>Current Event Facilitator:</p>	<p>Liz Coston, “Buying Space, Policing Race,” <i>The Activist History Review</i>(2019) https://activisthistory.com/2019/11/22/buying-space-policing-race/</p> <p>Cobretti D. Williams, “Race and Policing in Higher Education,” <i>The Activist History Review</i> https://activisthistory.com/2019/11/19/race-and-policing-in-higher-education/</p> <p>Teona Williams, “For ‘Peace, Quiet, and Respect’: Race, Policing, and Land Grabbing on Chicago’s South Side, <i>Antipode</i> (2021) 497-523</p>	<p>Complete Collaborative Annotations prior to class.</p>
<p>WK 14 11/23 Fall Break</p>		
<p>WK 15 11/30 Resisting the Disposability of Nobodies</p>	<p>Frank B. Wilderson III, “‘We’re trying to destroy the world’: Anti-Blackness & Police Violence After Ferguson”</p> <p>Rinaldo Wilcott, <i>The Long Emancipation: Moving Toward Black Freedom</i> (2021) 1-22</p> <p>Additional Reading Recommended for Graduate Students: Rinaldo Wilcott, <i>The Long Emancipation: Moving Toward Black Freedom</i> (2021) 43-68</p>	<p>Complete Collaborative Annotations prior to class.</p>