

SOC130: African American History

THIS COURSE DOES NOT REQUIRE A FINAL EXAM

SYLLABUS

READ THESE INSTRUCTIONS NOW!

Keep work organized by week, clearly labeled and typed or copy/paste onto your syllabus. Math and hand done projects: photograph, scan or screenshot and copy/paste to your syllabus. Keep images small so your file isn't too large to submit or save work as a PDF. Go to "Student Services" online for any issues with this course. If you need Microsoft Word, request an email from Student Services and follow the steps given to you.

SUBMITTING WORK: YOU MUST SUBMIT ALL WEEKS AT ONCE on one file. Your syllabus may be submitted separately if you chose not to add your work to it. Go to the website and select "Submit Work", complete the form and attach your work. You may also share a public link such as Gdocs. You have two attempts at receiving a passing grade of "C" or better so submit your full effort original work. Do not mail work. You will receive a reply in about 5 business days. Do not call or email asking for us to verify your work. All components of your course must be completed by the end of the 8th week from the time of your registration; 12 weeks for a 2 credit class. If you have a medical emergency or disability preventing you from completing your class, contact "Student Services" and send an email to request up to a 2-week extension.

Course SOC130: African American History: This multimedia course emphasizes the beginnings of African slavery to the development of the 'peculiar institution' in America by examining the intellectual debates surrounding labor needs and race. In a contextual setting, students will learn about the formation of a unique African American culture. Student also addresses the continued struggle for political, educational, and economic equality by African Americans. Emphasis is placed on the contributions of African Americans in the development of an industrialized United States as well as their place in the historical record. Includes: Videos, archived documents, scholarly journals, interviews and other key material.

RESOURCE WEBSITE:

<http://www.gilderlehrman.org/history-by-era/colonization-and-settlement-1585-1763/origins-slavery>

Week One:

WHO ARE AFRICAN AMERICANS – MYTHS, TRUTHS & CONTROVERSY

Watch the THE WHITED OUT DOCUMENTARY; use the link below or search for your own

<https://www.youtube.com/watch?v=NX0DtMiYxEM>

NATIONAL GEOGRAPHIC – DNA SPECIAL

<https://www.youtube.com/watch?v=rpibDIWKF5k&feature=youtu.be>

ASSIGNMENT: View each of the three videos and keep detailed notes. Share your notes organized notes. Give your thoughts and wondering questions. Discuss what you find interesting or controversial. Express your feelings and opinions on what you agree or disagree with. Discuss whether or not the word “races” has any importance and if so, how does dividing people into races cause issues or benefit humanity.

ADD RESPONSES HERE

Slavery – The Making of America

Read: William Miller, *A Sermon on the Abolition of the Slave Trade* (1810)

- 1.) Note the opening paragraph and William Miller’s references to African identity. Why does Miller prefer to refer to Africans rather than Americans?
- 2.) Almost as a first matter Miller emphasizes “the idea of our being acknowledged men.” He links this questioning of black masculinity to white contempt for black intelligence. Why does he use this as the opening theme of a sermon?
- 3.) What, if any, contradictions are there in Miller’s view of Africa, and how does he resolve them?
- 4.) How does Miller express pride in his African heritage?
- 5.) Miller uses Isaiah 19:2 to depict the transatlantic slave trade as the consequence of an African civil war. He also uses Isaiah 59:1 – “Behold, the Lord’s hand is not shortened...” – to suggest that African iniquity of Africans rendered them subject to captivity, and salvation could be had upon appeal to God. Why did Miller use the Bible in this fashion?
- 6.) What does Miller’s blame of Africans mean for his judgment of “the oppressors of Africa,” who he says are not “less culpable for their savage treatment to the unoffending Africans”? Note the phrase “unoffending Africans” suggests that Africans who are not guilty must suffer as part of the judgment on the continent. How do you respond to that view, and how might Miller’s audience respond?
- 7.) How does the nation-state both create the problem of slavery and promise to solve it?
- 8.) What was the Sereleon (Sierra Leone) colonization project? Based on the sermon, what was Miller’s attitude towards this project?
- 9.) The sermon concludes with calls for a church militant (14), evangelical conversions, piety and virtue, and three citations of Isaiah (6:3, 9:2, 11:14) promising divine reward for the righteous. How does Miller identify Christian evangelization and the anti-slavery cause?

ADD RESPONSES HERE

Read: Willie Lynch- Making of a Slave

- 1.) What is your impression of the Willie Lynch speech? Do you find it realistic? How does this information enlighten you? Considering there is much debate over its authenticity, does it matter if this is fact or fiction? Would it being fiction negate its content? (support)
- 2.) How does one, “make a slave”?

ADD RESPONSES HERE

Read: Death of the Willie Lynch Speech I & II

http://manuampim.com/lynch_hoax1.html
http://manuampim.com/lynch_hoax2.html

- 1.) What is Prof. Manu Ampim’s position in regards to the Willie Lynch speech being of value? What impact (from this speech) is identified by the Professor?
- 2.) What is the Professor’s emotional plea? Why? Is he justified? Has he convinced you? Give defining evidence or lack of it?

Extended Response: African American’s have proven to be resilient. Extend this thought and respond. Use information provided and/or other research.

ADD RESPONSES HERE

Week 2-3

Slavery

Using the PDF “Chronology of The History of Slavery & Racism;; Respond to the following:

Chronology Of The History Of Slavery: 1619-1789

READ: Chronology Of The History Of Slavery: 1619-1789

ASSIGNMENT: BE DETAILED

- 1.) Explain how Africans were captured for slavery
- 2.) Explain how Africans were bought, sold and traded; include the territories, states, and countries

involved.

- 3.) What role did Native Americans have during the slave trade?
- 4.) What were “Negar” slaves?
- 5.) In what ways did Africans resist slavery and how was this resistance handled? How were Africans “made” slaves – give tactics and treatment of the slaves.
- 6.) Discuss ways a slave could become free.
- 7.) 1664: Discuss what is meant by “Inferiority” and how this impacted an individually psychologically.
- 8.) Discuss in detail the workings of the slave ship including who was in charge, the crew, and what it was life like for the captured.
- 9.) In 1700’s West Africa had three main divisions controlled by Europeans to monopolize the slave trade. Summarize how this operated.
- 10.) In what way was the institution of religion used in slavery?
- 11.) Why was the Atlantic Slave Trade considered a “Holocaust”?

ADD RESPONSES HERE

Chronology on the History of Slavery and Racism 1790-1829

READ: Chronology on the History of Slavery and Racism 1790 – 1829

ASSIGNMENT: BE DETAILED

- 1.) Study the data. Summarize what is learned from the data in regards to the growth of slavery.
- 2.) Discuss the building of our nation’s capital in the District of Colombia as it relates to “Slave Labor”.
- 3.) Discuss the slave revolts beginning in 1791; how were they orchestrated and carried out? How were the slaves punished?
- 4.) Discus “Yellow Fever”.
- 5.) Give a biographical sketch on Gabriel Prosser.
- 6.) 1793: Discuss the “Fugitive Slave Act”
- 7.) 1803: How did the “Louisiana Purchase” impact slavery?
- 8.) 1804: The “Black Laws” – What were they; Add independent research.
- 9.) 1815: “White Paranoia” – Explain what is meant by this and how it was handled.
- 10.) 1820: What was the Missouri Compromise?

11.) 1822: Write a biographical sketch on Denmark Vesey.

12.) 1823 “Mississippi- Law prohibiting teaching of reading and writing to blacks and meetings of more than five slaves or free blacks is enacted.” – What was the true intent of this law?

ADD RESPONSES HERE

The Autobiography of Miss Jane Pittman

<https://www.youtube.com/watch?v=KSDIm2LqAes&t=447s>

ASSIGNMENT: Summarize movie in chronological order with your thoughts and feelings about what you have seen

ADD SUMMARY HERE

After viewing the movie, in your own words, define the following terms...

emancipation

inferior

oppression

slavery

Summarize - What groups cause trouble for African Americans after emancipation? How do these groups interfere with African American freedom?

Evidence and Conclusions - The Emancipation Proclamation did not end the oppression of African Americans. What evidence supports this conclusion? Use the word oppression in your response

ADD RESPONSES HERE

Chronology On The History Of Slavery And Racism 1830-1990

READ: Chronology On The History Of Slavery And Racism 1830 – 1990

ASSIGNMENT: BE DETAILED

1.) **Discuss the Nat Turner Rebellion**

2.) **As rebellions against slavery rose, what methods did the American Government use to curtail insurrections? How successful were they?**

3.) **1838: Discuss the “Underground Railway” (aka Railroad) in detail.**

4.) **1841:** “A court at Washington, D.C., rules March 9 that Cinque and his fellow mutineers aboard the Spanish slave ship Amistad last year are not guilty and orders their release.” – Why was this a monumental victory?

5.) **Discuss the Compromise of 1850.**

6.) **1857:** Discuss IN DETAIL the Dred Scott decision by U.S. Supreme Court – and it’s enormous impact on society at that time

7.) **1862 – 1865:** Discuss the process by which American Government abolished slavery.

8.) During “**Reconstruction**” several laws were written and overturned with the intent of regulating racism. Discuss, **1887** Plessy V. Ferguson.

Discuss in detail the tactics of “Keeping Blacks in their place” – segregated. How was film (movies), media, laws, Klan, lynching used to enforce these intimidation practices. Give examples.

ADD RESPONSES HERE

Week 4 – CIVIL RIGHTS MOVEMENTS

View: Eyes on the Prize Video Series

Install Quick Time for video footage <http://support.apple.com/kb/DL837>

Eyes on the Prize Video Collection

<http://freedocumentaries.org/search?q=eyes+on+the+prize>

Civil Rights Movement Assignment

ASSIGNMENT

How to use the website.

1.) Click the link: <http://freedocumentaries.org/search?q=eyes+on+the+prize>

2.) Select Film Size

3.) Watch Movie - Watch episodes Season One Episodes 1, 2, 3 & 5.

4.) Take notes and respond to the following below

- **View EACH episode**, provide the following...

- Summarize the **SPECIFIC** civil rights action and/or civil injustice/s/ taking place or being discussed in EACH episode.
- Your analysis, judgment, thoughts, “wonderings” and feelings for each episode.

ADD RESPONSES HERE

5.) Watch Movie - Watch episodes Season 2, 3, 4 & 7.

6.) Take notes and respond to the following below

- **View EACH episode**, provide the following...
- Summarize the **SPECIFIC** civil rights action and/or civil injustice/s/ taking place or being discussed in EACH episode.
- Your analysis, judgment, thoughts, “wonderings” and feelings for each episode.

ADD RESPONSES HERE

American Non-Fiction

TEXT: “Letter from a Birmingham Jail” by Dr. Martin Luther King Jr.

Be detailed in your responses and give support from the text/links provided

1. What is Dr. King’s purpose for writing this letter?
2. How does King address criticisms that he is breaking the law and how does he recommend that Americans concerned with social justice break laws?
3. In “Letter from Birmingham Jail,” Martin Luther King Jr. invokes passages from “The Gettysburg Address,” *The Declaration of Independence*, and the *Bible*. Why do you think he references these sources? How do these sources help make his letter more powerful? Support your answer.
4. Many critics of the Civil Rights movement urged Negroes in the U.S. to wait for their rights to be recognized. In “Letter from a Birmingham Jail,” how does Dr. King answer these critics? Why does Dr. King believe that waiting is not the answer? Support your answer.
5. Research the life of civil rights leader Ghandi. How does Dr. King make use of Gandhi’s notion of non-violent civil-disobedience? Does Dr. King, like Gandhi, believe that non-violence needs to be an active process, or does he believe that non-violent civil disobedience must be passive? Support your answer.

ADD RESPONSES HERE

BLACK LIVES MATTERS

POLICE BRUTALITY – CONTINUES

<http://www.unitedagainstinjustice.org/laquan-mcdonald.html>

<http://www.unitedagainstinjustice.org/police-brutality.html>

<http://blacklivesmatter.com/>

Using the links above, explore literature, videos and movements against police brutality in the Black community.

ASSIGNMENT: Write a full page reflective essay on the problem, why you feel it is a problem, what is being done to address the issues and what more can be done within the society as a whole to end police brutality as evident in the Black community. Explain how Black Lives Matters was formed and their mission.

ADD RESPONSES HERE

WEEK 5

CULTURE

Harlem Renaissance, a blossoming (c. 1918–37) of African American culture, particularly in the creative arts, and the most influential movement in African American literary history. Embracing literary, musical, theatrical, and visual arts, participants sought to reconceptualize “the Negro” apart from the white stereotypes that had influenced black peoples’ relationship to their heritage and to each other. They also sought to break free of Victorian moral values and bourgeois shame about aspects of their lives that might, as seen by whites, reinforce racist beliefs. Never dominated by a particular school of thought but rather characterized by intense debate, the movement laid the groundwork for all later African American literature and had an enormous impact on subsequent black literature and consciousness worldwide. While the renaissance was not confined to the Harlem district of New York City, Harlem attracted a remarkable concentration of intellect and talent and served as the symbolic capital of this cultural awakening.

READINGS: http://www.jcu.edu/harlem/literature/page_1.htm

<http://www.britannica.com/EBchecked/topic/255397/Harlem-Renaissance>

<http://www.prattlibrary.org/locations/afam/?id=8590>

<http://www.loc.gov/rr/program/bib/harlem/harlem.html>

VIDEOS: <http://www.history.com/topics/harlem-renaissance/videos#the-harlem-renaissance>

<http://www.biography.com/tv/classroom/harlem-renaissance>

http://www.teachertube.com/viewVideo.php?video_id=231518

<http://www.nypl.org/audiovideo/harlem-renaissance>

ASSIGNMENT: Using the materials provided and additional research respond to...

1. What types of adversity did African Americans face in the South in the 1920's?
2. What problems did those who moved to Harlem find at the time?
3. What were some of the creative endeavors that came out of Harlem during the time?
4. What were some of the difficulties faced in Harlem?
5. How does the idea of speaking out and expressing your real feelings relate to the creation of the Harlem Renaissance?
6. In light of what you viewed in the video segment, describe ways that freedom of expression can have both positive and negative effects.
7. Although the Harlem Renaissance was a time of positive change in many ways, the right to say what you thought was not a right shared by all people at that time. Why might this be so?

ADD RESPONSE/S HERE

MUSIC

MOTOWN LECTURE AND VIDEOS: <http://classic.motown.com/videos/>

VIDEOS OF THE 50'S AND 60'S: <http://www.1959bhsmustangs.com/videojukebox.htm>

(Investigate the sites above and use for assignment)

Be detailed with your responses and give textual support.

(Pop includes R&B, Country, "Pop", Soul, and Rock n Roll)

- 1.) **Listen** closely to snippets of each music track for this week (You do not have to listen to the entire track). Comment on the overall sound and mood for each **category of Pop music**: Do Wop 50s – 60s, R&B Crooners, American Bandstand Teen Idols, Girl Groups, Bill Spector's Wall of Sound, Surfer Bands, and Motown. What is your impression of each sound?
- 2.) **READ; American Pop Music (download)**
- 3.) Which category do you find most enjoyable? Which sound do you least enjoy?

- 4.) Which two categories seem most connected to each other - explain?
- 5.) In your opinion, what role did racism play in popular music?
- 6.) Write a one-page biographical sketch of a performing artist/group from **each** of the following categories: Do wop, Surfer Bands, R & B Crooners, and Motown (**4 pages total**)

ADD RESPONSE/S HERE

Hip Hop

“ I jokingly say that I’m in recovery from hip-hop. It’s like being in a domestic violence situation. You’re home is hip-hop and your man beats you.”

Toni Blackman, Rap lyricist, vocalist, actress, writer and U.S. Hip-Hop Ambassador

View the short film, “Hip Hop – Beyond Beats and Rhymes (Documentary)” (Use the links provided or search the web on your own for the video).

<https://www.youtube.com/watch?v=S5ofSWAr-OM>

READ AND USE: Hip Hop – Beyond Beats and Rhymes Film Booklet PDF

Be detailed with your responses and give textual support. Clearly label your work.

- 1.) Respond to “Media Literacy” questions 1-7 (Page 6)
- 2.) “Manhood and Gender Identity” questions 1, 3 and 5 (Page 7)
- 3.) “Gender Violence and Homophobia” questions 2, 3 and 5 (Page 7)
- 4.) What is value of Hip Hop Music? Who benefits and how? Who, if anyone, is negatively affected? What is your prediction of the future of Hip Hop Music? Explain using the video and reading material along with your own reasoning. (1 page minimum)

ADD RESPONSE/S HERE

WEEK 6:

<http://www.blacklifenetWORK.com/black-economics-tv.html>

**Using the link above, view each of the 7 videos on Economics and Black Economics.
You will keep detailed notes.**

ASSIGNMENT: 1.) Explain how the banking system works. 2) Explain how banking is controlled. 3.) Discuss how African Americans are systematically hindered in economic growth. Discuss ways in which African Americans communities are disadvantaged. 4.) Share your video notes – label them

ADD RESPONSES HERE

Reparations Petition

Dear United State Congress and President of the United States of America;

Due to over 400 years of direct legal systematic and allowable dehumanization of Africans in America through initial kidnap, murder, rape, torture, mutilation, soul-breaking, brain-washing, identify-erasing, enslavement, purposeful withholding of education, red-lining practices, forced proletarian status, and continued segregation, gentrification, racist economic and social treatment, policing disregard for life, social injustice, misrepresentation of the accused, and as a direct correlating benefit of the United States of America did and continues to prosper in wealth and development while the builders referred to as "Africans in America" are relegated to ceaseless methods and tactics strategically deployed to stifle human growth and hinder our pursuit of Life, Liberty and the Pursuit of happiness as is evident by vi-ocular, economic and societal proof; and have not ever been federally acknowledge as having been in aforementioned conditions, nor compensated for 400 years of free labor, nor made party to the profit made from this labor, and the condition of which has generationally wounded each African in American beyond what is comprehensible and fully reparable we, all Africans in America, demand in this action the following FEDERAL REPARATIONS for EACH African in America who's household income is below 4x (four times) the Federal Health and Human Services Published Poverty Measure-Guidelines (logistics, methodology of issuance and monitoring to be decided in the planning and implementation phase):

- 1.) Lifetime Income Tax-Exemption Identification Number
- 2.) Lifetime Sales Tax-Identification Number
- 3.) Lifetime Tuition Wavier of full tuition to all schools, colleges and universities receiving federal

funding

4.) Lifetime Medical Insurance Coverage without restrictions of any kind

5.) Lifetime Mortgage and Rental Subsidy equivalent to 20% of the household's adjusted gross income

6.) In the matter of any one of us (Africans in America) being accused of a crime to be APPOINTED a "Philadelphia Lawyer" with a minimum of 15 years direct experience in defending in matters of racism, the undeserved, and expressly "Africans in America".

In responding favorably to this call to action and issuing said reparations you will have made an attempt to restore a portion of what was taken from generations of Africans in America, while also acknowledging the atrocities committed upon them which has left a legacy of generational human damages; damages of which is and will be a reminder of the United States of America's history of Slavery and Racism.

Respectfully, Dr. LaTatia Stroud, Founder of United Against Injustice
dr.lstroud@unitedagainstinjustice.org

ASSIGNMENT: After reading the petition above, discuss why or why not this petition would be signed by you. If there are portions of which you disagree, identify those portions and explain why you disagree.

ADD RESPONSE HERE

ASSIGNMENT: After reading the petition above, decide on an issue you want to address and write your own petition. Select an issue that is important to you. Follow the format above.

ADD PETITION HERE