**ID403 Valente Center Undergraduate Roundtable Seminar**

**Fall Semester 2022  three credit course – diversity intensive**

**Black Lives, Black Voices:**

**Intersectional Perspectives on Racial Justice**

**Faculty and Staff:** Samir Dayal et al

**Time:** Wednesdays 11 AM to 1:50 PM

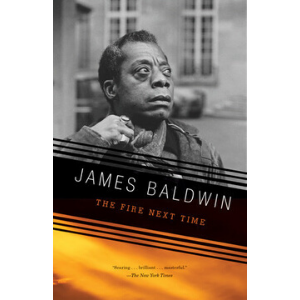
**Seminar Description**

The Valente Center Undergraduate Roundtable Seminar is a three-credit course in which a small group of dedicated students meets every week with five members of the faculty, representing different disciplines, to read and discuss challenging books of recognized importance and value. The books are ones that the faculty members do not already know and that do not come from their field of expertise. This way the seminar has no “teacher” in the usual sense. Students and faculty members read and learn together, and it is the student participants who lead the discussion.

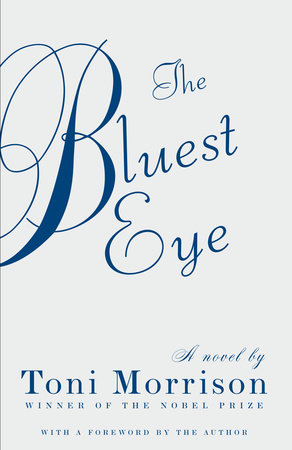
The topic of the Fall 2022 Roundtable is Racial Justice viewed through intersectional perspectives. Our focus in this Valente Center Roundtable Seminar on Racial Justice will be on selected works of fiction, non-fiction, and film representing Black lives and Black voices.  Materials for the seminar may also include excerpts from tv series, music, and other cultural products.  Our goal will be to explore how the issue of “race” and racial justice in contemporary culture intersects with issues concerning ethnicity, gender, law, politics, citizenship, immigration, and environmental justice. Participants, including students, staff, and faculty members, will come together weekly to read and discuss works that engage with the ongoing crisis of racial justice, and also place the crisis within the context of earlier public debates about these interlinked issues.

In this course, students will develop or build on emerging presentation and reading and analysis skills through engagement with the texts and the corresponding assignments. Classroom methods will include discussion, student presentations, a midterm, and a reflection paper at semester’s end.

The anchoring texts for the class will be the following two works--they will be supplemented by additional materials for discussion throughout the Spring semester.



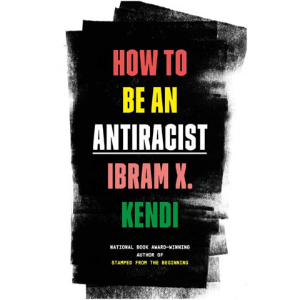
* James Baldwin, *The Fire Next Time* (New York: Vintage, 1992 [1963]). Landmark personal essays on racial injustice in America, including his own experience as a black teen growing up in Harlem.

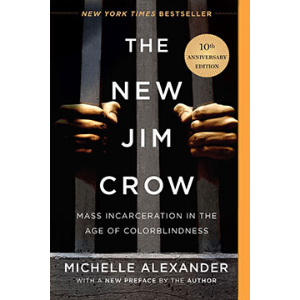
*  Toni Morrison, *The Bluest Eye* (1970).

Additional materials may include articles, videos, and excerpts from a range of other materials such as the following (these are only examples of possible complementary assignments, TBD):

A picture containing text, newspaper, book, sign

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The seminar meets weekly on **Wednesdays from 11 AM to 1:50 PM.** The Valente Center covers the cost of all books as well any other activities as selected by students and faculty.

**DIVERSITY AND INCLUSION STATEMENT**

This course is diversity intense. It is the intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is the intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated.

Furthermore, the instructors would like to create a learning environment for students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

The class roster has your preferred name, but we will happily address you by an alternate name and/or pronoun. Just let us know your preference. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with one of the instructors. This is a learning environment, and we will allow that space for growth. However, we will not tolerate any dehumanizing of any individual in the class. If something was said in class (by anyone) that made you feel uncomfortable, please talk to one of the instructors about it. (Again, anonymous feedback is always an option).

Important note: Given the sensitive and challenging nature of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the classroom. ***Some material may be triggering***. We will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let one of the instructors know if something said or done in the classroom, by either one of us or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that we consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

* + Discuss the situation privately. The instructors are always open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.
  + Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
  + Notify the instructors of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with one of the instructors, we encourage you to seek out another, more comfortable avenue to address the issue.

**Weekly Topics and Readings:**

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| --- | --- |
| **Week 1:**  Introduction: Intersectional Perspectives | **For this class:** Write up a reflection on race relations in the United States now. What responsibility, if any, do you have to address the problems you identify?  **In preparation for class, read, view, or listen to:**   1. Baldwin, *The Fire Next Time* (TFNT), 15-21 2. [Kimberlé Crenshaw, “Demarginalizing the Intersection of Race and Sex: Aa Black Feminist Critique of Antidiscrimination, Doctrine, Feminist Theory and Antiracist Politics](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Crenshaw_Mapping%20the%20Margins_%20Intersectionality,%20Identity%20Politics,%20and%20Violence%20against%20Women%20of%20Color.pdf?csf=1&web=1&e=mkxumW).” In *Feminist Legal Theory: Foundations*, ed. D. Kelly Weisberg 3. View Video on Vimeo: [Race: The Power of an Illusion: How the Racial Wealth Gap Was](https://vimeo.com/133506632) Created (29:18). 4. NAACP, [Ten Equity Implications of The COVID-19 Outbreak in the United States](https://naacp.org/wp-content/uploads/2020/03/Ten-Equity-Considerations-of-the-Coronavirus-COVID-19-Outbreak-in-the-United-States_Version-2.pdf). 5. [Pollution Is Killing Black Americans. This Community Fought Back (Links to an external site.)](https://www.nytimes.com/2020/07/28/magazine/pollution-philadelphia-black-americans.html). *New York Times Magazine*, August 2, 2020. 6. [COVID-19 and Neighborhood Racial Inequality (Links to an external site.)](https://www.nytimes.com/interactive/2020/07/05/us/coronavirus-latinos-african-americans-cdc-data.html)   **In class, we will show & discuss:**   1. Excerpt from *Birth of A Nation* (Film) |
| **Week 2:** Histories (and the Legacies) of Race and Racialization | **In preparation for this class, read, view, or listen to:**   1. Baldwin (TFNT), 24-57 2. *I Am Not Your Negro* (Please view on Netflix; the Library also has a DVD copy). 3. Eddie S. Glaude, Jr, [“Thinking with Jimmy,”](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Glaude_Thinking_with_Jimmy.pdf?csf=1&web=1&e=byoTMp) excerpt from *Begin Again: James Baldwin’s America and Its Urgent Lessons for Our Own*. 4. Edwidge Danticat, [“Message to My Daughters,”](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Danticat_in_the-fire-this-time-Jesmyn_Ward.pdf?csf=1&web=1&e=qFT2tg) in Jesmyn Ward, ed. *The Fire This Time*.   **Supplementary and Recommended:**   1. Frederick Douglass*,* [*Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself*  (1845).](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Frederick%20Douglass%20excerpt,%2047-53%20(7%20pages).pdf?csf=1&web=1&e=avS5FE)  Excerpt, 47-53 (7 pages) 2. W.E.B. DuBois, [*The Souls of Black Folk* (1903](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/The%20Souls%20of%20Black%20Folk_Excerpt.pdf?csf=1&web=1&e=AwzSG5)). Excerpt 3. Martin Luther King, Jr., [“Letter From Birmingham Jail.”](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/martin-luther-king-letter-from-birmingham-jail_excerpt.pdf?csf=1&web=1&e=zra1vx) |
| **Week 3:**  Race, Class, and Education | **In preparation for class, read, view, or listen to:**   1. Baldwin (TFNT), 57-79 2. Ta-Nehisi Coates, [*Between the World and Me*](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/tanehisi-coates-between-the-world-and-me_excerpt.pdf?csf=1&web=1&e=Lig4zs). Excerpt pp. 5-39 3. View Video on Vimeo: [Race: The Power of an Illusion: How the Racial Wealth Gap Was](https://vimeo.com/133506632) Created (29:18).   **Supplementary and Recommended:**   1. Isabel Wilkerson, [*Caste*. Excerpt: read up to p. 14](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/wilkerson-caste-the-origins-of-our-discontents-Extract%20to%20p%2014.pdf?csf=1&web=1&e=mqI75I) 2. Kiese Laymon, [*Heavy: An American Memoir*. Excerpt, 12-33.](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Laymon_Heavy%20an%20American%20memoir_excerpt.pdf?csf=1&web=1&e=Q8hhWH) 3. Baldwin, [“My Dungeon Shook: Letter To My Nephew On The One Hundredth Anniversary Of The Emancipation”](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/Baldwin_My%20Dungeon%20Shook.pdf?csf=1&web=1&e=ZdZt7D) 4. Sweet Honey in the Rock, [“Ella’s Song” (1998)](https://www.google.com/search?rlz=1C5CHFA_enUS915US915&ei=a7H4X_biA-Sq5NoP_fCOuAE&q=sweet+honey+in+the+rock+ella%27s+song&gs_ssp=eJzj4tFP1zcsNjAtz0muSDdg9FIuLk9NLVHIyM9LrVTIzFMoyUhVKMpPzlZIzclJVC9WKM7PSwcAteoRaQ&oq=sweet+honey+in+the+rock+e&gs_lcp=CgZwc3ktYWIQARgAMggILhDJAxCTAjICCAAyAgguMgIIADICCAAyBggAEBYQHjIGCAAQFhAeMgYIABAWEB4yBggAEBYQHjIGCAAQFhAeOgQIABBHOgoILhDJAxBDEJMCOgQIABBDOgQILhBDUPYmWNtLYJF4aANwAngAgAGaBYgBuA-SAQkyLTIuMS4xLjGYAQCgAQGqAQdnd3Mtd2l6yAEIwAEB&sclient=psy-ab) 5. Malcolm X and Alex Haley, [*The Autobiography of Malcolm X* (1965). Excerpt](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/malcolm_x__the_autobiography_of_malcolm_x-excerpt.pdf?csf=1&web=1&e=6LGtWW) 6. Richard Rothstein, [*The Color of Law*. Excerpt](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Color%20of%20law-Preface.pdf?csf=1&web=1&e=pecVub) |
| **Week 4:**  Critical Whiteness Studies | **In preparation for class, read, view, or listen to:**   1. Baldwin (TFNT), 80-90. 2. Ibram X. Kendi, *How to Be An Anti-Racist*. (Introduction & Chapter 10) 3. Apryl Williams, [“Black Memes Matter: #LivingWhileBlack with Becky and Karen” Social Media + Society (October-December 2020): 1–14](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Black%20Memes%20Matter_%20%23LivingWhileBlack%20With%20Becky%20and%20Karen.pdf?csf=1&web=1&e=3f7ZvX)   **Supplementary and Recommended:**   1. Ta-Nehisi Coates, [“The Case for Reparations”](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Ta-Nehisi%20Coates_Case%20for%20Reparations.pdf?csf=1&web=1&e=fKiHZJ) 2. Reni Eddo-Lodge, [*Why I’m No Longer Talkeing to White People about Race*. (Excerpt).](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/Why%20I%E2%80%99m%20No%20Longer%20Talking%20(to%20White%20People)%20About%20Race%20Renii%20Eddo-Lodge%20excerpt.pdf?csf=1&web=1&e=Toflk9) 3. Robin D’Angelo, [*White Fragility: Why it is so Hard for White People to Talk About Racism.* (Excerpt)](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/White%20Fragility%20excerpt.pdf?csf=1&web=1&e=vcFaB8) 4. Sarah Ahmed[, “A Phenomenology of Whiteness”](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Ahmed_Phenomenology_Whiteness.pdf?csf=1&web=1&e=QbbhCW) 5. David R. Roediger, [“All About Eve,” from *Colored White: Transcending the Racial Past* (2002). Excerpt](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Roediger_Colored_White_Excerpt.pdf?csf=1&web=1&e=Ne1RqN) 6. Richard Dyer, [*White*. Excerpt](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/richard-dyer-white_Excerpt.pdf?csf=1&web=1&e=2bOK4Q) 7. Baldwin, [“On Being White”](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Baldwin_On_Being_White.pdf?csf=1&web=1&e=vaa7Tx) |
| **Week 5:**  Afrofuturism: Utopia, Dystopia, Apocalypse Citizenship, and Immigration | **In preparation for class, read, view, or listen to:**   1. Baldwin (TFNT), 91-116. 2. Octavia Butler, [*The Parable of the Sower,* Excerpt](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/octavia-e-butler-parable-of-the-sower_excerpt.pdf?csf=1&web=1&e=2fwnV3). 3. *Black Panther* (Available from the Bentley Library)   **In class, we will show & discuss:**   1. *Pumzie* (Dir. Kahiu Wanuri), to be screened in class for discussion. [Excerpt from Brother from Another Planet](https://www.youtube.com/watch?v=QTxg8vTEeZU))   **Supplementary and Recommended:**   1. [W.E.B. DuBois, “The Comet,”](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/W.E.B.%20Du%20Bois%20-%20The%20Comet.pdf?csf=1&web=1&e=4DFgot) Excerpt 2. Sun Ra*,* [*Space is the Place*](https://www.youtube.com/watch?v=bCalqwsicls) (1974 Film), [Watch on YouTube here](https://www.youtube.com/watch?v=bCalqwsicls) 3. Anthony Faramelli[, “Liberation On and Off Screen: Black Panther and Black Liberation Theory”](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/anthony-faramelli-liberation-on-and-off-screen-black-panther-and-black-liberation-theory-2.pdf?csf=1&web=1&e=DdqSVy) 4. Paul Youngquist, [*A Pure Solar World: Sun Ra and the Birth of Afrofuturism*. Excerpt pp.7-16](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/paul-youngquist-a-pure-solar-world-sun-ra-afrofuturism-excerpt.pdf?csf=1&web=1&e=hHJX81) |
| **Week 6:**  Race, Citizenship, Belonging | **In preparation for class, read, view, or listen to:**   1. Morrison, ix-xii (Foreword) and 3-37. 2. Claudia Rankine, [*Citizen: An American Lyric*, Excerpt, pp. 23-36, & 89-109](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Rankine_Citizen_%20An%20American%20Lyric_Excerpt.pdf?csf=1&web=1&e=rwFck4) 3. Read BFI [comparison of Dash’s Daughters and Beyoncé’s Lemonade](https://www2.bfi.org.uk/news-opinion/news-bfi/features/beyonce-lemonade-julie-dash-daughters-dust). Available by the hyperlink or at <https://www2.bfi.org.uk/news-opinion/news-bfi/features/beyonce-lemonade-julie-dash-daughters-dust>   **Supplementary and Recommended:**   1. Nikole Hannah-Jones, [The 1619 Project](https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html), The New York Times Magazine (2019). [Review the project, and read essay By Bryan Stevenson included on the site.] 2. Julie Dash, *Daughters of the Dust* (Film, 1991). Excerpt from Vimeo screened during class. 3. Watch Teresa Fleming’s video comparison of Dash’s Film and Beyoncé’s Lemonade: [Teresa Fleming’s video comparison](https://www.youtube.com/watch?v=36-Uqk3VFkg) of the two. (11 min.) |
| **Week 7:**  The Police, the Law, Artificial Intelligence, and the Carceral State | **In preparation for class, read, view, or listen to:**   1. Morrison, 38-58 2. Michele Alexander, [Excerpt from *The New Jim Crow* (Introduction to p. 19).](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Alexander_The%20New%20Jim%20Crow_excerpt.pdf?csf=1&web=1&e=IZG4Gb) 3. Ava Du Vernay, 13th (Film, 2016). Available:  [https://www.youtube.com/watch?v=krfcq5pF8u8](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3Dkrfcq5pF8u8&data=04%7C01%7CSDAYAL%40bentley.edu%7C74968bb425af4da581b708d8b76c17b8%7C9030beae3cfc4788a9e2130204ff1f10%7C0%7C0%7C637461022163703997%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=1tFUj79pN85xiRLpfyt974kWvlVi02SolxbSiQfvtxA%3D&reserved=0)   **Supplementary and Recommended:**   1. Bryan Stevenson, [*Just Mercy.* Excerpt](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Stevenson_Just%20Mercy_Excerpt.pdf?csf=1&web=1&e=z8KqN6) 2. David Weisburd, 2020. [A promising alternative to policing high-crime streets (Links to an external site.)](https://thehill.com/opinion/criminal-justice/507885-a-promising-alternative-to-policing-high-crime-streets). *The Hill*. 3. Barak Obama, [Speech on Race, Listen and read on NPR](https://www.npr.org/templates/story/story.php?storyId=88478467), and if you wish also [Watch online](https://www.c-span.org/video/?204469-1/obama-campaign-speech-race) 4. [“Broken Windows,”](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Broken%20Windows%20-%20The%20Atlantic.pdf?csf=1&web=1&e=aiQ1Gk) *The Atlantic* 5. Patrisse Cullors, Cofounder of Black Lives Matter, “Defunding the Police Can Achieve ‘Real Accountability and Justice,’ Black Lives Matter Co-Founder Says.” [Listen to Radio Broadcast](https://www.wbur.org/hereandnow/2020/06/03/black-lives-matter-co-founder), Interview with Tonya Mosley, June 3, 2020. 6. [Mapping Police Violence](https://mappingpoliceviolence.org/cities) (Please visit website and explore it). 7. *Fruitvale Station* 8. N.W.A. “[F\_\_\_ the Police](https://www.youtube.com/watch?v=Z7-TTWgiYL4)” 9. Rage Against the Machine, “[Killing in the Name](https://www.youtube.com/watch?v=bWXazVhlyxQ)” |
| **Week 8:**  Black Subjectivities at the intersection of Sex and Race | **In preparation for class, read, view, or listen to:**   1. Morrison, 61-93. 2. Octavia Butler, [*Fledgling*, Excerpt.](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Butler_Fledgling_excerpt.pdf?csf=1&web=1&e=aLWdfF) 3. *Moonlight* (Film). Available: Bentley Library 4. Kimberlé Crenshaw, “[Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color”](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Crenshaw_Mapping%20the%20Margins_%20Intersectionality,%20Identity%20Politics,%20and%20Violence%20against%20Women%20of%20Color.pdf?csf=1&web=1&e=mkxumW)   **In class, we will show & discuss:**   1. Watch this [Episode of “Awkward Black Girl”](https://bentleyedu.sharepoint.com/:v:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/AwkwardBlackGirl.mp4?csf=1&web=1&e=7ApTUC)   **Supplementary and Recommended:**   1. Issa Rae, [*Misadventures of Awkward Black Girl* (Excerpt)](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/The%20Misadventures%20of%20Awkward%20Black%20Gir_Issa%20Rae_l_Excerpt.pdf?csf=1&web=1&e=bPLu0J) 2. Dwight A. McBride[, “Straight Black Studies: On African American Studies, James Baldwin, and Black Queer Studies”](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Dwight_McBride_Straight_Black_Studies_Black_Queer%20Studies.pdf?csf=1&web=1&e=WPO9zE) |
| **Week 9:**  Race Trauma | **In preparation for class, read, view, or listen to:**   1. Morrison, 94-131 2. Film: *Get Out!* Available at Bentley Library. 3. Ida B Wells. “Lynch Law in America (<https://www.blackpast.org/african-american-history/1900-ida-b-wells-lynch-law-america/>)   **In class, we will show & discuss:**   1. Billie Holiday, [“Strange Fruit” (music; 1939)](https://www.youtube.com/watch?v=-DGY9HvChXk) View on YouTube 2. Kiana to find video   **Supplementary and Recommended:**   1. Jacqueline Goldsby, [“The High and Low Tech of It: The Meaning of Lynching and the Death of Emmett Till,”](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Jacqueline%20Goldsby%20-%20The%20High%20and%20Low%20Tech%20of%20It%20-%20The%20Meaning%20of%20Lynching%20and%20the%20Death%20of%20Emmett%20Till%20-%20The%20Yale%20Journal%20of%20Criticism,%20Vol.%209%20No.%202%20(Fall%201996).pdf?csf=1&web=1&e=SDvF3e) *The Yale Journal of Criticism*, Vol. 9 No. 2 (Fall 1996). 2. Nina Simone, “[Mississippi G\_\_ damn](https://www.youtube.com/watch?v=LJ25-U3jNWM)” (music, 1964) 3. Ntozake Shange, [*For Colored Girls Who Have Considered Suicide, When the Rainbow is Enuf*.](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Ntozake%20Shange_For%20colored%20girls%20who%20have%20considered%20suicide_excerpt.pdf?csf=1&web=1&e=nssD9a) Excerpt to p. 30. 4. Recommended: Podcast with R.A. Judy, [Sentient Flesh](https://soundcloud.com/being-human-pgh/thinking-with-blackness-thinking-with-the-human-an-interview-with-ra-judy?utm_source=newsletter&utm_medium=email&utm_content=Being%20Human%20podcast&utm_campaign=b-SM_Judy20_111720) |
| **Week 10:**  Black Voices Raised in Protest | **In preparation for class, read, view, or listen to:**   1. Morrison, 132-163. 2. Keeanga-Yamahtta Taylor, [*From #BlackLivesMatter to Black Liberation*. Excerpt 191-219.](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Keeanga%20Yamahtta%20Taylor_From%20%23BlackLivesMatter%20to%20Black%20Liberation_Excerpt.pdf?csf=1&web=1&e=LLEloS) 3. Spike Lee, *Do the Right Thing.* Available: Bentley Library [Swank]   **In class, we will show & discuss:**   1. Anna Deavere Smith, [*Twilight: Los Angeles, 1992*. Short Excerpt,](https://bentleyedu.sharepoint.com/:v:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/TwilightLosAngeles1.mp4?csf=1&web=1&e=nhiBnA) to be viewed and discussed in class.   **Supplementary and Recommended:**   1. Danielle McGuire, [*At The Dark End of the Street*. Excerpt (Prologue & Ch. 1).](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/danielle-l-mcguire-at-the-dark-end-of-the-street-black-women-rape-and-resistancea-new-history-of-the-civil-rights-movement-from-rosa-parks-to-the-rise-of-black-power.pdf?csf=1&web=1&e=NP9jvL) 2. Saidiya Hartman, [*Wayward Lives, Beautiful Experiments: Intimate Histories of Riotous Black Girls, Troublesome Women, and Queer Radicals*. Excerpt](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Wayward%20Lives,%20Beautiful%20Experiments_Excerpt.pdf?csf=1&web=1&e=ZQksdT). 3. [The Combahee River Collective Statement (1977)](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/(1977)%20The%20Combahee%20River%20Collective%20Statement.pdf?csf=1&web=1&e=WLJ5TG) |
| **Week 11:**  Theorizing the Black Experience: Philosophical Considerations | **In preparation for class, read, view, or listen to:**   1. Morrison, 163-192 2. Toni Morrison, *Playing in the Dark: Whiteness and the Literary Imagination. Chapter 1 only.* 3. Safiya Noble, [“The Future of Knowledge in the Public,” from Algorithms of Oppression](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/safiya-noble-Future%20of%20Knowledge_excerpt.pdf?csf=1&web=1&e=jsuRam). Read to page 24.   **Supplementary and Recommended:**   1. Hilton Als, “[Toni Morrison’s Profound and Unrelenting Vision,” *The New Yorker* (Feb. 3, 2020).](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Hilton_Als_Toni%20Morrison%E2%80%99s%20Profound%20and%20Unrelenting%20Vision_New%20Yorker.pdf?csf=1&web=1&e=KegIxM) 2. Sylvia Wynter, “[’No Humans Involved’: An Open Letter to My Colleagues,”](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/sylvia.wynter_-_no.humans.Involved.pdf?csf=1&web=1&e=2bn5q8) pp. 2-17. 3. Tommie Shelby, [“Race and Social Justice: Rawlsian Considerations”](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Shelby_Race%20and%20Ethnicity,%20Race%20and%20Social%20Justice_%20Rawlsian%20Considerations.pdf?csf=1&web=1&e=w3MXSv) |
| **Week 12:**  Technology and Media Representations | **In preparation for class, read, view, or listen to:**   1. Morrison, 193-206 2. Ruha Benjamin, [*Race after Technology* (Excerpt: *read to page 17*).](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Benjamin_Race%20after%20technology%20abolitionist%20tools%20for%20the%20new%20Jim%20code-Excerpt.pdf?csf=1&web=1&e=D6TMhD) 3. Joy Buolamwini and Timnit Gebru, “[Gender Shades: Intersectional Accuracy Disparitites in Commercial Gender Classification,”](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Gender%20Shades%20Intersectional%20Accuracy%20Disparities.pdf?csf=1&web=1&e=jfNqD3) *Proceedings of Machine Learning Research,* Conference on Fairness, Accountability, and Transparency 81.1 (2018): 1-15.   **In class, we will show & discuss:**   1. Ruha Benjamin, [TED Talk on Design Justice](https://www.youtube.com/watch?v=_8RrX4hjCr0)   **Supplementary and Recommended:**   1. Kishonna L. Gray, [“Deviant bodies, stigmatized identities, and racist acts: examining the experiences of AfricanAmerican gamers in Xbox Live”](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Kishonna%20Gray_Deviant%20bodies,%20stigmatized%20identities,%20%20African-American.pdf?csf=1&web=1&e=AKdS0K) 2. [Arely Zimmerman, “Transmedia Testimonio: Examining Undocumented Youth’s Political Activism in the Digital Age.”](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Transmedia%20Testimonio_%20Examining%20Undocumented%20Youth%E2%80%99s%20Political%20Activism%20in%20the%20Digital%20Age.pdf?csf=1&web=1&e=NFYiEN) |
| **Week 13:**  Black Lives, Black Aesthetics | **In preparation for class, read, view, or listen to:**   1. *Paris Is Burning* (1980 Film). Watch online for class. 2. Phoebe Hoban, [*Basquiat* (Biography) Excerpts](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Hoban_Basquiat_Excerpt.pdf?csf=1&web=1&e=9wJv9X). 3. Film: *Basquiat* (1996). Please view for class 4. Kobena Mercer, [“Black Hair/Style Politics.”](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Kobena%20Mercer%20-%20Black%20Hair_Style%20Politics%20(1).pdf?csf=1&web=1&e=gexzkp) 5. Kehinde Wiley, [“A New Republic,” at the Brooklyn Museum](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/Kehinde%20Wiley%20a%20new%20republicexcerpt.pdf?csf=1&web=1&e=S8ida3)   **In class, we will show & discuss:**   1. Beyoncé and Jay-Z, *Apeshit—The Carters* 2. *Precious* (Film)   **Supplementary and Recommended**   1. Beyoncé, *Black Is King* 2. Clip *Empire* (TV); clip to be shown and discussed in class. Available on Netflix. |
| **Week 14:**  Blackness and the City in Popular Culture | **In preparation for class, read, view, or listen to:**   1. Nina Simone, “Chilly Winds Won’t Blow” (music) Available online 2. Marvin Gaye - [Inner City Blues (Make Me Wanna Holler) (Links to an external site.)](https://www.youtube.com/watch?v=57Ykv1D0qEE) 3. Grandmaster Flash & The Furious Five, [The Message](https://www.youtube.com/watch?v=PobrSpMwKk4) 4. Vince Staples, “Lift Me Up” (music; 2015) \*Explicit content. Available online 5. Kendrick Lamar, “The Blacker the Berry” \* (video; Explicit Content). Available online   **Supplementary and Recommended**   1. Teju Cole, [*Open City*. Excerpt.](https://bentleyedu.sharepoint.com/:b:/r/sites/valentectr/Shared%20Documents/Seminars/Seminar%20-%20RoundTable%20Great%20Books/FY21%20Dayal/MATERIALS%20FOR%20BLACK%20LIVES,%20BLACK%20VOICES/teju-cole-open-city-a-novel_Excerpt.pdf?csf=1&web=1&e=3XH4kS) 2. [Immigration and America’s Urban Renewal (Links to an external site.)](https://prospect.org/article/immigration-and-americas-urban-revival), *The American Prospect,*2015. 3. Mavis Staples, “Down in Mississippi” (music; 2007). Available online |

**Valente Seminar FAQs**

**How does the seminar work?**

All seminar participants – about 12 students and 4 faculty members – meet once a week for a double block to discuss challenging and important books. Everyone will be reading and learning the material together, and all participants take equal responsibility for the discussion. Small groups of students will initiate the discussion a couple of times during the semester by identifying several opening questions on the reading, but—by design—no one will be teaching the course. The goal of the seminar is for all participants, students and faculty alike, to learn from the readings and from each other. There are no exams, but each participant will be expected to write a short paper during the term and a major paper on some aspect of the course subject at its conclusion.

**What qualifications are required to participate?**

* Any Bentley student with a GPA of 3.0 or above can apply.
* The course is considered Diversity Intense.

**What requirements does the course satisfy?**

* Though it is not an Honors course, it can count for Honors credit; it **cannot count** as an Honors capstone course.
* In some cases, the seminar may count toward an LSM concentration with the approval of the LSM Program Director.
* With the permission of the appropriate advisor(s), the final seminar paper can serve as a “first draft” of LSM culminating experience.
* The seminar satisfies no major requirements.

**What are course requirements?**

This counts as a three-credit course. To receive credit for the seminar students must:

* 1. Attend and participate in all seminar meetings.
  2. Participate twice during the semester as part of a team to lead the day’s discussion.
  3. Complete a short midterm and final research essay.