

ARCADIA ABROAD

Course Title:	A History of Black Britain
Course Code:	LONS HIBB 293
Subject:	History, Sociology (meets Combating Anti-Black Racism (CABR) objectives)
Credits:	4
Contact Hours:	50
Semester/Term:	☒ Semester ☐ J-Term ☐ Summer
Course Description:	This module investigates the lived experiences, political activism, forms of cultural production and diverse civic contributions of Black women and men in Britain. Through a combination of lectures, seminars, hands-on source-led exercises, walking tours and museum visits, students will critique Britain's imperial past and postcolonial legacies and critically interrogate narratives of migration and multiculturalism that position the arrival of the HMT Empire Windrush as the advent of Black Britain in 1948. Themes covered across the module include the mapping of Black spaces in the metropolis, imperial and transatlantic intellectual and cultural networks, anti-racist protest and resistance, and political organisations spanning the Abolitionist movements of the 1700s and 1800s, the Pan-African movement in the 1900s, the League of Coloured Peoples in the 1930s, through to the post-World War 2 British Black Panthers and Organisation of Women of Asian and African Descent. Students will engage with a rich and varied range of primary source materials, encompassing film and photography, music and literature, oral histories, newspapers and social surveys. Alongside an exploration of the history of Black Britain, the module will consider contemporary decolonial and antiracist praxis – challenges, successes and work still to be done. The course will introduce students to methodological questions about source analysis and the nature of community archives as sites of activism and the preservation and dissemination of marginalised histories. The module should appeal to students across a range of different humanities disciplines and will offer transferable methodological and theoretical skills for other areas of historical and sociological study.
Course Requirements:	Required Text Olusoga, David (2017) <i>Black and British: A Forgotten History</i> Pan, ISBN: 9781447299769. Cost: To Be Determined Fryer, Peter (2018) <i>Staying Power: The History of Black People in Britain</i>, Pluto Press, ISBN:978-0745338309. Cost: To Be Determined Beverley Bryan, Stella Dadzie, Suzanne Scafe (2018) <i>Heart of The Race: Black Women's Lives in Britain</i>, (Feminist Classics)

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Verso Books, ISBN: 978-1786635860. Cost: To Be Determined

Additional Readings and Resources

Primary source documents and oral histories from Black Cultural Archives (BCA) will feature prominently in the reading materials, and will be looked at in person at BCA.

Peer reviewed articles and links to audio-visual sources (films and documentaries) for each session will be shared on Canvas through Arcadia University.

Assignments

Course Requirements	Percentages
Participation	10%
Response Papers	30%
Presentation	20%
Final Paper	40%
Total	100%

Participation 10%

Students have a responsibility to discuss these matters in a respectful manner in which ALL students feel supported and listened to. Students will be expected to read the set texts and participate in the class discussions. They will also be expected to be punctual for classes and field studies.

Response Papers 30%

Over the semester students will undertake 3 reflections. The first should be a short essay demonstrating an understanding of the key themes and concepts of the course. The second and third should be responses to primary source materials from Black Cultural Archives' collections. Students should reflect on the power of archives to construct and challenge our understanding of the past. Creative submission formats will be accepted, e.g. film, podcast, photography, art, as well as blog posts and essays.

Presentation 20%

Students will select a key movement or moment led by Black people in Britain and give a 15-minute presentation. Students will need to demonstrate a deepened knowledge through independent learning beyond what will be provided through course lectures. Thought should be given as to why these stories have been sidelined in history and why it is important to reinsert them. Students can present in pairs, but each participant must contribute equally to the research and communication.

Final Paper 40%

Students will write a 2000 to 3000 word paper on the themes and histories covered in the course. A choice of questions will be provided.

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Learning Outcomes and/or Expected Student Competencies and Assessment Measures:	On completion of the course, students should be able to: <table border="1"> <thead> <tr> <th>Learning Outcomes</th><th>Course Requirement that will be used to assess the student's achievement of this outcome</th></tr> </thead> <tbody> <tr> <td>Gain a broad historical understanding of empire and decolonization in the British context.</td><td>Response Papers, Presentation, Final Paper</td></tr> <tr> <td>Understand how race and identity have been constructed and continue to evolve in the British cultural landscape.</td><td>Response Papers, Presentation, Final Paper</td></tr> <tr> <td>Identify key historical movements for racial justice, alongside the influence of political ideologies and US civil rights on the development of Black British activism.</td><td>Response Papers, Presentation, Final Paper</td></tr> <tr> <td>Consider the contemporary legacies of colonial rule, including reparatory justice and challenges to antiracist organizing.</td><td>Response Papers, Presentation, Final Paper</td></tr> </tbody> </table>	Learning Outcomes	Course Requirement that will be used to assess the student's achievement of this outcome	Gain a broad historical understanding of empire and decolonization in the British context.	Response Papers, Presentation, Final Paper	Understand how race and identity have been constructed and continue to evolve in the British cultural landscape.	Response Papers, Presentation, Final Paper	Identify key historical movements for racial justice, alongside the influence of political ideologies and US civil rights on the development of Black British activism.	Response Papers, Presentation, Final Paper	Consider the contemporary legacies of colonial rule, including reparatory justice and challenges to antiracist organizing.	Response Papers, Presentation, Final Paper		
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Course Outline:	Course session can refer to the following: weeks, themes, modules, or units. <table border="1"> <thead> <tr> <th>Session</th><th>Topic</th></tr> </thead> <tbody> <tr> <td>Session 1</td><td> Course Introduction: What is Black British history? Overview of the former British empire and Commonwealth. Time periods and topics that the course will cover. Field trip locations shared. Introduction to researching in Archives with senior archivist Harlynn Homan from Black Cultural Archives. </td></tr> <tr> <td>Session 2</td><td>Romans to Elizabethans: Africans in Tudor, Stewart and Georgia England. Representations in art and literature.</td></tr> <tr> <td>Session 3</td><td> Enslavement, Resistance and Abolition: African perspectives. FIELD TRIP: Museum of London Docklands. </td></tr> <tr> <td>Session 4</td><td> Nineteenth Century Black Radicals and Victorian Trailblazers. Black men as working-class campaigners in London. Black women and men as pioneers, entrepreneurs, inventors, actors and composers. Remembrance and Erasure. </td></tr> <tr> <td>Session 5</td><td>Black Edwardians: Pan-Africans in London (1900), World War 1 and its impact on decolonial thought.</td></tr> </tbody> </table>	Session	Topic	Session 1	Course Introduction: What is Black British history? Overview of the former British empire and Commonwealth. Time periods and topics that the course will cover. Field trip locations shared. Introduction to researching in Archives with senior archivist Harlynn Homan from Black Cultural Archives.	Session 2	Romans to Elizabethans: Africans in Tudor, Stewart and Georgia England. Representations in art and literature.	Session 3	Enslavement, Resistance and Abolition: African perspectives. FIELD TRIP: Museum of London Docklands.	Session 4	Nineteenth Century Black Radicals and Victorian Trailblazers. Black men as working-class campaigners in London. Black women and men as pioneers, entrepreneurs, inventors, actors and composers. Remembrance and Erasure.	Session 5	Black Edwardians: Pan-Africans in London (1900), World War 1 and its impact on decolonial thought.
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		Interwar Years: London as a hub for prominent Black thinkers, writers and organisers.
	Session 6	War to Windrush: Explore the place of Brixton and Windrush Square as sites of historic and contemporary memorialization. Examine archive material on the Windrush generation's arrival and early lives in Britain (1945 – 1962). Watch BBC Windrush: https://www.bbc.co.uk/iplayer/episode/b0074ksb/windrush-1-arrival?seriesId=unsliced The 2018 Windrush Scandal: where are we now?
	Session 7	Windrush and Post-War Organising: Overview of the Black Power Movement in Britain. GUEST SPEAKER: Kelly Foster
	Session 8	Reading Week
	Session 9	TRIP: Black Cultural Archives The Black Women's Movement. Look at primary sources covering the 6 key areas of post-war activism: Education, employment, housing, health, policing, immigration. How were women leading and shaping these campaigns? Watch Small Axe: Education: https://www.bbc.co.uk/iplayer/episode/m000qfb1/small-axe-series-1-education
	Session 10	TRIP: Black Cultural Archives Uprisings Sweep Britain: the 1980s. Police and community relations, leading up to the murder of teenager Stephen Lawrence in 1993, and changes implemented in the wake of the 1999 MacPherson Report. Small Axe: Alex Wheatle: https://www.bbc.co.uk/iplayer/episode/m000q6rf/small-axe-series-1-alex-wheatle

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	Session 11	Reparations: what is repair work, broadly? Knowledge production, representation, funding, compensation, republicanism, decolonization in public spaces – arts, heritage, material environment, education, employment, etc. Examining archival collections to understand how Reparations has been framed in the past, versus current initiatives. Guest speaker: Dr. Helen Kilburn, University of Notre Dame in London.
	Session 12	Contemporary antiracism and minoritized communities. Guest speaker: Sundeep Lidher on the Runnymede Trust. AQA Inclusive Histories Project: current efforts towards educational reform.
	Session 13	Students present on a key movement they have independently researched further. Choices include: Abolition movement. Chartism. Pan-African movement. League of Coloured Peoples. Post-War Black Power movement (Black Liberation Front, British Black Panthers, or Black Unity and Freedom Party). Organisation of Women of Asian and African Descent. Rastafari movement. Brixton Defence Campaign. African Reparations Movement. Windrush scandal and compensation. Other proposed by student and agreed upon by tutor.
	Session 14	Conclusion, exams
Other Policies:	Expectations Professional behavior is expected of all students. This includes preparation for classes, on-time attendance at synchronous class sessions, attendance at all group sessions and appropriate participation in the form of attentiveness and contributions to the course. Respect for the academic process is the major guiding principle for professional behavior and extends to all communications, including email. Attendance/Participation	

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	Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session. This includes participation in online discussion boards as well as during synchronous class sessions. Course Policies For email communications, students must use their Arcadia University email account. Students are responsible for any information provided by e-mail or through postings in the learning management system. This syllabus is subject to change, and any changes will be communicated to you via email or the learning management system. Plagiarism Representation of another's work or ideas as one's own in academic submissions is plagiarism, and is cause for disciplinary action. <i>Cheating</i> is actual or attempted use of resources not authorized by the instructor(s) for academic submissions. Students caught cheating in this course will receive a failing grade. <i>Fabrication</i> is the falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action. Late or Missed Assignments Will not be accepted for grading. Students with Disabilities Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before the start of term so that appropriate arrangements can be made. Incident Reporting and Compliance with Sexual Harassment and Misconduct Policies Arcadia University is committed to supporting students abroad who are affected by any incident which impacts their safety or well-being, including but not limited to: reports of possible crime, behavioral issues, discrimination or harassment, sexual misconduct, hospitalization, other health concerns, or issues prompting early program departure ("Incidents"). This may include assisting affected individuals with accessing the criminal justice system or internal processes, as available. Arcadia generally defers to the wishes of the individual affected, but Arcadia does comply with the University's Sexual Harassment and Misconduct Policy and any relevant laws for all programs that operate under its auspices, and there may be circumstances where an individual's autonomy may be limited. Information about Arcadia's policies and procedures, including the Policy Prohibiting Sexual Harassment and Sexual Misconduct, can be found in the Student Handbook.
Prerequisites:	None.