

**KAP (Kenyon Academic Partnership) – AFRICAN AMERICAN HISTORY**

**2017-2018**

**HISTORY 175: Early Black History**

**HISTORY 176: Contemporary Black History**

**Independence High School**

**Instructor: Abu J. Toure, Ph.D.**

**COURSE DESCRIPTION.** The historical study of persons of African descent in the U.S. forces us to grapple not only with a distinctive struggle for liberation, justice and equality, but also to revisit our understandings of human beginnings along with the foundations and shaping of the American republic. This course begins by examining the African genesis of humanity along with the early establishment, spread and/or influence of African civilizations throughout the world (i.e. African diaspora). The course then highlights the development of a distinctive ‘racial’ and cultural group that came to be known as ‘African American’ via the trans-Atlantic Slave trade. Within this particular trajectory of African peoples, the course explores the process and justification for slavery by focusing on the structure of slavery in the United States, and the differing conditions for Black people in the Northern and Southern regions of the country. During this section, students will also be introduced to the legacy of African heritage in the development of Black cultural institutions, as well as examine the significance of the Civil War, Emancipation Proclamation and Reconstruction period to the African American experience.

For the second half of the course, we will consider the global and national implications of African American experiences during their journey out of bondage to the White House. We will specifically move to a sustained consideration of the emergence of African American movements and leadership, along with their cultural, political and economic impact on the shaping of America from the late 19<sup>th</sup> through the 21<sup>st</sup> centuries. Central issues and debates to be explored thus include: the centrality of ‘Africa’; race and racism; naming controversy; color prejudice (caste) within the African American community; integrationist vs. Black Nationalism; the complexities of Black intellectual and political thought; African colonization, decolonization/ independence movements; African American contributions to war efforts; the changing gender roles among and between Black women/men; impact of Black professionalization; Black technological /scientific innovations; Civil Rights / Anti-apartheid movement; Black power; African American education vs. schooling; the erosion of communal ethos and deepening hold/embrace of materialist individualism; the ‘New Jim Crow’; African American cultural manifestations – from griot to hip hop artist; and the significance of Black presidential races – past and present.

## **CLASSROOM PHILOSOPHY / EXPECTATIONS**

Your instructor views the classroom as a 'community of learning' in which each members' ethos is acknowledged, engaged and expanded. In short, this involves an 'intercultural exchange' in which community members engage in discourse centered on assigned course materials – with respect, and facilitation given to each members' perspective. Each members' unique 'voice' is therefore encouraged within this environment. In effort to enhance our learning experience, we expect that students and instructor will commit to the following:

1. **Respect** –project a sense of human acknowledgment, consideration, courtesy and /or treatment of others in a manner that one wants to be treated (reciprocity / 'karma'). This notion of respect starts with 'self,' then is passed on naturally / effortlessly to others.
2. **Restraint** – self-discipline , control of emotions and behavior. Learn to master your emotions and behaviors not vice versa. Always think in accordance with a sense of self-respect before you act!
3. **Responsibility** – accepting the obligation that your academic and social behaviors produce very real consequences – be they good or bad -- that give shape to your life. You must understand that it is your responsibility to yourself and to your family by extension to be the best that you can be daily.

**Attendance.** Students are expected to come to class on time and be prepared to learn on a daily basis. This means that you come into the classroom in accordance with the three 'Rs' above and have the required tools needed to be successful in class – i.e. a positive attitude, an open mind, writing utensils and notebook! Unexcused absences will result in disciplinary procedures outlined in the student manual. Unexcused absences will also result in students receiving a ZERO (0) on all missed work. Absences will be excused only when appropriate documentation is provided to teacher which verifies the excuse. When a student is excused from class it is the student's responsibility to contact the teacher and to obtain and make up any handouts, assignments, worksheets, etc., that were missed.

**Grading.** . All grades for tests, quizzes, homework and class assignments, notebooks, research projects, etc., will be assigned in accordance with weighted scale as adopted by Columbus City Schools Board of Education. This is as follows:

**98-100 = A+; 92-97.99 = A; 90-91.99=A-; 88-89.99=B+; 82-87.99=B; 80-81.99=B-; 78-79.99=C+; 72-77.99=C; 70-71.99=C-; 68-69.99=D+; 62-67.99=D; 60-61.99=D-; 0-59.99 = F.**

## **MAJOR COURSE REQUIREMENTS:**

- |                                                                         |                                                                                        |
|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| 1. Notebook                                                             | 33% (1 <sup>st</sup> and 3 <sup>rd</sup> ); 25% (2 <sup>nd</sup> and 4 <sup>th</sup> ) |
| 2. Class participation / attendance / homework                          | 33% (1 <sup>st</sup> and 3 <sup>rd</sup> ); 25% (2 <sup>nd</sup> and 4 <sup>th</sup> ) |
| 3. Quizzes / Assessments / Analytical Essays                            | 34% (1 <sup>st</sup> and 3 <sup>rd</sup> ); 25% (2 <sup>nd</sup> and 4 <sup>th</sup> ) |
| 4. Research projects (2 <sup>nd</sup> and 4 <sup>th</sup> 9 weeks only) | 25%                                                                                    |

## **REQUIRED READING**

W.E.B. DuBois, *Souls of Black Folks*.

Ralph Ellison. *The Invisible Man*.

Alex Haley. *The Autobiography of Malcolm X as told to Alex Haley*.

Alex Haley. *Roots: An American Saga*.

**White, Bay and Martin, *Freedom on My Mind: A History of African Americans: with Documents. Volume One and Volume Two (PRINCIPAL TEXT)***

## **REQUIRED READING (Continued)**

Winthrop, Jordan. *The White Man's Burden: Historical Origins of Racism in the United States*.

James Turner, editor, *David Walker's "An Appeal to the Colored Citizens of the World"* also available online at

<http://docsouth.unc.edu/nc/walker/menu.html>

**COURSE OUTLINE. – Readings and/or assignments will be announced and distributed for each topic on a weekly basis.**

- I. **Introduction to Course / Overview of Syllabus / History and Perspective  
Confronting Stereotypes.**
- II. **African Genesis of Humanity**
- III. **Nile Valley Civilizations**
- IV. **Ancient African Civilizations I and II.**
- V. **Africans, Natives of America and The Dynamism of 'Black Indians.'**
- VI. **The Ideology of Slavery and Racism**
- VII. **MIDDLE PASSAGE AND THE ATLANTIC SLAVE TRADE**
- VIII. **African Slavery in North America, 1619-1739**
- IX. **African Americans and the Revolutionary Era**

- X. African Americans in the New Republic
- XI. Free Blacks in the New Republic
- XII. Consolidation of slavery and Black Resistance
- XIII. Liberation historiography and “Literary Activism”
- XIV. Community, Survival and Culture of the Enslaved.
- XV. Northern Black Freedom Struggle / Abolitionism
- XVI. The Coming of Civil War
- XVII. End of War, Emancipation and ‘Equality’
- XVIII. Reconstruction: The Best and Worst of times.
- XIX. Black Life and Culture, and responses to American terrorism (lynching) 1880-1915
- XX. THE NEW NEGRO, 1915-1940 - Garveyism
- XXI. THE NEW NEGRO, 1915-1940 II
- XXII. African Americans and WWII
- XXIII. Mon Mar. 24: The Early Civil Rights Movement: 1947-1963
- XXIV. The FBI, COINTELPRO, and the Infiltration of the Black Freedom Movement,” “Black Families, Black Women and the Moynihan Report,” “The Black Arts Movement.”
- XXV. Debating Affirmative Action,” The Million Man and Million Woman Marches,” and “Hip Hop Culture.
- XXVI. War on Drugs and Mass Incarceration – The New ‘ Jim Crow’- The Ascendancy of Pres. Barack Obama and the dynamics of Race and Racism.

**\*\*\*STATEMENT OF ACADEMIC INTEGRITY.** *Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, students are expected to complete all academic and scholarly assignments with fairness and honesty. The following suggestions will help you preserve academic integrity by avoiding situations where you might be tempted to cheat or you might be perceived to be cheating.*

1. **ACKNOWLEDGE THE SOURCES THAT YOU USE WHEN COMPLETING ASSIGNMENTS AVOID SUSPICIOUS BEHAVIOR.**
2. **DO NOT FABRICATE INFORMATION.**
3. **DO NOT FALSIFY ANY TYPE OF RECORD:**
4. **DO NOT GIVE IN TO PEER PRESSURE.**
5. **DO NOT SUBMIT THE SAME WORK FOR CREDIT IN TWO COURSES:**
6. **DO YOUR OWN WORK.**
7. **MANAGE YOUR TIME**
8. **PROTECT YOUR WORK AND THE WORK OF OTHERS.**
9. **READ THE COURSE SYLLABUS AND ASK QUESTIONS.**