

Term Information

Effective Term Spring 2017

General Information

Course Bulletin Listing/Subject Area African American & African Std
Fiscal Unit/Academic Org African-Amer & African Studies - D0502
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 7507
Course Title Black Lives Matter: Law and Culture
Transcript Abbreviation Black Lives Matter
Course Description This course examines law as a site that has defined both blackness and humanness in relationship to African Americans. It also explores black culture to understand various responses to injustice.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions Not open to students with credit for Law 7507

Cross-Listings

Cross-Listings Cross-listed in Law

Subject/CIP Code

Subject/CIP Code 22.0101
Subsidy Level Doctoral Course
Intended Rank Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Engage in critical dialogue about how blackness has been defined within the US legal system. Consider how cultural texts have responded to the various facets of black lives.

Content Topic List

- what it means to be human in the US
- social realities of the Black experience
- Political realities of the Black Experience
- economic realities of black lives from the Colonial to the present
- Define how blackness has been defined within the US legal system

Attachments

- Syllabus BlackLivesMatter3.docx: BlackLivesMatterSyllabus

(Syllabus. Owner: Austin, Curtis J)

Comments

- If the course is open to AAAS students then you need to select those levels as well (beyond professional); content topics have to be separate (see operations manual) and boiler ASC language should be included not the Moritz language. Returned at request of C. Austin 10/7

A 7000 level course is not open to freshmen, please review curricular operations manual instructions for courses at the 7000 level. *(by Heysel, Garrett Robert on 11/01/2016 07:49 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Austin, Curtis J	09/16/2016 01:09 PM	Submitted for Approval
Approved	Austin, Curtis J	09/16/2016 01:10 PM	Unit Approval
Revision Requested	Heysel, Garrett Robert	10/13/2016 12:08 PM	College Approval
Submitted	Austin, Curtis J	11/01/2016 02:28 PM	Submitted for Approval
Approved	Austin, Curtis J	11/01/2016 02:29 PM	Unit Approval
Revision Requested	Heysel, Garrett Robert	11/01/2016 07:47 PM	College Approval
Submitted	Heysel, Garrett Robert	11/01/2016 07:49 PM	Submitted for Approval
Approved	Austin, Curtis J	11/16/2016 01:14 AM	Unit Approval
Approved	Heysel, Garrett Robert	11/16/2016 10:30 AM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	11/16/2016 10:30 AM	ASCCAO Approval

AAAS 7507

Black Lives Matter: Law and Culture

Professors Vincene Verdun & Simone Drake

Draft Syllabus

Course Description

The idea of black lives mattering extends far deeper into the annals of the US legal system than merely an issue of police violence inflicted upon black bodies. This course aims to consider the myriad ways in which black lives and blackness itself have been defined within the US legal system as valueless, expendable, and ultimately as not fully human and worthy of full protection under the law. We will examine obvious instances of black lives not mattering (e.g. police brutality, disproportionate sentencing, and unpunished white violence) alongside instances of injustice that might not immediately be understood to also determine how black life is or is not valued (e.g. education, housing, environmental racism, and intellectual property). Beginning in the colonial period when James Somersett petitioned the Court for his freedom and the subsequent state legislation in various states to distinguish black from white in relationship to property and free, we begin to examine case law and legislation that has restricted blacks from gaining full citizenship and equal protection under the law. As we study the law, we will also consider how culture is a site where blacks have both responded to the law and resisted the law.

Course Objectives

- To engage students across disciplines in critical dialogue about how blackness has been defined within the US legal system.
- To consider how cultural texts (music, literature, art, film, dance, etc.) have responded to the historical, social, political, and economic realities of black lives from the Colonial period to the present.
- To think about what it means to be human in the context of the US black social, political, and economic experience as it emerges in law and culture.
- To think critically about what is gained by not studying either law or culture in isolation.
- To produce interdisciplinary written analysis that builds upon the course material.

Assignments

Research Paper (20-25 pages)	50%
Three Synthesis Papers (2-3 pages)	30%
Discussion Leader (groups)	10%
Participation	10%

Research Papers

Final papers will be 20-25 pages in length (not including notes and works cited). The papers are research-based and must directly engage the course material, drawing on a minimum of three texts from the syllabus. Because this is a multidisciplinary course, papers must also engage both law and culture in a sustained way throughout the paper. Paper topics and abstracts will be submitted to the instructors for approval. Documentation format is open; use whatever is most appropriate for your field, but use it consistently and correctly.

Synthesis Papers

You will write one Synthesis Paper for each full month of class: September, October, and November. These 2-3 page papers can be submitted on Carmen at any time each month, but only one paper can be submitted each month. Each class meeting brings together legal and cultural texts that we will put into conversation with one another during the class period. Each synthesis paper, working from a thesis or at the very least a declarative statement, should hone in one specific way in which the texts assigned for that class period address: 1) a particular issue related to black lives mattering/not mattering; 2) how the different disciplinary perspectives enable better understanding of the issue; and 3) how blackness is defined in the context of the issue. Final papers may build upon synthesis papers but are not required to do so.

Discussion Leader

Working in multidisciplinary groups of 2-3 students, depending on final enrollment size, students will prepare an overview (similar to the Synthesis Papers) and 3-4 discussion questions for a selected class period. The discussion questions should be narrowly tailored to focus on a specific issue of interest in the assigned material, rather than attempting to cover all of the material and from every possible angle. The entire presentation and discussion should not be longer than 30-40 minutes. Remember--narrowly tailored!

Participation

This is a seminar, so regular and robust participation is expected during each class period. Regular attendance is also expected; attendance irregularities will adversely affect the final grade.

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Disability Statement

“Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is

located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.”

Week One

- *Somerset v. Stuart*
http://www.nationalarchives.gov.uk/pathways/blackhistory/rights/slave_free.htm
- Higginbotham, *In the Matter of Color* (Chapter 9)
- Roediger, *How Race Survived US History: From Settlement and Slavery to the Obama Phenomenon* (Chap. 1)
- Cheryl Harris, “Whiteness as Property”
- *Celia, A Slave* (biography)

Week Two

- *Dred Scott v. Sandford* (C-SPAN Landmark Cases)
- *The Slaughterhouse Cases* (C-SPAN Landmark Cases)
- David Walker, “David Walker’s Appeal in Four Articles”
<http://docsouth.unc.edu/nc/walker/menu.html>
- Quentin Tarantino, *Django* (film)

Week Three

- 1866 Civil Rights Act
- 14th Amendment
- *Plessey v. Ferguson*
- Paul Laurence Dunbar, *The Sport of the Gods* (novella)

Week Four

- *United States v. Carolene Products* (1938) [heightened scrutiny for laws targeting minorities]
- *Méndez v. Westminster*
- *Brown v. Board of Education* (C-SPAN Landmark Cases)
- *Brown II*
- Derrick Bell, “*Brown v. Board of Education* and the Interest Convergence Dilemma”
- Gwendolyn Brooks, *Maud Martha* (novel)

Week Four

- *Shelley v. Kraemer*
- Civil Rights Act of 1968/Fair Housing Act
- Lorraine Hansberry, *A Raisin in the Sun* (play)
- Jean Toomer, “Rhobert”

Week Five

- *Heart of Atlanta Motel, Inc. v. United States* (1964) [segregation and Commerce Clause]

- Ava DuVernay, *Selma* (film)
- Brooklyn Museum of Art, “Witness: Art and Civil Rights in the Sixties” http://www.huffingtonpost.com/2014/02/12/civil-rights-art_n_4769268.html

Week Six

- *Swain v. Alabama & Batson v. Kentucky* [peremptory jury selection]
- Ernest J. Gaines, *A Gathering of Old Men* (novel)
- Joel Schumacher, *A Time to Kill* (film)

Week Seven

- *Mapp v. Ohio* (1961) (C-SPAN Landmark Cases)
- *Terry V. Ohio*
- *Whren v. United States*
- Kendrick Lamar, 2016 Grammy Performance
- Jay-Z, “99 Problems” in *Decoded*

Week Eight

- *Baker v. Carr* (1962) (C-SPAN Landmark Cases)
- Voters Right Act of 1965
- Lani Guinier, “Groups, Representation, and Race-Conscious Districting: A Case of the Emperor’s Clothes”
- Malcolm X, “The Ballot or the Bullet”
- Sam Cooke, “A Change Is Gonna Come”
- Nina Simone, “Mississippi Goddam”

Week Nine

- Bell, *Race, Racism and American Law* (chapter 5)
- *Brown v. Mississippi* (1936) [torture/coerced confessions]
- *Screws v. United States* (1945) [police violence]
- *Williams v. Alioto* [zebra killings]
- *McCleskey v.* (1978) [police killing]
- Beyonce, “Formation” (music video)
- Ryan Coogler, *Fruitvale Station* (film)

Week Ten

- Dorceta Taylor, *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility*
- Flint, MI Water Crisis
- Markese “Doo Dat” Bryant, “The Dream Reborn (My President is Green)” (music)
- Tracy Chapman, “Rape of the World” (music)
- Mos Def, “New World Water” (music)

Music Videos <http://www.colbyandawu.com/green-music-10-environmental-songs-that-advocate-for-nature/>

Week Eleven

- Rhonda Y. Williams, *The Politics of Public Housing: Black Women's Struggles Against Urban Inequality*
- African American Policy Forum, "Black Girls Matter: Pushed Out, Overpoliced and Under-Protected"
<http://www.aapf.org/recent/2014/12/coming-soon-blackgirlsmatter-pushed-out-overpoliced-and-underprotected>
- Kara Walker, "A Subtlety, or the Marvelous Sugar Baby" (visual art)

Week Twelve

- Waverly Duck, *No Way Out: Precarious Living in the Shadow of Poverty and Drug Dealing*
- John Singleton, *Boyz in the Hood* (film)
- *Straight Outta Compton* (film)

Week Thirteen

- Mari Matsuda, "Looking to the Bottom: Critical Legal Studies and Reparations"
- Vincene Verdun, "If the Shoe Fits, Wear It: An Analysis of Reparations to African Americans", 67 *Tulane Law Review* 597-698, 612-639 (February, 1993)
- Alondra Nelson, *The Social Life of DNA: Race, Reparations, and Reconciliation after the Genome*
- John Singleton, *Rosewood* (film)
- BACKGROUND: Bassett, C. Jeanne. "House Bill 591: Florida Compensates Rosewood Victims and Their Families for a Seventy-One-Year-Old Injury." *Fla. St. UL Rev.* 22 (1994): 503.

Week Fourteen

Thomas Shapiro, *The Hidden Cost of Being African American: How Wealth Perpetuates Inequality*

Mary Patillo-McCoy, *Black Picket Fences: Privilege and Peril Among the Black Middle Class* (Intro & Chap. 1)

Malcolm Lee, *Best Man Holiday* (film)

Week Fifteen

Janelle Monae, "Hell You Talmabout"

Paul Butler, *Let's Get Free: A Hip Hop Theory of Justice*