

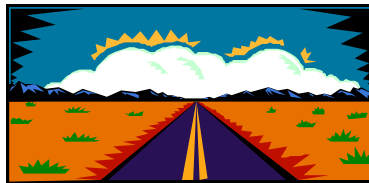
HISTORY 279
AFRICAN-AMERICAN EXPERIENCES

Martha Jane Brazy
Fall, 2004
University of South Alabama
Office Hours: TR 1:45-2:45 & by appt.
Humanities 371
460-7540
e-mail: mjbrazy@jaguar1.usouthal.edu
www.usouthal.edu/history/faculty/brazy

History 279
T 6:00-8:30
Humanities 362

*A lack of courage allows us to remain blinded to our history
and deaf to the cries of our past.*

-Maya Angelou



WELCOME!

COURSE OBJECTIVES

History 279 examines the history of African Americans in the United States from the colonial period through the present. Though broad in scope, this course will explore in-depth various facets of African-American History and will cover such developments and themes such as the slave trade, the foundations of slavery in early America, antebellum slavery, resistance, abolitionist movements, free black communities, Reconstruction, the advent of Jim Crow, early twentieth century black political thought, the Great Migration, the Harlem Renaissance, the Depression era, the civil rights era, African Americans in contemporary America, and theoretical approaches to race. African Americans in the United States have a diverse history. Reflecting this diversity are the common as well as differing goals of black communities and individuals across the United States as well as experiences within and amongst African-American communities, individuals, and organized collective movements. This course will also examine the historical foundations of today's most pressing social issues within black communities as well as society at-large: racism, affirmative action, environmental racism, "African-American identity," exploding black prison populations, the "inner-city" and widening economic gaps, and reparations. Throughout the semester, we will also explore larger questions: What is "African-American History"? What are the politics of doing such history? Is there one monolithic "history," "black community," or "movement"?

CLASS FORMAT

This course is primarily discussion in a seminar format; however, some lecture may take place in order to contextualize material within broader historical and contemporary frameworks. Wandering off the syllabus will happen! A give-and-take atmosphere where asking questions (no question is ever dumb), voicing your ideas, helping one another learn, and fostering critical thinking is one of our goals.

Learning takes different shapes and forms. Sometimes it comes through collaborating with one another and working collectively, and sometimes it is an individual effort. The expression of ideas is not exclusively conveyed through the written word. Sometimes ideas can be more effectively expressed through art, music, or the spoken word. This course values all of these forms of learning and expression.

At the beginning of the semester, students will sign-up to lead discussion each week. Details of this will be provided at the appropriate time.

READINGS

Reading assignments will consist of books, articles, essays and mostly primary sources. This course is primarily a seminar/discussion with very little lecture except to contextualize material; therefore, it is essential that readings are completed on time so that we may have the most fruitful and dynamic discussion possible. Texts to be purchased:

Paula Giddings, When and Where I Enter: The impact of Black Women on Race and Sex in America (1984)

Darlene Clark Hine, William C. Hine, and Stanley Harrold, African Americans: A Concise History (2004)

Manning Marable and Leith Mullings, eds. Let Nobody Turn Us Around: Voice of Resistance, Reform, and Renewal (2000)

Notes: Let Nobody Turn Us Around is designated as “Docs”
Readings on Reserve at the Library are designated as (R)
Optional Readings are noted as (Optional)

ASSIGNMENTS: PAPERS, PROJECTS, JOURNALS

There will be three papers and/or projects due over the course of the semester. Occasionally, impromptu, short essays may be assigned. More detailed explanation with regard to paper and project requirements and topics will be distributed at the appropriate time. Papers and projects will be due at the time of class on the specified. Late assignments will be noted and taken into consideration during the evaluation of the assignment.

EXAMS

There are no traditional blue book exams in this course. A Final Essay will be due on the last day of class, December 7. Students who do not complete the final essay will not pass the course.

PARTICIPATION

The key to successful classroom discussion will be engaged and thoughtful participation by members of our class. So that we may have this type of discussion, readings must be completed by the date they are assigned. Each member of class may also be asked to lead part of discussion on certain days. Participation is valued highly and is weighed as heavily as written work and projects when determining a student's grade.

ATTENDANCE

Whether a student chooses to come to class is his or her choice and responsibility; however, students are expected to attend classes regularly. As noted above, participation is a vital part of this course, attendance plays a significant role not only in the dynamics of this class, but in each individual student's grade as well. If you aren't in class, you can't participate! For example, students who contribute regularly but who have irregular attendance cannot expect to receive as positive an evaluation as students who do participate and come to class. Students are responsible for obtaining any notes or assignments from classes they may have missed.

GRADES

Grades are wonderful when we are doing well in class and we are getting A's. On the other hand, when things aren't going as well, it's a different story. When students are focused on the end product of "THE GRADE," students aren't as focused on learning, developing critical thinking skills, and thinking about the historical and contemporary issues at hand. This course attempts to foster such skills. In order to achieve this goal, students will receive extensive comments on all assignments. Letter grades will be distributed after a student has read and responded to the comments. The professor will maintain qualitative notes evaluating each piece of work a student and/or learning group submits. Each student's performance, effort, and verbal contributions and participation will also be evaluated. At the end of the course, all written work and participation will be evaluated equally and a final grade will be determined. This method evaluates each student more holistically as all assignments, projects, and participation are valued equally and as a whole. It is required that students evaluate themselves at the end of the semester

which will be taken into consideration when determining a student's final grade. At any time during the semester, a student may discuss her or his evaluation and progress with the professor.

Grade Distribution:
Written Work 50%
Participation 50%

MISCELLANEOUS BUT IMPORTANT

The professor is available to answer any questions or address any concerns.

During class, please be courteous and keep noise levels to a minimum. Unless there is an emergency, silence or turn-off all cell phones and pagers. So as not to disturb others, please do not pack-up your belongings until the end of class—this is disruptive. Class will conclude on time, thus there is no need for a disruption. On those days when class may run over, please be courteous when leaving the room.

In addition to scheduled office hours and office hours by appointment, the professor is usually available after class and around most afternoons. Voice mail and e-mail are also available to students who wish to communicate in these ways.

- ** Any student who plagiarizes material will receive an automatic "F" for the course. If you are in such a position where you have to resort to claiming someone else's work as your own, see the professor before a small problem becomes a major one!
- ** The professor reserves the right to change the class schedule and assignments over the course of the semester.
- ** Free speech, communication of ideas (whether popular or unpopular), discussion, and respectful intellectual engagement is encouraged and expected. This is called academic freedom.
- ** Comments, concerns, or suggestions about the course are welcome. If you are encountering difficulties or problems, please make an appointment, drop by the office, phone or e-mail so that this may be addressed quickly.
- ** Students who need special accommodations in order to meet any of the requirements of the course should speak to the instructor at the beginning of the semester.

8/24 INTRODUCTION

8/31 WHAT'S IN A NAME?: AFRICAN-AMERICAN EXPERIENCE, AFRICAN-AMERICAN HISTORY, BLACK STUDIES, AFROCENTRIC STUDIES, AFRICOLOGY--THINKING ABOUT AFRICAN-AMERICAN HISTORY & THEORETICAL APPROACHES TO RACE

African Americans, xxiii or Giddings, 5-31
Marable & Mullings, Intro, xviii-xxv
Deborah White, Too Heavy A Load, Intro
John Hope Franklin, "On the Evolution of Scholarship
In African-American History," 49-59 (R)
Barbara J. Fields, "Slavery, Race & Ideology in the
United States," 95-118 (R)

Film: Ethnic Notions

PART I FOUNDATIONS: SLAVERY & ABOLITIONISM, 1789-1861

9/7 OUT OF AFRICA: AFRICA, THE SLAVE TRADE & THE DIASPORA

African Americans, Chapters 1 & 2
Docs, # 1.1 Equiano
1.2 Hall

"ALL MEN CREATED EQUAL?": COLONIAL & REVOLUTIONARY AMERICA

African Americans, Chapters 3 & 4
Giddings, 33-41
Docs, #1.3 Allen

9/14 EARLY AMERICA AND THE FOUNDATIONS OF SLAVERY

African Americans, Chapter 5

(Continued Next Page)

SLAVE LIFE IN THE ANTEBELLUM SOUTH

African Americans, Chapter 6

Giddings, 41-46

Docs, # 1.4 Walker

1.5 Turner

1.6 Slave Law

1.7 Stewart

1.8 Thompson

1.10 Northrup

FREE BLACKS IN ANTEBELLUM AMERICA

African Americans, Chapter 7

Film: Doing As They Can

9/21 BLACK POLITICAL THOUGHT, RESISTANCE, ABOLITIONISM, AND EMANCIPATION

African Americans, Chapters 8, 9, & 10

Giddings, 46-55

Docs, # 1.11 *Amistad*,

1.12 Garnet

1.13 Brown

1.14 Truth

1.15 Delaney

1.16 Douglass

1.17 Dred Scott

1.18 Rock

1.19 Spirituals

Film: Family Across the Sea or Daughters of the Dust

CIVIL WAR AND AFRICAN AMERICAN LIBERATION: MYTHS AND REALITIES

African Americans, Chapter 11

PART II
RECONSTRUCTION AND REACTION: THE AFTERMATH OF SLAVERY
AND THE DAWN OF SEGREGATION, 1861-1915

9/28 RECONSTRUCTION: MEMORY, MYTH, REALITY, AND MEANING

African Americans, Chapters 12 & 13

Docs, # 2.1 Douglass

2.2 Turner

2.3 Urban Workers

2.4 Harper

Film excerpt: Birth of A Nation

THE DAWN OF SEGREGATION: BLACK LIFE IN LATE 19TH CENTURY

African Americans, Chapter 14

Giddings, 57-83

Mary Ellen Curtin, "The 'Human World' of Black Women
in Alabama Prisons, 1870-1900," 11-30 (R)

**10/5 CHALLENGING JIM CROW: EARLY 20TH CENTURY BLACK POLITICAL
THOUGHT AND RESISTANCE**

Giddings, 85-152

African Americans, Chapters 15 & 16

Docs, # 2.6 Blyden

2.7 Crummell

2.11 Washington

2.12 Trotter

2.14 Wells

2.15 Du Bois

2.16 Niagra Movement

2.17 Harrison

Film: Ida B. Wells: A Passion for Justice

******PAPER #1 DUE******

PART III
FROM PLANTATION TO GHETTO: THE GREAT MIGRATION, HARLEM
REANISSANCE, AND WORLD WAR, 1915-1954

10/12 IN SEARCH OF THE PROMISED LAND: THE GREAT MIGRATION
“TO MAKE THE WORLD SAFE FOR DEMOCRACY”? WORLD WAR
THE GROWTH OF BLACK URBAN COMMUNITIES

African Americans, Chapter 17
Giddings, 153-181
Docs, # 3.1 W.W.I
3.2 McKay
3.3 Briggs & McKay
3.4 Marcus Garvey
3.5 Amy Jacques Garvey

THE HARLEM RENAISSANCE AND “BLACK CULTURE(S)”

Giddings, 183-197
Hazel V. Carby, “‘It Jus Be’s Dat Way Sometime’: The Sexual Politics of
Women’s Blues,” 330-341 (R) (Optional)
Docs, # 3.6 Hughes
3.7 Dunbar-Nelson
3.8 Johnson

10/19 HAVE A NICE FALL BREAK!!

10/26 AFRICAN-AMERICANS IN THE GREAT DEPRESSION

African Americans, Chapters 18 & 19
Giddings, 199-230
Docs, # 3.9 Black Workers
3.10 Scottsboro
3.11 Herndon
3.12 Hudson
3.13 Bethune
3.14 Powell
3.15 Black Women Workers

Film: Oh Freedom After While

(Continued Next Page)

BLACK AMERICANS IN THE W.W. II ERA

African Americans, Chapter 20
Giddings, 231-258
Docs, # 3.16 Youth Conference
3.17 Randolph
3.18 Houston (continued next page)

BEYOND NORTH AND SOUTH: AFRICAN-AMERICAN WOMEN IN THE WEST

Lemke-Santangelo, Abiding Courage (Optional)

PART IV WE SHALL OVERCOME: THE SECOND RECONSTRUCTION, 1954-1975

11/2 CIVIL RIGHTS: FROM *BROWN* TO “I HAVE A DREAM”

African Americans, Chapter 21
Giddings, 262-297
Docs, # 3.21 Marshall
4.1 Robinson
4.2 Wilkins
4.3 SCLC
4.4 SNCC
4.5 Freedom Songs
#4.6 Baker
#4.7 MLK
#4.8 Lewis

BEYOND MLK: OTHER VOICES

Docs, # 4.9 Du Bois
4.10 Hamer
4.11 SNCC
Cynthia Griggs Fleming, “ ‘More than a Lady’: Ruby Doris Smith Robinson and Black Women’s Leadership in the Student Nonviolent Coordinating Committee,” 542-553 (R)

Film: Freedom on My Mind , The Strange Demise of Jim Crow

******PAPER #2 DUE******

11/9 BLACK NATIONALISM IN THE 1960's and 1970's

African Americans, Chapter 22 up through pp. 453

Giddings, 299-324

Docs, # 4.12 Muhammad

4.13 Malcolm X

THE RISE OF BLACK POWER

Tim Tyson, "Robert F. Williams, 'Black Power,' and the Roots of the African American Freedom Struggle," 540-570 (Optional)

Docs, # 4.14 Black Power

4.15 CORE

4.16 MLK

4.17 Newton

4.18 Hampton

4.19 Davis

4.20 League of Revolutionary Black Workers

4.21 Attica

4.22 National Black Political Convention

4.23 Baraka

4.24 Winston

PART V

THE FUTURE IN THE PRESENT: CONTEMPORARY AFRICAN-AMERICAN THOUGHT, 1975 TO THE PRESENT

11/16 FAMILY, FEMINISM, AND AFRICAN-AMERICAN WOMEN IN CONTEMPORARY AMERICA

African Americans, Chapter 22 pp. 453-463

Giddings, 325-348

Angela Davis, "Slaying the Dream: The Black Family and the Crisis
of Capitalism," 73-90 (R)

Docs, # 5.1 Wallace

5.2 Combahee River Collective

5.3 Shakur

5.5 Lorde

5.6 hooks

ECONOMICS, IDENTITY, AND POLITICS

Docs, # 5.8 Wilson

5.9 Jackson

5.10 Asante

11/23 IDENTITY, RACE, AND FUTURE DIRECTIONS

African Americans, Chapter 23

Manning Marable, How Capitalism Underdeveloped Black America, 255-263 (R)

Docs, #5.11 Hill-Thomas

#5.12 West

#5.13 Gates

#5.14 Tyner

#5.15 Farrakhan

#5.16 Abu-Jamal

#5.17 Prisoners in Sing Sing

5.18 Black Radical Congress

Film: Black Is . . . Black Ain't

11/30 IDENTITY, RACE, AND FUTURE DIRECTIONS: CONCLUSIONS

African Americans, Epilogue

Giddings, 349-357

Deborah White, Too Heavy A Load, Epilogue (R)

Selections from Bell Hooks (R)

Selections from June Jordan (R)

12/7 CONCLUSION

******FINAL ESSAY DUE******

I, _____, have read the syllabus
(print name)

for HY 279 and understand the format of the class, requirements regarding written work and participation, and methods of evaluation for HY 279. By signing, I also promise to uphold academic integrity and honesty and am aware of the possible consequences for engaging in academic dishonesty.

Signature

Date