

## **Spring 2017 Seminar: #BlackLivesMatter: Critical Perspectives**

AAS 4013, AMS 4823, HON 3233, HUM 3703, and ENG 4953; BBL 6973, C&I 6973, ENG 5933, and ENG 6033

### **I. General Information**

Instructor: Sonja [Lanehart](#), Professor and Brackenridge Endowed Chair  
Co-Instructors: Drs. Stephen [Amberg](#), Theodora [Berry](#), Kinitra [Brooks](#), Marco [Cervantes](#),  
Langston [Clark](#), LaGuana [Gray](#), Kim Lee [Hughes](#), Joycelyn [Moody](#), Scott  
[Sherer](#), and Howard [Smith](#)  
Class held: Tuesdays 6:00 PM-8:45 PM in [MB](#) 0.212 (ground floor on JPL side)  
Office hours: Tuesdays 4:00-5:00 PM in [MB](#) 2.306A **AND** by appointment  
Contact info: [Sonja.Lanehart@utsa.edu](mailto:Sonja.Lanehart@utsa.edu); **I Do Not Have An Office Phone**  
Texts: Blackboard, on [reserve](#) or [e-book](#) at JPL, or Amazon/online (see link)  
[Fantasy Magazine](#) (Dec issue) & Beyoncé's [Lemonade](#) ([visual album](#))  
Alexander, M. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (e-book)  
Delgado, R. and J. Stefancic. *Critical Race Theory: An Introduction* (e-book)  
Ladson-Billings, G. (2009). *The Dreamkeepers: Successful Teachers of African American Children* (2nd ed.) (e-book)

### **II. Course Description and Objectives**

*#BlackLivesMatter: Critical Perspectives* is a multidisciplinary class examining the Black Lives Matter movement and organization founded by three Black lesbians – Patrisse Cullors, Opal Tometi, and Alicia Garza. The goal of this class is to critically exam the sociocultural and historical contexts of the [#BlackLivesMatter](#) movement and its 13 guiding principles, which will be covered each week: diversity, globalism, Black women, collective value, restorative justice, unapologetically Black, transgender affirming, Black villages, empathy, intergenerational, loving engagement, queer affirming, and Black families. At the end of the course, students will be able to:

- Define/articulate #BLM
- Apply critical theories around #BLM
- Articulate and critique competing discourses around #BLM
- Summarize, synthesize, analyze, integrate, and apply research and course content
- Articulate and conduct your own multimodal/digital humanities research on #BLM

### **III. Evaluation Criteria and Requirements**

**Resources and administrative information:** <http://provost.utsa.edu/syllabus.asp>

**ALL PAPERS ARE TO BE UPLOADED IN BLACKBOARD**, titled, signed (i.e., include your name), and page numbered with one-inch margins and 12-point font prepared according to the APA, MLA, or Chicago style manual and following their guidelines for inclusive language.

#### **A. ATTENDANCE AND PARTICIPATION**

**EVERY CLASS**

Students are expected to attend class, be prepared, and participate in course discussions and activities. Although there is no official point value associated with this aspect of the course, it will be taken into consideration in grading of borderline cases.

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**B. DISCUSSION BOARD (12 points, or 10% of your grade)**

**DUE 4 TUESDAYS@9:00AM**

You are responsible for uploading your response to a discussion question posted by the Instructor for the Week in Blackboard **three** times during the semester **after DB 1:**

**(2) DB 2-4; (3) DB 5-8; (4) DB 9-12**

**N.B.: Only 15 students can respond each week.**

This discussion is meant to critically engage the texts from class and connect conversations from previous classes and peer-to-peer communication. Here, we urge you to write about and reflect upon the content in a way that pushes forward themes, questions, concerns, and connections of the text(s) discussed in class, of theories underlining various social contexts and methodologies, as well as everyday actions.

**By 9:00AM on Tuesdays**, upload a well-written, thoughtful response based on the proposed theme and/or question of the week. If you are the first person to post a response (or question), please be sure to include a follow-up question and leave a comment on the last person's uploaded response. Everyone else who posts a response after the first person/post must read the previous post and leave a 150-word comment. This re-post comment should acknowledge the original poster's intention (or ask about clarification) and make connections/insight to other parts of the reading and/or other texts mentioned in the course. Be sure to highlight your original thoughts and response about the text. **N.B.:** We are more concerned with **content quality** than length.

**C. CELEBRATIONS OF KNOWLEDGE (48 points, or 40% of your grade)**

**FEB 21 & MAY 9**

There will be Celebration of Knowledge (CK) at Midterm and possibly during Finals to assess your learning and understanding in this class. More information will be provided in class. CKs are take-home and will include identification, short-answer, and essays.

**D. RESEARCH PROJECT (60 points, or 50% of your grade)**

**MULTIPLE DUE DATES**

You will do a Research Project and Instructional Video Presentation that addresses conceptual, methodological, and empirical aspects relevant to #BLM. The goal of this assignment is for you to pursue a more in-depth study of research and reading and develop a deeper understanding of a topic as it relates to your research or teaching interests and/or your daily life and personal development. You have several options to choose from to fulfill this requirement: (1) Digital Humanities, Multi-modal Group (or Individual) Research Project; (2) Critical Essay; (3) Wiki; (4) Application Paper; or (5) Other (i.e., pitch me a better, more suitable alternative research project for your discipline and interests). The research option you choose should be the one that can best meet your needs and expectations given your degree program, what stage you are at in your degree program, and your area(s) of interest as they relate to #BLM. Whichever option you choose, you will start with a research question/topic. You need to begin early in the semester and **meet with a course Project Instructor** before proceeding with your proposed research project. If you are having a problem coming up with a topic, CONTACT ME ASAP.

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**E. GRADING SCALE AND POINTS**

<b>DUE DATES</b>	<b>Upload in Blackboard/Complete Assignment or Activity</b>	<b>Points</b>
JAN 17 (T)	Discussion Board 1 for CRT	3
JAN 23 (M)	Research Topic Interest & Project Instructor	3
JAN 30 (M)	Research Question, Rationale & Background Knowledge	3
JAN 31 (T)	Meet with your Project Instructor about your Research Project	3
FEB 6 (M)	Research Argument/Purpose & Subjectivity Statement	3
FEB 7(T)	Discussion Board 2 for DB 2-4	3
FEB 13 (M)	Research Literature Sources in Blackboard (20 for Grad, including 5 from class; 15 for UG including 3 from class)	3
FEB 20 (M)	MIDTERM CELEBRATION OF KNOWLEDGE	24
FEB 27 (M)	Revised Research Literature Sources & Annotations of <i>all</i> references	3
MAR 7 (T)	Meet with your Project Instructor about your Research Project	3
MAR 21 (T)	Discussion Board 3 for DB 5-8	3
MAR 27 (M)	Draft of Research Project <i>then</i> Meet with Project Instructor	3 / 3
APR 10 (M)	Final Research Project & Revised Annotations	3
APR 18 (T)	Meet with your Project Instructor about your Research Project	3
	Discussion Board 4 for DB 9-12	3
APR 25 (T)	Instructional Video Presentations in class	3
APR 28 (F)	REVISED RESEARCH PROJECT w Conclusions/Product	36
	REVISED INSTRUCTIONAL VIDEO	12
MAY 9 (T)	Black Lives Matter Showcase: CELEBRATION OF KNOWLEDGE	24

Letter Grade	DB Resp	CK Mid	Sub Projs.	Final Proj.	Instr. Video	CK Final
A+	12	24	12	36	12	24
A	11	22	11	33	11	22
A-	10	20	10	30	10	20
B+	9	18	9	27	9	18
B	8	16	8	24	8	16
B-	7	14	7	21	7	14
C+	6	12	6	18	6	12
C	5	10	5	15	5	10
C-	4	8	4	12	4	8
D+	3	6	3	9	3	6
D	2	4	2	6	2	4
D-	1	2	1	3	1	2
F	0	0	0	0	0	0

Final Grade	Total Grade Points
A+	120
A	119 - 110
A-	109 - 100
B+	99 - 90
B	89 - 80
B-	79 - 70
C+	69 - 60
C	59 - 50
C-	49 - 40
D+	39 - 30
D	29 - 20
D-	19 - 10
F	Below 10

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**IV. Course Outline**

- JAN 10 Introduction to *#BLM: Critical Perspectives*
- JAN 17 <sup>DB 1</sup> *Critical Race Theory* with Dr. Berry, ILT (BB Module 1)  
Book: Delgado & Stefancic. *Critical Race Theory: An Introduction*
- JAN 24 <sup>DB 2</sup> *AfroFuturism* with Dr. Brooks, English (BB Module 2)  
**Upload Research Topic Interest & Project Instructor**
- JAN 31 <sup>DB 3</sup> *Why Stories of Black Lives Matter* with Dr. Moody, English (BB Module 3)  
**Upload Research Question, Rationale & Background Knowledge**  
**Meet with your Project Instructor about your Research Project & Video**
- FEB 7 <sup>DB 4</sup> *#SayHerName: Intersectionality* with Dr. Berry, ILT (BB Module 4)  
**Upload Research Argument/Purpose & Subjectivity Statement**
- FEB 14 <sup>DB 5</sup> *Where's the Love: Queer Black Feminism* w/Dr. Hughes, COU (BB Mod 5)  
**Upload Research Literature Sources**
- FEB 20 (M) MIDTERM CELEBRATION OF KNOWLEDGE DUE**
- FEB 21 COMMUNITY & SOCIAL ACTIVIST PANEL (TBD)
- FEB 28 <sup>DB 6</sup> *Hip Hop & Collective Consciousness* w/Dr. Cervantes, BBL (BB Module 6)  
**Upload Annotations of all references**
- MAR 7 <sup>DB 7</sup> *Critical Visual Analysis* with Dr. Sherer, Art History (BB Module 7)  
**Meet with your Project Instructor about your Research Project & Video**
- MAR 14 **SPRING BREAK: NO CLASSES**
- MAR 21 <sup>DB 8</sup> *Rise of the Prison Industrial Complex* with Dr. Gray, History (BB Module 8)  
Book: Michelle Alexander's *The New Jim Crow*.
- MAR 28 <sup>DB 9</sup> *Lemonade* by Beyoncé, with Dr. Brooks, English (BB Module 9)  
Texts: *Fantasy Magazine* (Dec issue); Beyoncé's *Lemonade* (visual album)  
**Upload Draft of Research Project then Meet with Project Instructor**
- APR 4 <sup>DB 10</sup> *Segregation & Failures of Integration* w/Dr. Smith, BBL (BB Module 10)  
Book: Gloria Ladson-Billings' *Dreamkeepers*.
- APR 11 <sup>DB 11</sup> *Electoral Democracy* w/Dr. Amberg, Political Science (BB Module 11)  
**Upload your Final Research Project, Video & Revised Annotations**
- APR 18 <sup>DB 12</sup> *Black Athletes Matter* with Dr. Clark, Kinesiology (BB Module 12)  
**Meet with your Project Instructor about your Research Project**
- APR 25 Last Class Final Research Project Presentations with Instructive Video in class**
- APR 28 (F) REVISED RESEARCH PROJECT & INSTRUCTIVE VIDEO DUE**
- MAY 9 (T) #BLM SHOWCASE: FINAL Celebration of Knowledge, JPL 4.04.22, 6-8:30pm**