

SAMPLE SYLLABUS

NYU LONDON

Cultures & Contexts: The Black Atlantic

Core-UA 534 LO1

NYU London: Spring 2022

9-10:15am T/Th

Spring 2022

Instruction Mode: In-person

If you are enrolled in this course 100% remotely and are not a Study Away student at NYU London, please make sure that you've completed the online academic orientation via Brightspace so you are aware of site specific support structure, policies and procedures. Please contact nyul.academics@nyu.edu if you have trouble accessing the Brightspace site.

Instructor Information

- Dr Daliany Jerónimo Kersh
- Office hours will be conducted by Zoom with prior appointments

Course Details

- 9-10:15am T/Th
- All times are [BST/GMT] (Daylight Saving Time begins Sunday 27th March).
- Location:
- Remote Participants: Zoom links are provided in Brightspace
- Seat Assignments: If you are attending in person, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol.
- London Academic Calendar: <https://www.nyu.edu/london/calendar.html>

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Prerequisites

N/A

Course Description

The context to the course is Britain as the hub of an imperial system underscored by notions of race, and the subsequent changes to the Black British Diaspora in the late 20th and early 21st centuries. The main theoretical underpinning of the course is that Britain is one of the centers of a Black Atlantic, as understood through the works of Paul Gilroy.

The course is organized both historically and geographically—we move from the 15th century forward and from Africa to Europe, the Americas, and back again, tracing the origins and importance of the concept of the Black Atlantic in the context of British imperial expansion, paying special attention to the ideas and social relations that shaped community formation among people of African descent and laid the foundations for their political and economic institutions. What we will learn is not comprehensive but should provide you with a clear understanding of some of the core issues that both propel African people into the Atlantic and determine their experiences once in Britain.

By examining the key historical events which have impacted the African Diaspora in Britain over approximately the last 500 years and paying particular attention to changes in the demographic background to this Diaspora, students will engage with questions of meaning-making. The course will open up social relations at the heart of Black British history, including exploring ensuing debates around the various notions of Blackness, class, gender, and sexuality. Britain has a long history of ideological movements driven by the conditions of the Black Atlantic, such as: Abolitionism, anti-colonialism, Pan Africanism, and anti-racist struggles; all of these will be within the parameters of the course. Finally, the cultural impact of the Black Atlantic on Britain will be looked at in all its diversity, including, but not restricted to literature, religion, music, fashion, language, cuisine, etc.

During the course, we will be reading across a range of academic disciplines including History, Economics, Anthropology, Literature, Philosophy, Cultural Studies, and Critical Race Studies. As you read and participate in class, identifying the disciplinary interventions that we are encountering should be high on your list for class preparation and you should leave this course with a clear understanding of what it means to read and write both critically and analytically in an historical mode.

Course Objectives

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Upon Completion of this Course, students will be able to:

- Understand both the idea of a Black Atlantic and critical approaches to that theory.
- Recognize the U.K as the capital of an imperial system and responses to that system, such as anti-colonialism etc.
- Gain knowledge of the history of the Black British Diaspora and engage in debates around changing notions of blackness, race/ethnic identities, and racism as well as how class, gender and sexuality relate to this specific diaspora.
- Identify the diversity and complexity of the African diaspora's cultural impact on Great Britain.
- Analyze a wide range of secondary sources across the entire period of the course.
- Critically understand key historical terms, such as postcolonialism, diaspora studies, negritude, empire, creolization, decolonization and pan Africanism, amongst others.
- Develop historiographical skills and grasp methods for reading and interpreting both printed and visual primary source material.
- Complete assigned work with a degree of clarity, technical competence, and critical thinking and with a degree of independence and capacity for self-evaluation.

Assessment Components

If you are an NYU London study-away student, you are expected to attend in person. If you are accessing the class remotely, you must attend synchronously.

Class Participation

You are expected to attend class in person or remote synchronously. Your active participation in class and attendance will be reflected in this part of the course requirements.

Grading of Assignments

The grade for this course will be determined according to these assessment components:

Assignments/ Activities	Description of Assignment	% of Final Grade	Due
Class participation	Participation during lectures, seminars, discussions of readings, and weekly forum posts*	20%	Throughout the course
Oral presentations	10-min presentation on topic of your choice related to the course theme (must be approved by Professor)	20%	1st and 3rd March (you will be assigned one of these dates)
Written assignment	2000-word essay based on question given in class	40%	12 th April – time tbc
Final Exam	1-hour written exam based on unseen	20%	TBC

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Assignments/ Activities	Description of Assignment	% of Final Grade	Due
	primary source analysis		

* **Forum Posts:** Throughout the semester you will be asked to engage in your class forum. Each student must post a substantial thread (two paragraphs) addressing the task unless otherwise specified. After submission, you will be able to view the submissions of your classmates and then comment on their submissions and vice-versa. An example of a good response post would be--“Great submission Samuel! Have you considered...” thereby adding further to the discussion

Assessment Expectations

Letter grades for the entire course will be assigned as follows:

Letter Grade	Percent	Description
A-range	Example: 90% and higher	Grade A applies only to work which: <ul style="list-style-type: none"> • is of excellent to exceptional standard • demonstrates in-depth knowledge and understanding • demonstrates substantial work and original thought has been involved • makes use of very high quality analysis, synthesis, evaluation and critical appraisal • is organised and structured to a high standard
B-range	Example: 80% - 89.49%	Grade B applies to work which: <ul style="list-style-type: none"> • is of good to very good standard • demonstrates sound and good quality of knowledge and understanding • demonstrates good quality analysis, synthesis, evaluation and critical appraisal • indicates an increasing ability to incorporate meaning into the work and understand key theories, debates and criticisms • is well organised and structured
C-range	Example: 70% - 79.49%	Grade C applies to work which: <ul style="list-style-type: none"> • is adequate although undeveloped • fulfils the requirements of the project at a foundation level in terms of its quality, analysis and expression • limited level of research and understanding of key theories and debates • is organised and presented in a satisfactory form
D-range	Example: 64.5% - 69.49%	Grade D applies to work which: <ul style="list-style-type: none"> • is of a poor standard • has been produced without a proper

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Letter Grade	Percent	Description
		<p>understanding of the brief demonstrating confusion</p> <ul style="list-style-type: none"> • is weak in content and shows little evidence of thought or application • relies on weak or superficial technique • incorporates insufficient research and/or inappropriate sources • is organised and presented poorly • normally passing grade at course level
F	Example: 64.49% and lower	<p>Grade F applies to work which:</p> <ul style="list-style-type: none"> • is of very poor standard • has not been submitted or has been submitted beyond the project deadline • shows a complete lack of content, thought or application • makes no or insufficient use of analysis and relevant skills • is the product of academic misconduct • does not fulfil the brief • failing grade at all levels

Course Materials

Required Textbooks & Materials:

Please access these readings via the NYU libraries website or in-person through Senate House Library. You are NOT expected to purchase any books unless you wish to

Bernasconi, Robert, 2003, 'Will the real Kant please stand up: the challenge of Enlightenment racism to the study of the history of philosophy', *Radical Philosophy* (117):13-22

Bridges, Lee, 1999, 'The Lawrence Inquiry. Incompetence, Corruption, and Institutional Racism', *Journal of Law and Society*, Vol. 26, No. 3 (Sep), pp. 298-322

Charles, Monique, 2016, 'Grime central! Subterranean ground- in grit engulfing manicured mainstream spaces', in Kehinde Andrews and Lisa Amanda Palmer's (eds.), *Blackness in Britain*, Routledge, pp.89-101

Commission on Race and Ethnic Disparities: The Report, March 2021 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974507/20210331_-_CRED_Report_-_FINAL_-_Web_Accessible.pdf

Cooper, Adam Elliott, 'Violence old and new: from slavery to Serco' in Kehinde Andrews and Lisa Amanda Palmer's (eds.), *Blackness in Britain*, Routledge, pp.64-75

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Corlett, Molly, 2019, 'Between Colony and Metropole: Empire, race and power in Eighteenth-Century Britain' in Hakim Adi's (ed), *Black British History: New Perspectives*, Zed Books, London

Cottle, Simon, 2005, Mediatized public crisis and civil society renewal: The racist murder of Stephen Lawrence, *Crime, Media, Culture: An International Journal*, 1(1): 49-71 - <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.832.8008&rep=rep1&type=pdf>

Fryer, Peter, 1984, *Staying Power: The History of Black People in Britain*, Pluto, London

Gabriel, Deborah, *Layers of Blackness: Colourism in the African Diaspora*, Imani Media Ltd, London (also found on Google Books)

Gerzina, Gretchen, 1995, *Black London: Life Before Emancipation*, Rutgers University Press, New Jersey – (ebook free at) <https://collections.dartmouth.edu/content/deliver/inline/gerzina-black-london-1995/pdf/gerzina-black-london-1995.pdf>

Gilroy, Paul, 1993, *The Black Atlantic: Modernity and Double Consciousness*, Harvard University Press, Cambridge

Hammond Perry, Kennetta, 2015, *London is the Place for Me: Black Britons, Citizenship and the Politics of Race*, Oxford University Press, Oxford (also found on Google Books)

Joseph–Salisbury, Remi, Connelly, Laura, and Wangari-Jones, Peninah, 2021, "The UK is not innocent": Black Lives Matter, policing and abolition in the UK, *Equality, Diversity, and Inclusion*. 40 (1): 21-28

John, Kesewa, 2019, "'You ask for lead and they give you hot lead"; when Caribbean radicals protested against conscription for colonial subjects' in Hakim Adi's (ed), *Black British History: New Perspectives*, Zed Books, London

Kopytowska, Monika and Chilton, Paul, 2018, "'Rivers of blood": Migration, fear and threat construction', *Lodz Papers in Pragmatics*. 14(1): 133-161

Matera, Marc, 2015, *Black London: The Imperial Metropolis and Decolonization in the Twentieth Century*, University of California Press, Oakland

Mavrommatis, George, 2010, 'a Racial Archaeology of Space: A Journey through the Political Imaginings of Brixton and Brick Lane, London', *Journal of Ethnic and Migration Studies*. 36(4): 561-579

Mirza, Heidi Safia, 2009, *Race, Gender and Educational Desire: Why Black Women Succeed and Fail*, Routledge, London (also found on Google Books)

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Palmer, Lisa Amanda, 2016, 'the Absence of Black Studies in Britain', in Kehinde Andrews and Lisa Amanda Palmer's (eds.), Blackness in Britain, Routledge, pp.9-24

Pierre, Carol, 2019, 'the New Cross Fire of 1981 and its aftermath' in in Hakim Adi's (ed), Black British History: New Perspectives, Zed Books, London

White, Joy, 2016, ' Grime in the City: Kinship and Belonging' (chapter 2) in Urban Music and Entrepreneurship: Beats, Rhymes and Young People's Enterprise, Routledge, London and Oxford

Optional Textbooks & Materials

Cathcart, Brian, 2012, 'The life and legacy of Stephen Lawrence: a bright young man, a wonderful son, a shining example', the Independent,
<https://www.independent.co.uk/news/uk/crime/the-life-and-legacy-of-stephen-lawrence-6286671.html>, 8 January

Coconut Juice Book Club, 2019, 'Episode 9: Small Island by Andrea Levy, Jamaicans and Racism' (51 mins)

<https://www.listennotes.com/podcasts/coconut-juice-book/episode-9-small-island-by-Ellg61wXmiv/>

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D'Souza, Cym, 2017, 'It's time to address the racial injustice in Britain's social housing', the Guardian, October 10th, <https://www.theguardian.com/housing-network/2017/oct/10/deep-racial-inequities-britains-social-housing-bme>

Dabydeen, David, Gilmore, John and, Jones, Cecily, 2007, *the Oxford Companion to Black British History*, Oxford University Press, Oxford

Dearden, Lizzie, 2017, 'Met Police Commissioner accused of calling for 'more black boys to be locked up' to combat knife crime epidemic', <https://www.independent.co.uk/news/uk/crime/met-police-cressida-dick-london-knife-crime-black-men-boys-prison-arrests-racial-profile-a8048546.html>, 10th November

Foster, Dawn, 2017, 'Would a White British Community Have Burned in Grenfell Tower?', New York Times, June 20 - <https://www.nytimes.com/2017/06/20/opinion/london-tower-grenfell-fire.html>

Gulliver, Kevin, 2017, 'Racial discrimination in UK housing has a long history and deep roots', LSE Blog, October 10th <https://blogs.lse.ac.uk/politicsandpolicy/racial-discrimination-in-housing/>

Henry, William, A., 2012, 'Reggae, Rasta and the role of the deejay in the Black British Experience', *Contemporary British History*, Vol 26. No 3. p. 33

McKeown, Eamonn, Anderson Jane, Low, Nicola and Elford, Jonathan, 2010, 'Disclosure, discrimination and desire: experiences of Black and South Asian gay men in Britain', *Culture, Health & Sexuality*, Vol. 12, No. 7 (October), pp. 843-856

Malik, Sarita, 2002, *Representing Black Britain: Black and Asian Images on Television*, Sage, California - https://uk.sagepub.com/sites/default/files/upm-binaries/9459_011200ch1.pdf and <https://www.amazon.co.uk/Representing-Black-Britain-Television-Representation/dp/0761970282>

Olusoga, David, 2016, *The reality of being black in today's Britain* - <https://www.theguardian.com/commentisfree/2016/oct/30/what-it-means-to-be-black-in-britain-today>, 30th October

Olusoga, David, 2017, *Black and British: A Forgotten History*, Pan Macmillan, London

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Osbourne, Hilary, 2017, 'We know there's a housing crisis – but why is it so much worse for black families?', the Guardian, October 3rd -
<https://www.theguardian.com/world/2017/oct/03/housing-crisis-why-worse-for-black-families-social-housing>

Websites

<http://www.connectedhistories.org> Connected Histories

<https://www.ucl.ac.uk/lbs/> Legacies of British Slave Ownership

<http://www.nationalarchives.gov.uk/caribbean/> National Archives – the Caribbean images

<https://blackculturalarchives.org> Black Cultural Archives in Brixton

<https://blackbritishhistory.co.uk> Black British History – Institute of Commonwealth Studies

<https://ourmigrationstory.org.uk> UK Migration History Site

Resources

- **Access your course materials:** [Brightspace](https://brightspace.nyu.edu) (brightspace.nyu.edu)
- **Databases, journal articles, and more:** [Bobst Library](https://library.nyu.edu) (library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](https://nyu.mywconline.com) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](https://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)

Course Schedule

Reminder: Links to join class Zoom meetings will all be available in Brightspace.

Topics and Assignments

Week/Date	Topic	Reading	Assignment Due
Session 1 [Tuesday 25 th Jan]	Introduction to Course and defining 'Blackness', and Racial Identity in Britain	Gabriel, Deborah, 'Racism and Colourism in the UK' (chapter 3), <i>Layers of Blackness: Colourism in the African Diaspora</i> , Imani Media Ltd, London pp.49-69 (also found on Google Books)	Complete the set readings and reflect on how 'blackness' is understood differently in U.K and U.S. contexts. Share your thoughts in the forum and be prepared to discuss them in class
Session 2 [Thursday 27 th Jan]	Britain and the 'Black Atlantic'	Gilroy, Paul, 1993, 'the Black Atlantic as a Counterculture to Modernity' (chapter 1), <i>The Black Atlantic: Modernity and Double Consciousness</i> ,	Complete the set readings and reflect on the wider implications of the 'Black Atlantic'. Share your thoughts

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		Harvard University Press, Cambridge, pp.1-41	in the forum and be prepared to discuss them in class
Session 3 [Tuesday 1 st Feb]	Britain and the Slave Trade	Fryer, Peter, 1984, 'Britain's Slave Ports' (Chapter 3), <i>Staying Power: The History of Black People in Britain</i> , Pluto, London, pp.33-67	Complete the set readings and outline what Britain gained from slavery. Can this ever be justified? Share your thought to the forum
Session 4 [Thursday 3 rd Feb]	Slave Databases	Fryer, Peter, 1984, 'the Black Community Takes Shape' (Chapter 4), <i>Staying Power: The History of Black People in Britain</i> , Pluto, London, pp.67-79	Search the Legacies of British Slave Ownership Database (UCL hosted) and choose a slaveowner to research. Write a brief description about them and what primary sources can reveal about the past to share on the forum
Session 5 [Tuesday 8 th Feb]	Abolitionism and Emancipation of Slavery	Fryer, Peter, 1984, 'Up from Slavery' (Chapter 8), <i>Staying Power: The History of Black People in Britain</i> , Pluto, London, pp.191-227 (Google Books)	Complete the set readings and prepare key arguments for a class debate on abolition of slavery (prepare key arguments for both the abolitionists and the slavers)
Session 6 [Thursday 10 th Feb]	Abolitionism and Emancipation of Slavery	Gerzina, Gretchen, 1995, 'the End of English Slavery' (chapter 6), <i>Black London: Life Before Emancipation</i> , Rutgers University Press, New Jersey, pp. 165-205	Pick an Enlightenment theorist and research what their views were on race and racism. How did their ideas persist through to the present day through discourses of modernity? Did anything surprise you? Share your thoughts on the forum
Session 7 [Tuesday 15 th Feb]	Guest Lecture by Dr Amelia Odida - 'Enlightened Thinking? Racist Philosophy and Science'	Bernasconi, Robert, 2003, Will the real Kant please stand up The challenge of Enlightenment racism to the study of the history of philosophy, <i>Radical Philosophy</i> (117):13-22 https://www.radicalphilosophyarchive.com/issue-files/rp117_article1_willtherealkantpleasestandup_bernasoni.pdf	Complete the set readings and research why morality was so important to Victorians. How did this relate to abolitionism and race? Share your thoughts in the forum and be prepared to discuss them in class
Session 8 [Thursday 17 th Feb]	Black and British: a Forgotten History (Moral Mission)	https://www.bbc.co.uk/iplayer/episode/b083rb2v/black-and-british-a-forgotten-history-3-moral-mission	Complete the set readings and prepare a reflective piece on what cultural representations you might expect to see regarding black Londoners after emancipation based on what we've learned so far. Share your thoughts in the

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			forum and be prepared to discuss them in class
Session 9 [Tuesday 22 nd Feb]	Black London: a cultural history from slavery to abolition	Gerzina, Gretchen, 1995, 'Paupers and Princes: Repainting the Picture of Eighteenth-Century England' (chapter 1), <i>Black London: Life Before Emancipation</i> , Rutgers University Press, New Jersey, pp. 1-29	Complete the set readings and choose a cultural representation (e.g.: Wedgewood plate or painting), of black Britons during this era to present to class; what is its significance and what does it represent? Share your thoughts in the forum and be prepared to discuss them in class
Session 10 [Thursday 24 th Feb]	Black London: a cultural history from slavery to abolition contd.	Corlett, Molly, 2019, 'Between Colony and Metropole: Empire, race and power in Eighteenth-Century Britain' in Hakim Adi's (ed), <i>Black British History: New Perspectives</i> , Zed Books, London	Prepare for your oral presentation
Session 11 [Tuesday 1 st March]	Oral Presentations	No set reading this week	Prepare for your oral presentation
Session 12 [Thursday 3 rd March]	Oral Presentations	No set reading this week	No task this week
Session 13 [Tuesday 8 th March]	Colonization and decolonization of Africa	Fryer, Peter, 1984, 'Challenges to Empire' (Chapter 9), <i>Staying Power: The History of Black People in Britain</i> , Pluto, London, pp.237-94 Matera, Marc, 2015, 'Black Internationalism and Empire in the 1930s', (chapter 2), <i>Black London: The Imperial Metropolis and Decolonization in the Twentieth Century</i> , University of California Press, Oakland, pp.62-100	Complete the set readings and choose a Commonwealth country. Research how their troops were enlisted and deployed during both World Wars. Share your research on your chosen country in the forum and be prepared to discuss it in class
Session 14 [Thursday 10 th March]	Self-Guided - Docklands Museum Visit	Matera, Marc, 2015, 'Afro-Metropolis: Black Political and Cultural Associations in Interwar London', (chapter 1), <i>Black London: The Imperial Metropolis and Decolonization in the Twentieth Century</i> , University of California Press, Oakland, pp.22-62	Write a reflective piece about your impressions from the museum visit. Share this piece on the forum

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		John, Kesewa, 2019, "You ask for lead and they give you hot lead"; when Caribbean radicals protested against conscription for colonial subjects' in in Hakim Adi's (ed), <i>Black British History: New Perspectives</i> , Zed Books, London	
Session 15 [Tuesday 22 nd March]	Black Commonwealth Soldiers in WWI	Matera, Marc, 2015, 'Black Intellectuals and the Development of Colonial Studies in Britain', (chapter 6: pp.238-280), <i>Black London: The Imperial Metropolis and Decolonization in the Twentieth Century</i> , University of California Press, Oakland	Complete the set readings and choose a Commonwealth country. Research how they gained independence and who was behind the movement. Share your research on your chosen country in the forum and be prepared to discuss it in class
Session 16 [Thursday 24 th March]	500 years of Black Londoners Socially Distanced Walking Tour	No set reading this week	Complete the set readings and research one intellectual black movement linked to the U.K. Who were the key thinkers, what are the key elements of its philosophy, and did it achieve momentum? Share your research in the forum and be prepared to discuss it in class
Session 17 [Tuesday 29 th March]	London as the 'Hub of Intellectual Black Atlantic': Black Power, Black Intellectuals, and Pan-Africanism	Hammond Perry, Kennetta, 2015, 'Migration, Citizenship, and Boundaries of Belonging' (chapter 2), <i>London is the Place for Me: Black Britons, Citizenship and the Politics of Race</i> , Oxford University Press, Oxford (also found on Google Books)	Complete the set readings and read Powell's 'Rivers of Blood' speech. What does it make you feel? What are the key words and ideas within the speech? What is the motive behind it? Share your thoughts in the forum and be prepared to discuss them in class
Session 18 [Thursday 31 st March]	Empire Windrush & 'Open Door' Britain 1948-1962	Hammond Perry, Kennetta, 2015, 'Race Riots and the Mystique of British Anti-Racism' (chapter 3) AND 'Exposing the Racial Politics of Immigration Control' (chapter 5), <i>London is the Place for Me: Black Britons, Citizenship and the Politics of Race</i> , Oxford University Press, Oxford (also found on Google Books)	Complete the set readings and discuss your impressions of the play....

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<p>ALTERNATIVE –Session 19 [Monday 4th April – 7pm]</p>	<p>Small Island Play @ the National Theatre</p>	<p>'Roots manoeuvre: Small Island by Andrea Levy', 2004, <i>Mike Phillips</i>, 14 Feb, <i>the Guardian</i>, https://www.theguardian.com/books/2004/feb/14/featuresreviews.guardianreview10</p>	<p>Prepare an essay plan to bring to the workshop next week</p>
<p>Session 20 [Thursday 7th April]</p>	<p>Essay Workshop</p>	<p>No set reading apart from what you will cite in your essay</p>	<p>Complete the set readings and research why young black men were heavily associated with crime during the 1970s? What this based on fact or false perceptions? What is the significance of these perceptions? Share your thoughts in the forum and be prepared to discuss them in class</p>
<p>Session 21 [Tuesday 12th April]</p>	<p>****Essay Due**** Multiculturalism, 'Moral Panics', and Race Riots – 1970s & 80s</p>	<p>Pierre, Carol, 2019, 'the New Cross Fire of 1981 and its aftermath' in in Hakim Adi's (ed), <i>Black British History: New Perspectives</i>, Zed Books, London</p> <p>Kopytowska, Monika and Chilton, Paul, 2018, "Rivers of blood": Migration, fear and threat construction', <i>Lodz Papers in Pragmatics</i>. 14(1): 133-161</p>	<p>Complete the set readings and research why there is such racial disparity in higher education in the UK</p>
<p>Session 22 [Thursday 14th April]</p>	<p>Will Britain Ever have a Black Prime Minister?</p>	<p>Palmer, Lisa Amanda, 2016, 'the Absence of Black Studies in Britain', in Kehinde Andrews and Lisa Amanda Palmer's (eds.), <i>Blackness in Britain</i>, Routledge, pp.9-24</p> <p>Will Britain Ever have a Black Prime Minister? - https://www.youtube.com/watch?v=0IEN-8KbYAM</p>	<p>Complete the set readings and think about how black men and women have different experiences within British society. Share your thoughts in the forum and be prepared to discuss them in class</p>
<p>Session 23 [Tuesday 19th April]</p>	<p>Race, Gender, and Sexuality</p>	<p>Cooper, Adam Elliott, 'Violence old and new: from slavery to Serco' in Kehinde</p>	<p>Complete the set readings and think about how race, gender, and social mobility intersect. Share your thoughts in the</p>

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		<p>Andrews and Lisa Amanda Palmer's (eds.), <i>Blackness in Britain</i>, Routledge, pp.64-75</p> <p>Mirza, Heidi Safia, 2009, <i>Young Female and Black'</i> (chapter 1), <i>Race, Gender and Educational Desire: Why Black Women Succeed and Fail</i>, Routledge, London (also found on Google Books)</p>	<p>forum and be prepared to discuss them in class ***ALL CLASS PARTICIPATION GRADES WILL BE CALCULATED AT THIS POINT***</p>
<p>Session 24 [Thursday 21st April]</p>	<p>'Grime' Music Workshop</p>	<p>White, Joy, 2016, 'Grime in the City: Kinship and Belonging' (chapter 2) in <i>Urban Music and Entrepreneurship: Beats, Rhymes and Young People's Enterprise</i>, Routledge, London and Oxford</p> <p>Charles, Monique, 2016, 'Grime central! Subterranean ground- in grit engulfing manicured mainstream spaces', in Kehinde Andrews and Lisa Amanda Palmer's (eds.), <i>Blackness in Britain</i>, Routledge, pp.89-101</p>	<p>Complete the set readings and research a grime song of your choice. What message does the song project about youth culture in the U.K? Share your thoughts in the forum</p>
<p>Session 25 [Tuesday 26th April]</p>	<p>TBC – Dr Amelia Odida will be taking over the course while I go on maternity leave</p>	<p>TBC</p>	<p>Read the ethnic disparities report and share your reflections in the forum and be prepared to discuss them in class</p>
<p>Session 26 [Thursday 28th April]</p>	<p>'Rhodes Must Fall, Decolonizing Now'... Dr Amelia Odida</p>	<p>TBC</p>	<p>Complete the set readings and come prepared with all your exam questions</p>
<p>Session 27 [Tuesday 3rd May]</p>	<p>Exam revision</p>	<p>Joseph-Salisbury, Remi, Connelly, Laura and Wangari-Jones, Peninah, 2021, "The UK is not innocent": <i>Black Lives Matter, policing and abolition in the UK, Equality, Diversity, and Inclusion</i>. 40 (1): 21-28</p>	<p>Complete the set readings and research how the BLM movement was interpreted in the U.K. Share your research in the forum and be prepared to discuss them in class</p>
<p>Session 28 [Thursday 5th</p>	<p>The Summer of Discontent: BLM and</p>	<p>No set reading</p>	<p>Prepare for your exam</p>

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May]	Covid– Prof 'Lez' William Henry – CONFIRMED		
Final Assessment [insert date]	Finals Week		

Course Policies

Hygiene/Physical Distancing policies

- Students will be assigned/choose a seat on the first day of class. For NYU COVID-19 Safety protocols, please use the same seat for the duration of the semester.

Classroom Etiquette/Expectations for online attendance

To optimize the experience in a blended learning environment, please consider the following:

- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary)
- If deemed necessary by the study away site (ie COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class. Consider using the chat function or “raise hand” function in order to add your voice to class discussions especially if leaving the video on presents challenges.

Final Exams

Final exams must be taken at their designated times. Should there be a conflict between final exams, please bring it to the attention of the London Academics team (nyul.academics@nyu.edu) as soon as this is known to facilitate alternate arrangements. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

SAMPLE SYLLABUS

Academic Honesty, Plagiarism and Late Work

Students at Global Academic Centers must follow the [University and school policies](#).

You can find details on these topics and more on this section of our NYUL website (<https://www.nyu.edu/london/academics/academic-policies.html>) and on the Policies and Procedures section of the NYU website for students studying away at global sites (<https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html>).

Attendance

Key information on NYU London's absence policy, how to report absences, and what kinds of absences can be excused can be found on our [website](#) (<http://www.nyu.edu/london/academics/attendance-policy.html>)

To ensure the integrity of the academic experience, class attendance is required and expected promptly when class begins. These rules apply to class excursions and activities as well.

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations, but must follow NYU London's absence reporting procedure. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#)

Excursions/trips

Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student's responsibility to arrive at the announced meeting point in a punctual and timely fashion. Staff members may always be reached by cell phone for advice regarding public transportation.

Key information on NYU London's absence policy, how to report absences, and what kinds of absences can be excused can be found on our [website](#) (<http://www.nyu.edu/london/academics/attendance-policy.html>)

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

SAMPLE SYLLABUS

Inclusivity Policies and Priorities

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Pronouns and Name Pronunciation (Albert and Zoom)

You can edit your pronoun and name pronunciation information on your Albert account, making it visible for faculty and staff. Information on how to do this can be found on the [Pronouns and Name Pronunciation web page](#), and for more information on how to make these changes in Zoom, please see the [Personalizing Zoom Display Names website](#).

Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community. For more information, including how to report an incident, visit the [Bias Response Line website](#).

Your Lecturer

Dr. Daliany Jerónimo Kersh has previously worked as a Lecturer in International Relations at Regent's University (2017-8), an Assistant Professor of International History and International Relations at Richmond, the American International University in London (2018-2020), and Associate Lecturer in Politics and International Relations at St. Mary's University (2020-21). In addition to teaching at NYU London, she is currently a Lecturer in International Relations and Politics at the University of West London and an External Examiner at Canterbury Christchurch University. She also teaches at Syracuse and Fordham universities in London and is a Senior Fellow of the HEA.

Her teaching specialisms are Global South Politics and History, Development, the International Political Economy, US Foreign Policy, the Global Cold War, and BAME London History. Her academic research focuses on women's labour and social mobility in the Global South and her first book 'Women's Work in Special Period Cuba; Making Ends Meet' (Palgrave Macmillan, 2019) discusses Cuban women's work and everyday earning strategies during the Post-Soviet Special Period economic crisis. She has also published on the topics of women and the Right in Brazil, pro-poor tourism in Cambodia, and the Venezuelan refugee crisis through the framework of neo-liberalism. She has presented this research at numerous high-profile international conferences in Colombia, France, US, and Spain. While she is a native Londoner, she is a citizen of the world, and she has visited over 85 countries