

Course Description

The history of African and African American Culture and History will explore central themes in the development, growth and continuation of the African experience in the Americas, particularly the United States. The presence of Africans in the American Diaspora as well as around the globe has altered the economic, cultural, religious and social developments of new societies. Africans have maintained components of their culture that have been integrated into new societies. Their influences have contributed to the creation of multicultural pluralistic environs. History/AAS1140 will commence with the dialogue of the varied histories of Africans in the Americas as they moved from the colonial era to the contemporary times. As we explore “from slavery to freedom”, the emphasis will be on the role the African American has played in the race’s struggles for true liberation and justice. We will explore the multitude of ideologies, leaders, methods, and strategies proposed and implemented to receive equality and equity. Emerging from this drive were institutions: churches, schools, protest organizations, civic groups, gender associations, economic ventures, and fellowship agencies. Based in gender and race work, this newly created middle-class leadership centered its strength in social reform activism. The twentieth century came to witness the growth of this diversity. Future generations were produced who inherited the charge to carry on the mission of full citizenship while maintaining a commitment to one’s community and race. Hence, we will explore how this group has impacted the course of American history.

Course Schedule

Week One

August 21

Introduction
Issues in African American History

August 23

Golden Age of West African to the Atlantic Slave Trade
Understanding the Role of Myths and Stereotypes
Carson, Chpt. 1
(Reserved: Harris, “Myths and Stereotypes”)

Week Two

August 28

Continuation of Atlantic Slave Trade
Carson, Chpt. 2

August 30

Africans in Early America
Carson, Chpts. 3, 4
Examples: Giddy Multitude
Anthony Johnson & Family
(Recommend: PBS Series, *Africans in America*)

Week Three

Sept. 4 & 6

Africans and America/New Nation
Blacks and Constitution, Creation of Black
Community

Carson, Chpts. 5,6
 Examples: African American Church
 African American Fraternal Groups

Week Four
 Sept. 11& 13

Slavery
 Experiences Based on Gender
 Carson, Chpt. 7
 Tadey, **Cane River**
 (Section I Elizabeth and Suzette)

Week Five
 Sept. 18

Slavery Continued
 Resistance, Revolt, Non-cooperation
 (Opening Years of **Philomene**)

Week Five
 Sept. 20

Class Examination I - Short Essays/Identifications

Week Six
 Sept. 25 & 27

Free African Americans & Community Building
 Creating Reform Societies, institutions; nationalism
 abolitionism, emigration, etc.
 Carson, Chpts. 8,9,10
 (Reserved: Article on Mary Shadd Cary)
 Black Leadership: David Walker, Louis Woodson,
 Maria Stewart, Frederick Douglass

Week Seven
 Oct. 2

Liberation and Reconstruction
 African American Citizenship and Freedom
 Ballot & Gender
 Carson, Chpts. 10, 11

Oct. 4

ASALH/ABWH Conference - No Class

Week Eight
 October 9 & 11

Freedom/Liberty- Whites' Reactions
 Emancipation and labor for Blacks- ownership of land
 Tadey, **Cane River**
 (Section on **Philomene**)

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October 15, 2007, Last Day to Withdraw with Possible W

Week Nine

October 16 & 18

Segregation and Black Responses
 Black Ideological Differences
 Carson, Chpts. 12, 13

Examples: Booker T. Washington, W.E.B. DuBois, Ida Wells Barnett,
 Mary Church Terrell, Henry Adams, H.M. Turner

Week Ten

October 23

Segregation, Louisiana and Color Prejudice
 Tadey, **Cane River**
(Section on Emily- Era of Segregation)

October

Class Examination II- Short Essays/Identifications**Week Eleven**

October 30

Great Migration, Urbanization, The New Negro
 PanAfricanism, Blacks in Politics
 Caron, Chpt. 14

(Reserved: Rouse, "Out of the Shadow of Tuskegee")

November 1

SAWH/SHA Conference- No Class**Week Twelve**

November 6

From Garveyism to World War II-
 Carson, Chpts. 14, 15

Week Thirteen

November 13 & 15

Black America/WWII/ Brown Era
 Hine, Chpt. 20
 Finkenbine, Chpts. 12, 13, 14

Week Fourteen

November 19 & 23

No Class- Thanksgiving Break
 Southern Civil Rights Movement
 Hine, Chpt 21
 Finkenbine, Chpt. 15

Week Fifteen

November 27 & 29

Southern Indigenous Activism/Civil Rights
 Curry, **Silver Rights**
 Hine, Chpts. 22-24

Week Sixteen

December 4

Black Power/ Black Nationalism
 Carson Chpts. 18, 19
 (Reserved Readings,
 Pitney, **Martin & Malcolm, Introduction**)

December 6

African Americans and Political Conservatism
 Carson, Chpt. 20

Final Examination: Thursday, December 13, 2007, 10:15 am- 12:15 pm

Course Requirements

The class evaluation will consist of the following areas: class participation, class examinations, two short papers, and final examination.

CLASS PARTICIPATION

Class Attendance is required for it is a central part of the student's evaluation for class participation. Class participation will consist of but not limited to class discussions, oral and written reports on materials assigned from the texts and outside readings, frequent quizzes, etc. Quizzes on required readings cannot be made up. Oral reports missing cannot be made up. Absences for whatever reason- means zero on that day's participation. Class assignments cannot be made up via make up work or extra credit written work. Class begins at 11:00 **SHARP. No wandering into class after the class has begun unless the student has notified the professor of the late arrival. No leaving class once the class has begun for any reason, short of an extreme emergency. Absolutely no text messaging; no leaving class to receive or send messages or answer phones. Upon entering class, all cellphones and all other electronic equipment must be turned off; turned off, no vibrate, or any other setting. OFF!!! NO EXCEPTIONS!!!** Please take care of all personal needs before entering class. If you must miss a class, prior communication with the professor is encouraged. No eating in class. No snacks, no packaged food, no hot food, no chips, crackers, chewing gum, snack cakes, **NO FOOD!!!**. Water is allowed only.

SHORT ESSAY PAPERS

Short Papers- Each student is required to submit three short papers – no more than three pages in length- with the bibliography page being extra. These are biographical sketches

of significant voices of the units the class will be examining. The brief review will look at a more contemporary spokesperson and his/her platform for change or racial progress/solidarity or creation of African diaspora community or evaluation of what are current issues in the African American community. Total number of papers for semester-three. Due Dates: Last Class session for months of September 27, 2007, October 30, 2007 and November 29, 2007. The internet cannot be a central resource for this biographical essay. One of the three papers should be a local person or a Georgian, past or present, excluding Martin L. King, Jr. More details forthcoming.

CLASS EXAMINATIONS

There will be two in class examinations. The format will be identifications and short essays or identifications only.. The session before an examination will include a review session and the distribution of theme sheets for studying. It is strongly encouraged that you develop sub-study groups in preparation for the examinations and final examination, as well as review groups for sections of the Carter and Tademey texts. Those books will be divided into chapters among groups organized by the professor. . Make up exams only with proper documentation.

FINAL EXAMINATION

The final examination will be a comprehensive examination covering the scope of the class with the latter materials of the semester highlighted. The last session of the semester will include a review for the examination and the distribution of study/ theme sheet guide.

EXTRA CREDIT WORK

Students will be allowed to submit reviews of events relating to African American history that they attended. Five outside events will be accepted. These may include campus wide events—speeches, plays, recitals, workshops- with African American themes

FAMILY HISTORY PROJECT -- For the African American history enthusiast, the following is an extra credit assignment, worth an additional five percent to your class participation grade. This is an opportunity to record your family's history, a project designed to illustrate how the history of ordinary people is recorded. Persons interested in doing this project should meet with the professor.

Much of African American history has been lost due to the fact that most African Americans fail to realize that their lives, particularly their individual lives, are very important as historical markers and primary materials. This project is designed to take two specific periods of history and to examine how members of those generations in a family addressed issues of race, culture, gender, education, work, and spirituality. The two decades will be the 1970s and the 1990s. It may be the majority of the family in this era lived in the South, while some migrated to the West or North; some may have moved from rural to urban centers within the region. What kind of work did the members engage in? Where did they live? What were social, cultural, religious, economic and political issues that influenced and molded the lives, beliefs, values and traditions of this

family? Were previous generations of the family essential to the generation of the 1990s' success? Were family members involved in racial reform or social change, i.e., civil rights movement, black power, etc.?

Then, the generation of the 1990s, have this group witnessed substantial changes particularly resulting from the civil rights movement, affirmative action, open enrollment policies in all white facilities? What has contributed to this generation's success or lack there of? Is this generation more economically sound? Do these family members maintain traditions and rituals or is there a gap between relatives? Are there family reunions or gatherings outside of weddings and funerals? Have family members scattered from the region? Do they enlist in the military for career options? Is there a mixture between the two generations?

The paper should begin with some historical background about the family generally. Obviously the family did not begin in 1970, thus the commencement of the paper should establish some history of the family. Then the paper should identify the two generations the writer will explore. The purpose is to explore issues of racism and sexism across these two generations. It may be that there is a major gap in the general family's knowledge because of the practice of not discussing significant issues. If so, then this could be one of the foci of the paper. Why is it that such important issues remain closed to general family knowledge? Do members of the 1990s represent a more "militant" activist/ideological" wing of the family? Is there one person who is the matriarch or patriarch of the family? Are older members influential across age limits? Is there a continuous history of social activism? Is the generation of 1990s embarrassed by the older generations? Were older family members before the 1970s too busy trying to make a living to become involved in social change in this era? Or did they fear racial reprisals for their activism?

The student should begin this oral history project with interviews from a variety of family members of several generations. They can share with you many antidotes, stories, photographs, and folklore but keep the central focus on the two assigned groups. Persons selecting this option should meet with the professor as the paper is written. You may also submit a proposal or draft of how you are going to organize and design your paper. The final paper is due on December 4, 2007. The paper should be ten doubled spaced pages in length..

Grading Percentage

Class Examination	40%
Class Participation	20%
Short Papers	20%
Final Examination	20%

Grading Scale

100 – 95	A
94 – 90	A-
89 - 87	B+
86 - 83	B

83 - 80	B-
79 - 77	C+
76 - 74	C
73 - 70	C-
69 - 67	D+
66 - 64	D
63 - 60	D-

Below 60 -- Failure