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Fall 2020

Course Title: Introduction to African-American History (History BC2440)

Class Days/Times: MW, 2:40-3:55 p.m. (NYC/EST)

Venue: Zooming in From Wherever You are in The World

Instructor: Professor Celia E. Naylor

Office: 817 Milstein Center

Zoom Office Hours: Tuesdays, 4:00-6:00 pm EST and by appt.

Office Tele: 854-4876

E-mail: cnaylor@barnard.edu

Time Zone:	EASTERN	CENTRAL	MOUNTAIN	PACIFIC
Mon:	2:40-3:55 pm	1:40-2:55 pm	12:40-1:55 pm	11:40 am-12:55 pm
Weds:	2:40-3:55 pm	1:40-2:55 pm	12:40-1:55 pm	11:40 am-12:55 pm

COURSE OVERVIEW (AKA THE [PURPOSE](#) OF THIS COURSE)

We are in the midst of a global pandemic that has disproportionately impacted people of African descent (as well as Indigenous and Latinx people) and those living in impoverished and insecure conditions in this country. We are still reckoning with nationwide and global uprisings in response to the litany of incidents of anti-Black state-sanctioned violence and acts of vigilante violence/domestic terrorism, while simultaneously attempting to understand this moment, this movement, along the long arc of history. We are witnessing history and recognizing the importance of looking back in history to tease out more capacious understandings of the present moment and the future possibilities ahead of us.

Over the past several months some of you may have read about, watched, and/or participated in the recent worldwide protests/uprisings; others may have decided to disengage from (or avoid) these images, videos, news reports, and protests/uprisings. Whether you have been actively engaged or disengaged with recent issues related to Blacks in the United States, in this course you will be required to review and interrogate material on a range of triggering subjects; some of these items include violent descriptions, images, and acts. In order to join in our collective engagement with African-American history, and with the history of the United States, we will review items that have not been sanitized for popular consumption. Thus, we will not be “erasing history” in this course by avoiding the deployment of white supremacy and its vast, related violence(s) against Black bodies and lives.

As in previous years, in this introductory survey course, we will examine major topics and themes in African-American history from the colonial era to the present day. However, this year we will be purposefully integrating and contextualizing what has been referred to as the “underlying conditions” and “comorbidities” of the current COVID-19 pandemic in conversation with the history of Blacks in this country. We will not be exploring the nebulous subject of “[race relations](#)” in this course. We will, though, attend to, what literary scholar and Columbia University Professor [Saidiya Hartman](#) describes as, the “afterlife of slavery.” In her 2006 book [Lose Your Mother: A Journey Along the Atlantic Slave Route](#), she posits: “I wanted to engage the past, knowing that its perils and dangers still threatened and that even now lives hung in the balance. Slavery had established a measure of man and a ranking of life and worth that has yet to be undone. If slavery persists as an issue in the political life of black America, it is not because of an antiquarian obsession with bygone days or the burden of a too-long memory, but because black lives are still imperiled and devalued by a racial calculus and a political arithmetic that were entrenched centuries ago. This is the afterlife of slavery—skewed life chances, limited access to health and education, premature death, incarceration, and impoverishment. I, too, am the afterlife of slavery.” (6)

During the journey of this course, we will individually and collectively reflect on and analyze myriad materials to explore the particular precarities confronting Blacks in the echoes and afterlives of slavery, the historical groundings and contemporary iterations of the “underlying conditions” of white supremacy, as well as the countless modalities of Black resistance (from the colonial era to the present) to the enduring pandemic of racism. Central topics we will address include the Middle Passage and the transatlantic slave trade; African-American enslaved culture(s) and communities; slave resistance; freedom struggles/movements during slavery; Jim Crowism; mass migrations and the “New Negro”; participation in international wars; the Civil Rights, Black Power, and Black Feminist Movement(s); challenges to and manifestations of the contemporary “color line” in the United States, and the current [Movement for Black Lives](#).

We will approach the subject matter utilizing a variety of primary and secondary sources (e.g., slave narratives, slave ships’ logs, ex-slave interviews, oral histories, speeches, essays, documentaries, and an autobiography). For this course, in addition to the “take home” midterm and “take home” final exam (or final group project), students will submit 4 reflections—in writing (2 pages) or via an audio recording (4-5 minutes in length). Throughout the course, small groups of 2-3 students will also co-lead some sections of class discussions on selected reading assignments.

In the past I have required students to attend at least 2 academic public lectures/panels focused on African-American history. These can be on any area of African-American history (e.g., arts, sports, politics, etc.). Given that such lectures/panels have been moved to Zoom events, you have the option of viewing/listening to 2 online lectures/panels or you could also listen to podcasts on related topics. You are not required to submit any written work regarding this assignment. Instead, simply notify me via email with information regarding the 2 specific online lectures/podcasts you watched/listened to in order to satisfy this requirement.

COURSE OBJECTIVES

* Critically examine historical documents (primary sources) and scholarly interpretations/analyses (secondary sources) concerning key elements and topics of African-American history

* Explore different methods and theories of historical analysis related to African-American historiography

* Analyze the impact of enslavement and discrimination, as well as ideologies of race, gender, sexuality, status, and domination, on the experiences of people of African descent in the United States

* Identify and examine acts, processes, and strategies of individual and collective resistance (including via organizations and movements) focused on the human and civil rights of people of African descent in the United States

* Discuss the causes and ramifications of significant events on people of African descent in the United States (e.g., the Great Depression, mass migrations, and world wars)

* Critique the “place” of race, the manifestations of the pandemic of racism, and the presence of the “color line” in the twenty-first century

* Hone and demonstrate critical analytical abilities and writing skills in written (or audio recorded) reflections, midterm, and final exam/final group project

SPECIAL NOTE REGARDING REMOTE LEARNING AND CLASS STRUCTURE

This course will be taught differently this semester not only because it will be an online course for the first time, but I have also revamped the course specifically for this present moment and for this particular platform. Many of you were introduced to online courses last spring. As you navigated the last half of the spring semester, you may have developed some individual strategies for learning via a virtual platform. You (and perhaps friends and family members) may have confronted particular challenges with this process (e.g., limited access to the internet, delays with connecting to the internet due to Wi-Fi restrictions, etc.). These elements of remote learning will continue to shape and inform how we all engage with the online learning process.

In this course (and in any other online courses) I ask for your willingness to be open to creating ways to work through, around, and beyond limitations or obstacles during this semester. I would like for us to engage in this both individually and collectively. When challenges arise during the semester, and if comfortable doing so, please convey them directly to me. We can work together on possible options one-on-one, with your classmates, and/or with the assistance and support of others in the Barnard community [e.g., at the Center for Engaged Pedagogy, at the Barnard Library & Academic Information Services (BLAIS), and at Barnard College Information Technology (BCIT)]. Last semester you may have created effective, efficient, and strategic options to navigate the online learning environment. As I have been taught more about the logistics and processes involved with online learning environments, I have also become more aware of the creative opportunities and pathways within this dynamic, adaptive learning platform. And, needless to say, as someone who often describes myself as a “20th century techie,” I have a great deal more to learn. I look forward to learning with you and from you in our time together this semester.

Given some of the challenges and lessons from remote learning processes last spring, as well as my own pedagogical beliefs about active, engaged learning environments, this course will continue to be a combination of lectures and discussions. Some of the discussions we will have as an entire class; for others we will utilize Zoom breakout rooms to provide smaller group discussions. In order to break up the monotony of extended online, synchronous lectures (lectures transpiring during our class time), for this course I will include some short in-class lectures, prepare short (10--15 minute) recorded mini-lectures you can view asynchronously (outside of class), and share a couple of recorded online lectures by other scholars. With the particular topics of discussion for this course, it is important that you do not solely explore ideas via reading texts or even watching films and documentaries; rather, we must also exchange our perspectives and analyses as we learn in generative discussions with each other.

CLASSROOM COMMUNITY

During our first class, I will share a few possible guidelines and ground rules for our specific online course. We will then discuss your suggestions to collaborate on the creation of working, organic ground rules. We will revisit these guidelines as necessary at different points in the semester. Given the particular platform of the course this semester, I will dedicate a few minutes at the beginning and/or at the end of class for your informal sharing, check-ins, announcements, etc. We can also explore other options as we move through this semester together. Know, too, there will be musical interludes.

BARNARD HONOR CODE (ESTABLISHED IN 1912 AND UPDATED IN 2016)

“We, the students of Barnard College, resolve to uphold the honor of the College by engaging with integrity in all of our academic pursuits. We affirm that academic integrity is the honorable creation and presentation of our own work. We acknowledge that it is our responsibility to seek clarification of proper forms of collaboration and use of academic resources in all assignments or exams. We consider academic integrity to include the proper use and care for all print, electronic, or other academic resources. We will respect the rights of others to engage in pursuit of learning in order to uphold our commitment to honor. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.”

HONOR CODE AND THIS COURSE

You are expected to observe all aspects of the Barnard Honor Code. All work submitted for this course must be your own. Although you may discuss the assignments with your classmates, your work must reflect your own ideas and arguments. If you include information from books, articles, and internet websites, such sources must be clearly identified in your footnotes/end notes and bibliography. The Barnard Honor Code includes relevant language for the proper use of electronic/remote class material: “We consider academic integrity to include the proper use and care for all print, electronic, or other academic resources.” To be clear, this means that any recorded class content — from lectures, labs, seminars, office hours, and discussion groups — is the intellectual property of your professors and your fellow students, and should **not** be distributed or shared outside of class. Please let me know if you have any questions about the honor code as it relates to this course.

WELLNESS

It is important for all of us to recognize and identify the different pressures, burdens, and stressors we may be facing, whether personal, emotional, physical, financial, mental, and/or academic. The current pandemic has underscored how deep racial, gender, and class inequities exist in various forms in our healthcare and medical policies and systems. It is important to prioritize your overall health and wellness throughout this semester, your career here, and beyond Barnard. Sleep, exercise, and eating well can all be a part of a healthy regimen to cope with stress and to exercise self-care and self-love. Resources exist to support you in several sectors of your life, and I encourage you to make use of them. Should you have any questions about navigating these resources, please visit these sites:

- <https://barnard.edu/primarycare>
- <https://barnard.edu/about-counseling>
- <https://barnard.edu/rosemary-furman-counseling-center>
- <https://barnard.edu/wellwoman/about>

ACADEMIC ACCOMMODATIONS

Center for Accessibility Resources & Disability Services (CARDS) Statement

If you believe you may encounter barriers to the academic environment due to a documented disability or emerging health challenges, please feel free to contact me and/or the Center for Accessibility Resources & Disability Services (CARDS). Any student with approved academic accommodations is encouraged to contact me during Zoom office hours or via email within the first couple of weeks of the semester. If requested, students may be able to work with CARDS to receive assistance with notetaking, transcription/closed captioning, text to speech applications, etc. Please make sure to reach out to CARDS if you have any questions whatsoever regarding registering a disability or receiving accommodations for the semester for this course or any other classes. Please contact CARDS at (212) 854-4634 or via email at cards@barnard.edu. More information is available at <https://barnard.edu/disabilityservices>. CARDS is located in 101 Altschul Hall. For Columbia University’s Disability Services, you may contact that office via email at disability@columbia.edu or at 212-854-2388.

COURSE REQUIREMENTS

Class participation (15% of final grade): Attendance as well as **active, engaged** class participation are crucial to this online course experience. In addition to verbalizing questions and comments during class sessions, students may also submit questions and comments via the Zoom Chat function during class or by email to me directly between classes. Every student will also be responsible for co-leading (with 1 or 2 students) one (1) section of a class discussion of assigned materials. All students will sign up for co-leading particular discussions by the end of the third week of class. The specific implementation of this assignment will be decided by the members of each dyad or triad. All groups members will work with me beforehand on generating specific questions for these class discussions. The questions will be distributed to members of the class at least one (1) day before each class discussion. We will discuss as a class the possible use of a discussion board as another medium for engaging in discussion throughout the course. The final class participation grades of students who miss more than 2 classes will be docked for each additional absence (e.g., from a B+→B). Please let me know if an extended absence becomes necessary due to illness or any other circumstances. In addition, please contact me as soon as possible if you have any particular computer (audio/visual) or other concerns and needs related to your engagement with all aspects of this course.

4 (2-page written reflections or 5-minute audio recorded reflections) (30% of final grade): Given that some students may be more or less open to sharing via online learning platforms, I have included the submission of regular reflections as part of the overall grade. These reflections can be submitted in writing (maximum of 2 pages per reflection) or via an audio recording (maximum of 5 minutes per recording). These reflections should analyze specific issues regarding the required readings (with a focus on **primary sources**). Use these as a tool for exploring your own questions and interpretations that have emerged as a result of the readings and class discussions. **Students should submit 2 reflections before the midterm and 2 reflections after the midterm.** The reflections will be graded on a check/check minus/check plus basis. My assessment of your reflections will be based on your thoughtful presentation of a topic/issue as well as your integration of your analysis of assigned materials. You will receive feedback from me on these reflections. We will decide as a class whether students will share these reflections with the entire class or select any specific reflections for sharing in small group/breakout discussions.

Take Home Midterm (25% of final grade): We will discuss more specifics about the midterm during our class sessions. I will post the midterm to the Canvas Website (and email it to all students) on Wednesday, October 21st by noon. You will submit your completed midterm to me via email or upload it to the Canvas website by Monday, October 26th by 11:59 p.m.

Individual Take Home Final Exam or Final Group Project (30% of final grade): Students will have an opportunity to choose either the “take home” final exam or a final group project on specific topics finalized with me by the midterm. I will also discuss specifics about the final exam during our class sessions. We will collectively decide on the specific dates in December you will receive and submit the final exam. Students who choose the final group project will submit a draft of this project for my feedback at least 2 weeks before the final submission deadline. The deadline of the final group project will be the same date as the deadline for the final exam.

BARNARD COLLEGE AFFORDABLE ACCESS TO COURSE TEXTS AND MATERIALS STATEMENT

All students deserve to be able to study and make use of course texts and materials regardless of cost. Barnard librarians have partnered with students, faculty, and staff to find ways to increase student access to textbooks. By the first day of advance registration for each term, faculty will have provided information about required texts for each course on Canvas, which can be viewed by students. A number of cost-free or low-cost methods for accessing some types of courses texts are detailed on the Barnard Library Textbook Affordability guide (library.barnard.edu/textbook-affordability). In the past, undergraduate students who identify as first-generation and/or low-income students could check out items from the FLIP lending libraries in the Barnard Library (library.barnard.edu/flip) and in Butler Library for an entire semester. However, with all-remote learning this semester at Barnard, students may also consult with me, the Office of the Dean of Studies, and the Financial Aid Office about additional affordable alternatives for access to course texts. Visit the guide and talk to me and your librarian for more details.

NOTE: In order to provide easy and free access to a significant amount of the readings for this course, I have uploaded most of the readings to the Canvas website. These items are noted clearly in the syllabus. I have listed the additional required texts in the section below with the respective prices for these items if ordering a new copy. However, as noted, the cost for used copies is significantly lower. All required textbooks for this course are available at the Barnard FLIP Library. However, again, due to our remote learning environment this semester, please let me know if you need additional support related to acquiring the textbooks for this course.

REQUIRED TEXTS (ON RESERVE AT BARNARD'S LIBRARY)

* LeAlan Jones, Lloyd Newman, and David Isay, *Our America: Life and Death on the South Side of Chicago* (New York: Scribner, 1997).

Retail: \$16.00 (new) [used book for half the cost or less online at Amazon, etc.]

* Anne Moody, *Coming of Age in Mississippi* (New York: Dell, 1997, c1968).

Retail: \$18.00 (new) [used book for half the cost or less online at Amazon, etc.]

* Wallace Terry, *Bloods: An Oral History of the Vietnam War by Black Veterans* (New York: Ballantine Books--Reissue edition, 1989, c1984).

Retail: \$8.99 (new) [used book for half the cost or less online at Amazon, etc.]

* David Walker, *David Walker's Appeal: To the Coloured Citizens of the World*, ed., Peter P. Hinks (University Park: Pennsylvania State University Press, 2000, c1829).

Retail: \$18.95 (new) [used book for half the cost or less online at Amazon, etc.]

Online text available at: <https://docsouth.unc.edu/nc/walker/walker.html>

* Deborah Gray White, Mia Bay, and Waldo E. Martin, Jr., *Freedom on my Mind: A History of African Americans with Documents, Second Edition* (New York: Bedford/St Martin's, 2017). NOTE: The Third Edition will not be available until a later time.

Retail: \$119.99 and Rent for: \$43.11 [used book available for purchase and another option will be discussed in class]

ADDITIONAL RECOMMENDED TEXTS (AVAILABLE IN THE BARNARD COLLEGE-COLUMBIA UNIVERSITY LIBRARY SYSTEM)

* Ira Berlin, *Generations of Captivity: A History of African-American Slaves* (Cambridge: Harvard University Press, 2003).

* Ira Berlin and Leslie M. Harris, *Slavery in New York* (New York: The New Press in conjunction with the New York Historical Society, 2005).

* Stephanie M. H. Camp, *Closer to Freedom: Enslaved Women and Everyday Resistance in the Plantation South* (Chapel Hill: University of North Carolina Press, 2004).

* Deirdre Cooper Owens, *Medical Bondage: Race, Gender, and the Origins of American Gynecology* (Athens: University of Georgia Press, 2017).

* William A. Darity and A. Kirsten Mullen, *From Here to Equality: Reparations for Black Americans in the Twenty-First Century* (Chapel Hill: The University of North Carolina Press, 2020).

* Elizabeth Donnan, *Documents Illustrative of the History of the Slave Trade to America*, 4 volumes (Washington, D. C.: Carnegie Institution of Washington, 1930-1935).

* W.E.B. DuBois, *The Souls of Black Folk* (New York, Norton, 1996, c1903).

* Erica Armstrong Dunbar, *She Came to Slay: The Life and Times of Harriet Tubman* (New York: Simon & Schuster, 2019).

* John Hope Franklin and Loren Schweninger, *Runaway Slaves: Rebels on the Plantation* (New York: Oxford University Press, 1999).

* Michael A. Gomez, *Exchanging Our Country Marks: The Transformation of African Identities in the Colonial and Antebellum South* (Chapel Hill: The University of North Carolina Press, 1998).

* Sarah Haley, *No Mercy Here: Gender, Punishment, and the Making of Jim Crow Modernity* (Chapel Hill: The University of North Carolina Press, 2019).

* Elizabeth Hinton, *From the War on Poverty to the War on Crime: The Making of Mass Incarceration in America* (Cambridge: Harvard University Press, 2016).

* Harriet A. Jacobs. *Incidents in the Life of a Slave Girl, Written by Herself* (New York: W.W. Norton and Company, 2000, c1861).

* Martha S. Jones, *Vanguard: How Black Women Broke Barriers, Won the Vote, and Insisted on Equality for All* (New York: Basic Books, 2020).

* Stephanie E. Jones-Rogers, *They Were Her Property: White Women as Slave Owners in the American South* (New Haven: Yale University Press, 2019).

* Robin D.G. Kelley, *Freedom Dreams: The Black Radical Imagination* (Boston: Beacon Press, 2002).

- * Maggi M. Morehouse, *Fighting in the Jim Crow Army: Black Men and Women Remember World War II* (New York: Rowman and Littlefield Publishers, 2000).
- * Jennifer L. Morgan, *Laboring Women: Reproduction and Gender in New World Slavery* (Philadelphia: University of Pennsylvania Press, 2004).
- * Khalil Gibran Muhammad, *The Condemnation of Blackness: Race, Crime, and the Making of Modern Urban America*, 2nd edition (with a new preface) (Cambridge: Harvard University Press, 2019).
- * Nell Irvin Painter, *Sojourner Truth: A Life, A Symbol* (New York: W. W. Norton & Company, 1996).
- * Barbara Ransby, *Making All Black Lives Matter: Reimagining Freedom in the Twenty-First Century* (Oakland: University of California Press, 2018).
- * Marilyn Richardson, ed., *Maria W. Stewart, America's First Black Woman Political Writer: Essays and Speeches* (Bloomington: Indiana University Press, 1987).
- * Dorothy Roberts, *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*, Second Edition (New York: Vintage Books, 2017, c1997).
- * Julius S. Scott, *The Common Wind: Afro-American Currents in the Age of the Haitian Revolution* (New York: Verso, 2018). NOTE: Originally his doctoral dissertation in 1986.
- * Stephanie E. Smallwood, *Saltwater Slavery: A Middle Passage from Africa to American Diaspora* (Cambridge: Harvard University Press, 2007).
- * Keeanga-Yamahtta Taylor, *From #BlackLivesMatter to Black Liberation* (Chicago: Haymarket Books, 2016).
- * Keeanga-Yamahtta Taylor, *How We Get Free: Black Feminism and the Combahee River Collective* (Chicago: Haymarket Books, 2017).
- * Keeanga-Yamahtta Taylor, *Race for Profit: How Banks and the Real Estate Industry Undermined Black Homeownership* (Chapel Hill: The University of North Carolina Press, 2019).
- * Rosalyn Terborg-Penn, *African-American Women in the Struggle for the Vote, 1850-1920* (Bloomington: Indiana University Press, 1998).
- * Booker T. Washington, *Up From Slavery* (New York: Norton, 1996, c1900).
- * Deborah Gray White, *Ar'n't I a Woman?: Female Slaves in the Plantation South* (New York: W.W. Norton, 1999, c1985).
- * Craig Steven Wilder, *Ebony & Ivy: Race, Slavery, and the Troubled History of America's Universities* (New York: Bloomsbury Press, 2013).
- * Peter H. Wood, *Black Majority* (New York: W.W. Norton & Company, Inc. 1975).

REQUIRED AND RECOMMENDED FILMS (MANY OF THESE FILMS ARE AVAILABLE IN THE BARNARD/COLUMBIA LIBRARY SYSTEM AND/OR VIA YOUTUBE)

- * *Africans in America*, Part 1: The Terrible Transformation—America’s Journey Through Slavery, WGBH Boston Video, 2000, PBS Video, c1998, 90 minutes.
- * *Caravans of Gold*, Part 3 of *Africa* (8-part) Series, Home Vision, 1997, c1984, 60 minutes.
- * *The Death and Life of Marsha P. Johnson*, Public Square Films, 2017, 1 hour, 45 minutes.
- * *Digging for Slaves*, Films for the Humanities and Sciences, 1989, 50 minutes.
- * *Fundi: The Story of Ella Baker*, Icarus Films, 1981, 48 minutes.
- * *Ethnic Notions*, California Newsreel and Signifying’ Works, 2004, c1986, 57 minutes.
- * *Eyes on the Prize*, Part # 4: “No Easy Walk, 1962-1966,” PBS Video, 1986, 60 minutes.
- * *I am Not Your Negro*, Magnolia Home Entertainment, 2017, 94 minutes. **(REQUIRED)**
- * *Ida B. Wells: A Passion for Justice*, William Greaves Production, 1989, 58 minutes. **REQUIRED)**
- * *John Lewis: Good Trouble*, Magnolia Films, 2020, 96 minutes.
- * *Just Mercy*, Warner Brothers Pictures, 2019, 137 minutes.
- * *Marcus Garvey: Look for Me in the Whirlwind*, PBS Video, 2002, 90 minutes. **(REQUIRED)**
- * *Middle Passage*, HBO Film, 2000, 78 minutes.
- * *The Negro Soldier*, Mad Phat Enterprises, 2009, c1944, 50 minutes. **(REQUIRED)**
- * *No Vietnamese Ever Called Me Nigger*, Cinema Guild, 1968, 68 minutes. **(REQUIRED)**
- * *Unearthing Secret America*, PBS Video, 2002, 60 minutes.

CANVAS WEBSITE AND ORGANIZATION OF ONLINE MATERIALS

I have posted this syllabus in the SYLLABUS folder on the CANVAS WEBSITE. For class assignments please check the MODULES folder on the CANVAS WEBSITE. You will find REQUIRED READINGS AS WELL AS LINKS TO ARTICLES AND VIDEOS (e.g., journal articles, links to external websites, etc.) for this course organized by specific weeks in the MODULES folder. I have also placed several supplemental materials in the MODULES folder. These supplemental materials are recommended (**not** required) readings; they are noted as (REC). I have posted additional material in the FILES folder (in the RESOURCES subfolder); these materials are also organized by specific weeks and are recommended (not required) readings.

COURSE SCHEDULE

Week 1: Introduction

September 9

As we begin this course, I would like us to start with a class discussion about race, racial identity, and racism. We cannot assume we all have a common, consistent definition for race, racial identity, or racism. Our current notions about these terms may have changed with different experiences, perhaps they have changed over our lifetime, perhaps they have changed over the past couple of months or weeks, or perhaps this is the first time we have considered these terms for any duration of time.

Before the first class, I would like you to read "[Talking about Race](#)," created by the Smithsonian National Museum of African American History and Culture (NMAAHC). This online piece has a number of embedded articles. You can certainly review the other related articles in this piece. However, for the purpose of our class discussion, read the main article on "[Race and Racial Identity](#)." In our first class session, we will explore our individual and general understandings of race and racism. By the end of the first week, Sunday, September 13th, you will submit your first reflection on your response(s) to the "Race and Racial Identity" segment; you may also integrate any thoughts related to our class discussion on this topic.

* "[The National Museum of African American History and Culture: I, Too, Sing America](#)," *New York Times*, September 15, 2016.

(AVAILABLE ON CANVAS WEBSITE)

* Thomas C. Holt and Elsa Barkley Brown, eds., *Major Problems in African-American History*, Volume 1, Chapter 1 — "Interpreting African-American History" (Boston: Houghton Mifflin Company, 2000).

(RECOMMENDED: AVAILABLE ON CANVAS WEBSITE)

Week 2: African Identities and (Re)Constructing Ethnicity, Gender, Nation, and Race in the Atlantic World during the Transatlantic Slave Trade

September 14: "Old World" Conceptions of "Race," Femaleness/Womanhood, and Blackness

* David Brion Davis, "Constructing Race: A Reflection," *The William and Mary Quarterly*, 3rd Ser., Vol. 54, No. 1. (Jan., 1997), pp. 7-18. (AVAILABLE ON CANVAS WEBSITE)

* Robin Blackburn, "The Old World Background to European Colonial Slavery," *The William and Mary Quarterly*, 3rd Ser., Vol. 54, No. 1. (Jan., 1997), pp. 65-102.

(AVAILABLE ON CANVAS WEBSITE)

* Jennifer L. Morgan, "'Some Could Suckle over Their Shoulder': Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770," *The William and Mary Quarterly*, 3rd Ser., Vol. 54, No. 1. (Jan., 1997), pp. 167-192.

(AVAILABLE ON CANVAS WEBSITE)

September 16: “Crossing the Danger Water”: The Transatlantic Slave Trade and the Middle Passage

* White, Bay, and Martin, *Freedom on My Mind*, Chapter 1—“From Africa to America, 1441-1808.”

* Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*, ed., W. Sollors (New York: W. W. Norton & Company, Inc., 2000, c1789).

FOR THIS CLASS SESSION READ ONLY, [The Interesting Narrative of the Life of Olaudah Equiano](#): Introduction and Chapters 1-2. **(AVAILABLE ONLINE)**

* Selections from Elizabeth Donnan, *Documents Illustrative of the History of the Slave Trade to America*, 4 volumes (Washington, D. C.: Carnegie Institution of Washington, 1930-1935). **(AVAILABLE ON CANVAS WEBSITE)**

* Before this class, view the short (2-minute) clip on the [Middle Passage](#) (2017) **(AVAILABLE ON YOUTUBE)**.

* Before this class, view John Hope Franklin Lecture by Prof. Jennifer Morgan, “[Madwoman on the Slave Ship: Reproduction and Racial Capitalism](#),” University of Chicago, October 2, 2019, 70 minutes **(AVAILABLE ON YOUTUBE)**.

* Robin D.G. Kelley, “[What Did Cedric Robinson Mean by Racial Capitalism?](#)” *Boston Review*, January 12, 2017. **(RECOMMENDED)**

* Phillis Wheatley, [Memoir and Poems of Phillis Wheatley, a Native African and a Slave](#) (Boston: Geo. W. Light, 1834). **(RECOMMENDED)**

* Stephanie E. Smallwood, [Saltwater Slavery: A Middle Passage from Africa to American Diaspora](#) (Cambridge: Harvard University Press, 2007). **(RECOMMENDED)**

* Michael A. Gomez, *Exchanging Our Country Marks: The Transformation of African Identities in the Colonial and Antebellum South* (Chapel Hill: The University of North Carolina Press, 1998). **(RECOMMENDED)**

* *The Middle Passage*, HBO film, 2000, 78 minutes). **(RECOMMENDED)**

Week 3: Race and Power in the “Strange New Land”: Africans in Colonial America

September 21

* White, Bay, and Martin, *Freedom on My Mind*, Chapter 2—“African Slavery in North America, 1619-1740.”

* Nikole Hannah-Jones, “[Our Democracy’s Founding Ideals Were False When They Were Written. Black Americans Have Fought to Make Them True](#),” *New York Times Magazine*, August 14, 2019. NOTE: This is the Introduction to The 1619 Project and Jake Silverstein, “[Why We Published The 1619 Project](#),” December 20, 2019. **(AVAILABLE ON CANVAS WEBSITE)**

* Before this class, view Kimberly Jones, "[How Can We Win](#)," June 2020, 7 minutes. (AVAILABLE ON CANVAS WEBSITE)

September 23

* Ira Berlin and Leslie M. Harris, *Slavery in New York* (New York: The New Press in conjunction with the New York Historical Society, 2005): Introduction—Ira Berlin and Leslie M. Harris' "Uncovering, Discovering and Recovering: Digging in New York's Slave Past Beyond [the African Burial Ground](#)," pp. 1-27. (AVAILABLE ON CANVAS WEBSITE)

* [Africans in America](#), Part 1: The Terrible Transformation—America's Journey Through Slavery, WGBH Boston Video, 2000, PBS Video, c1998). (RECOMMENDED)

Week 4: Race and National Identities in the Revolutionary Era

September 28

* White, Bay, and Martin, *Freedom on My Mind*, Chapter 3—"African Americans in the Age of Revolution, 1741-1783."

* Ira Berlin and Leslie M. Harris, *Slavery in New York* (New York: The New Press in conjunction with the New York Historical Society, 2005), Chapter 3—Graham Russell Gao Hodges' "Liberty and Constraint: The Limits of Revolution," pp. 91-109. (AVAILABLE ON CANVAS WEBSITE)

* Sylvia Frey, "Between Slavery and Freedom: Virginia Blacks in the American Revolution," *The Journal of Southern History*, Vol. 49, No. 3. (Aug., 1983), pp. 375-398. (AVAILABLE ON CANVAS WEBSITE)

* Peter H. Wood, "'The Dream Deferred': Black Freedom Struggles on the Eve of White Independence" in *In Resistance: Studies in African, Caribbean and Afro-American History*, ed. Gary Y. Okihiro (Amherst: The University of Massachusetts Press, 1986), pp. 166-187. (AVAILABLE ON CANVAS WEBSITE)

* [Quock Walker](#), [BLACKPAST](#), October 11, 2016. (AVAILABLE ON CANVAS WEBSITE)

* Erik Ofgang, "[After 215 Years, the Man Fortune Was Finally Laid to Rest](#)," *Connecticut Magazine*, January 15, 2018. (AVAILABLE ON CANVAS WEBSITE)

* Before this class, view, "[Frederick Douglass's Descendants Deliver His \[1852\] 'Fourth of July' Speech](#)," July 3, 2020, 7 minutes. (AVAILABLE ON CANVAS WEBSITE)

September 30

* White, Bay, and Martin, *Freedom on My Mind*, Chapter 4—"Slavery and Freedom in the New Republic in North America, 1775-1820."

* Before this class session, view [Unearthing Secret America, Season 13, Episode 1](#), Segments on Williamsburg and Thomas Jefferson/Monticello (PBS Video, 2002, 19:37-56:48). **(AVAILABLE ON CANVAS WEBSITE)**

* Before this class, view lecture by Prof. Annette Gordon-Reed, 2008, "[The Hemingses of Monticello: An American Family](#)," The Library of Congress, Kluge Center Webcasts, 73 minutes. **(AVAILABLE ON CANVAS WEBSITE)**

* *Digging for Slaves* (1989). **(RECOMMENDED)**

Week 5: Enslaver-Enslaved Relations, Slave Resistance, and "The World the Slaves Made"

October 5

* White, Bay, and Martin, *Freedom on My Mind*, Chapter 5—"Black Life in the Slave South, 1820-1860."

* Selections from Charles L. Perdue, Jr., Thomas E. Barden, and Robert K. Phillips, eds., *Weevils in the Wheat: Interviews with Virginia Ex-Slaves* (Bloomington: Indiana University Press, 1980). **(AVAILABLE ON CANVAS WEBSITE)**

* Norman R. Yetman, "Ex-Slave Interviews and the Historiography of Slavery," *American Quarterly* 36: 2 (summer 1984): 181-210. **(AVAILABLE ON CANVAS WEBSITE)**

* *Remembering Slavery: African Americans Talk about their Personal Experiences of Slavery and Emancipation* (New York: New Press in conjunction with the Library of Congress and the Smithsonian Institution, 1998). **(RECOMMENDED)**

* [Voices Remembering Slavery: Freed People Tell Their Stories](#), Library of Congress, Digital Collections. **(RECOMMENDED)**

October 7

* Stephanie M. H. Camp, "The Pleasures of Resistance: Enslaved Women and Body Politics in the Plantation South, 1830-1861," *The Journal of Southern History*, Vol. 68, No. 3 (Aug., 2002), pp. 533-572. **(AVAILABLE ON CANVAS WEBSITE)**

* Hugh P. Williamson, "Document: The State Against Celia, a Slave," *Midwest Journal* Vol. 8 (spring/fall 1956): 408-420. **(AVAILABLE ON CANVAS WEBSITE)**

* Annette Gordon-Reed, ed., *Race on Trial: Law and Justice in American History* (New York: Oxford University Press, 2002), Chapter 3—"Celia's Case (1857)," 48-60. **(AVAILABLE ONLINE VIA CLIO AS AN E-BOOK)**

* Harriet A. Jacobs. *Incidents in the Life of a Slave Girl, Written by Herself* (New York: W.W. Norton and Company, 2000, c1861). **(RECOMMENDED)**

Week 6: "Let Your Motto Be Resistance! Resistance! Resistance!"

October 12

* White, Bay, and Martin, *Freedom on My Mind*, Chapter 6—"The Northern Black Freedom Struggle and the Coming of the Civil War, 1830-1860."

October 14

* Walker, *David Walker's Appeal* (1829).

* Marilyn Richardson, ed., *Maria W. Stewart, America's First Black Woman Political Writer: Essays and Speeches* (Bloomington: Indiana University Press, 1987), Introduction, "Lecture Delivered at the Franklin Hall" (1832) and "An Address Delivered Before the Afric-American Female Intelligence Society of America" (1832).
(AVAILABLE ON CANVAS WEBSITE)

Week 7: Free at Last?

October 19

* White, Bay, and Martin, *Freedom on My Mind*, Chapter 7—"Freedom Rising: The Civil War, 1861-1865."

* Michael Perman, ed., *Major Problems in the Civil War and Reconstruction: Documents and Essays* (Boston: Houghton Mifflin Company, 2nd edition, 1998), 277-310.
NOTE: Chapter 10—"Emancipation" ((AVAILABLE ON CANVAS WEBSITE)

* White, *Ar'n't I a Woman?*, Chapter 6—"From Slavery to Freedom."
(RECOMMENDED)

October 21: NO CLASS TODAY

TAKE HOME MIDTERM: I will post the midterm to the CANVAS WEBSITE and email it to all of you on Wednesday, October 21st by noon. You will submit your completed midterm to me via email or upload it to the Canvas website by Monday, October 26th by 11:59 p.m.

Week 8: The Color Line and Jim Crowism

October 26

* White, Bay, and Martin, *Freedom on My Mind*, Chapter 8—"Reconstruction: The Making and Unmaking of a Revolution, 1865-1885."

* Leon F. Litwack, "'Blues Falling Down Like Hail': The Ordeal of Black Freedom" in *New Perspectives on Race and Slavery in America*, eds., Robert H. Abzug and Stephen E. Maizlish (Lexington: University Press of Kentucky, 1986), 109-127.
(AVAILABLE ON CANVAS WEBSITE)

* Before the class, view Equal Justice Initiative short (2-minute) video, "[The Legacy of Racial Injustice](#)," (2020).

* Equal Justice Initiative, [Lynching in America: Confronting the Legacy of Racial Terror](#), 3rd edition, 2017 and [Reconstruction in America: Racial Violence after the Civil War, 1865-1876](#) (2020). (RECOMMENDED—AVAILABLE ON CANVAS WEBSITE)

* Keith Schneider, "[Revitalizing Montgomery as it Embraces Its Past](#)," *New York Times*, May 21, 2019. (RECOMMENDED)

* [Bryan Stevenson Interview](#), "True Justice: Bryan Stevenson's Fight for Equality," Kunhardt Film Foundation, 2019, 102 minutes. (RECOMMENDED)

October 28

* White, Bay, and Martin, *Freedom on My Mind*, Chapter 9—"Black Life and Culture during the Nadir, 1880-1915."

* Booker T. Washington, *Up From Slavery*, "Two Thousand Miles for a Five-Minute Speech" and "The Atlanta Exposition Address."
(AVAILABLE ON CANVAS WEBSITE)

* W.E.B. DuBois, *The Souls of Black Folk*—"The Forethought," and "Of Mr. Booker T. Washington and Others." (AVAILABLE ON CANVAS WEBSITE)

* Ida B. Wells-Barnett, "Booker T. Washington and His Critics," reprinted from *World Today*, Vol. 6 (1904): 518-521. (AVAILABLE ON CANVAS WEBSITE)

* Before this class, view [Ida B. Wells: A Passion for Justice](#) (1989, 58 minutes).
(AVAILABLE ON YOUTUBE)

Week 9: The Great Migration, WW I, the "New Negro" and the Great Depression

November 2: NO CLASS—ACADEMIC HOLIDAY

November 4

* White, Bay, and Martin, *Freedom on My Mind*, Chapter 10—"The New Negro Comes of Age, 1915-1940."

* Sarah Elizabeth Lewis, "[For Black Suffragists, the Lens Was a Mighty Sword](#)," *New York Times*, August 12, 2020. (AVAILABLE ON CANVAS WEBSITE)

* Treva B. Lindsey, "[The Problem with Celebrating the 19th Amendment](#)," CNN.com, August 18, 2020. (AVAILABLE ON CANVAS WEBSITE)

* Before this class, view [Marcus Garvey: Look for Me in the Whirlwind](#) (2002, 90 minutes).
(AVAILABLE ON YOUTUBE)

Week 10

November 9: World War II

* White, Bay, and Martin, *Freedom on My Mind*, Chapter 11—"Fighting for a Double Victory in the World War II Era, 1939-1945."

* Maggi M. Morehouse, *Fighting in the Jim Crow Army: Black Men and Women Remember World War II* (New York: Rowman and Littlefield Publishers, 2000), Chapter 1—"We're in the Army Now," Chapter 4—"The 'Good Fight'" and Chapter 5—"Coming Home."
(AVAILABLE ON CANVAS WEBSITE)

* Before this class, view [The Negro Soldier](#), Mad Phat Enterprises, 2009. Issued in 1944 by the War Department as a 16-mm. motion picture. **(AVAILABLE ON YOUTUBE)**

November 11: The Civil Rights Movement(s)

* White, Bay, and Martin, *Freedom on My Mind*, Chapter 12—"The Early Civil Rights Movement, 1945-1963."

* James Baldwin, "[A Letter to My Nephew](#)," *The Progressive Magazine*, December 1, 1962. NOTE: This is also the first essay, "My Dungeon Shook--Letter to My Nephew on the One Hundredth Anniversary of the Emancipation," in *The Fire Next Time* (New York: Dial Press, 1963). **(AVAILABLE ON CANVAS WEBSITE)**

* Before this class, view *I am Not Your Negro*, Magnolia Home Entertainment, 2017, 94 minutes. **(AVAILABLE ON NETFLIX—PLEASE LET ME KNOW IF YOU NEED ANY ASSISTANCE ACCESSING THIS DOCUMENTARY)**

Week 11: Cont. The Civil Rights Movement(s)

November 16: "Catch-up/Catch our Breath" Day

November 18

* Moody, *Coming of Age in Mississippi*.

* [Speech by the late U.S. Congressman John Lewis](#), March on Washington for Jobs and Freedom, August 28, 1963, Washington, D.C. (7 minutes)

* *Eyes on the Prize*, Part 4 "[No Easy Walk](#)."
(RECOMMENDED—AVAILABLE ON YOUTUBE)

Week 12: Black Power, Black Panthers, and Black Feminism(s)

November 23

* White, Bay, and Martin, *Freedom on My Mind*, Chapter 13—"Multiple Meanings of Freedom: The Movement Broadens, 1961-1976."

* Beverly Guy-Sheftall, ed., *Words of Fire: An Anthology of African-American Feminist Thought* (New York: New Press, 1995), Chapter 4—"Beyond the Margins: Black Women Claiming Feminism," 229-357. (AVAILABLE ON CANVAS WEBSITE)

* Robin D.G. Kelley, *Freedom Dreams: The Black Radical Imagination* (Boston: Beacon Press, 2002), Chapter 5—"This Battlefield Called Life': Black Feminist Dreams," 135-156. (AVAILABLE ON CANVAS WEBSITE)

* Selections regarding the Black Power Movement, Black Panthers, and Combahee River Collective (AVAILABLE ON CANVAS WEBSITE)

November 25: NO CLASS—THANKSGIVING HOLIDAY BREAK

Week 13:

November 30: The Vietnam War—On the Homefront and on the Front Lines

* Terry, *Bloods: An Oral History of the Vietnam War by Black Veterans*.

* Before this class, view [No Vietnamese Ever Called Me Nigger](#), Cinema Guild, 1968, 68 minutes. (AVAILABLE ON YOUTUBE)

December 2: The Politics of Progress and Poverty at the End of the Twentieth Century

* White, Bay, and Martin, *Freedom on My Mind*, Chapter 14—"Racial Progress in the Era of Backlash and Change, 1967-2000."

* Jones and Newman, *Our America: Life and Death on the South Side of Chicago*.

* [Interview with LeAlan Jones, Lloyd Newman, and David Isay with Charlie Rose](#), June 26, 1997, 20 minutes. (RECOMMENDED)

Week 14: The Twenty-First-Century "Color Line" in the Age of Obama, Trump, #BlackLivesMatterMovement, #SayHerName Campaign, Movement for Black Lives (M4BL), and COVID-19 ("Rona").

December 7

* White, Bay, and Martin, *Freedom on My Mind*, Chapter 15—"African Americans and the New Century, 2000-Present."

* Alisha Ebrahimji, ["Some Say Sharing Videos of Police Brutality Against Black People is Just 'Trauma Porn,'"](#) CNN, August 25, 2020. (AVAILABLE ON CANVAS WEBSITE)

* John Lewis, ["Together, You Can Redeem the Soul of Our Nation,"](#) *New York Times*, July 30, 2020. (AVAILABLE ON CANVAS WEBSITE)

* Michael Wines and Aishvarya Kavi, "[March on Washington 2020: Protestors Hope to Rekindle Spirit of 1963,](#)" *New York Times*, August 28, 2020.

* Kali Gross, "[By Remembering Our Sisters, We Challenge Police Violence Against Black Women and Legacies that Eclipse these Injustices,](#)" Association of Black Women Historians (ABWH) website. **(AVAILABLE ON CANVAS WEBSITE)**

* Audra D.S. Burch, Weiyi Cai, Gabriel Gianordoli, Morrigan McCarthy, and Jugal K. Patel, "[How Black Lives Matter Reached Every Corner of America,](#)" *New York Times*, June 13, 2020.

* Mariame Kaba, "[Yes, We Mean Literally Abolish the Police,](#)" *New York Times*, June 12, 2020. **(AVAILABLE ON CANVAS WEBSITE)**

* Saidiya Hartman, "[Saidiya Hartman on Insurgent Histories and the Abolitionist Imaginary,](#)" *ARTFORUM*, July 14, 2020. **(AVAILABLE ON CANVAS WEBSITE)**

* [The Daily \(Social Distancing\) Show with Trevor Noah, Section on Amy Cooper, Ahmaud Arbery, George Floyd, and protests,](#) May 29, 2020. **(AVAILABLE ON YOUTUBE)**

* Nikole Hannah-Jones, "[What is Owed: It is Time for Reparations](#)" *The New York Times Magazine*, June 24, 2020. **(AVAILABLE ON CANVAS WEBSITE)**

* Before this class, view [Stone Ghosts in the South: Confederate Monuments and America's Battle With Itself](#), June 4, 2020, 28 minutes. **(AVAILABLE ON YOUTUBE)**

* Caroline Randall Williams, "[You Want a Confederate Monument? My Body is a Confederate Monument,](#)" *New York Times*, June 26, 2020. **(AVAILABLE ON CANVAS WEBSITE)**

* Russell Rickford, "[Toppling Statues as a Decolonial Ethic,](#)" *Africa is a Country*, July 2020.

* Miles Parks and Benjamin Swasey, "[Need a Polling Place with Social Distancing? 3 NBA Teams Offer Venues,](#)" NPR, July 2, 2020.

* Sopan Deb, "[N.B.A. and Players' Union Agree to Resume Play,](#)" *New York Times*, August 28, 2020.

* Johns Hopkins University, Coronavirus Resource Center, "[Racial Data Transparency,](#)" **NOTE: Information updated on a daily basis.** **(AVAILABLE ON CANVAS WEBSITE)**

* Miscellaneous articles regarding COVID-19, [#BlackLivesMatterMovement](#), [#SayHerName Campaign](#), and [Movement for Black Lives \(M4BL\)](#). **(AVAILABLE ON CANVAS WEBSITE)**

* [COVID BLACK: A Taskforce on Black Health and Data](#) **(RECOMMENDED)**

* Richard A. Oppel, Jr., Robert Gebeloff, K.K. Rebecca Lai, Will Wright, and Mitch Smith, "[The Fullest Look Yet at the Racial Inequity of Coronavirus](#)," *New York Times*, July 5, 2020. (RECOMMENDED—AVAILABLE ON CANVAS WEBSITE)

* Ta-Nehisi Coates, "[The Case for Reparations](#)," *The Atlantic*, June 2014. (RECOMMENDED—AVAILABLE ON CANVAS WEBSITE)

* Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (New York: The New Press, 2010). (RECOMMENDED)

December 9

NOTE: STUDENTS WILL DECIDE AS A CLASS ON THE TOPICS AND RELATED MATERIALS FOR THIS SESSION.

Week 15:

December 14

"Show and Tell" Class Discussion

Each student will share with your classmates one item (poem, photograph, song, etc.) and briefly discuss (2 minutes maximum), or submit a 1-page written statement (attached to the selection) on, why they believe the item reflects this moment in the history of Blacks in the United States. This is a separate assignment from your final exam/final project. **NOTE: ALL STUDENTS WILL E-MAIL THEIR RESPECTIVE ITEMS TO ME BY SATURDAY, DECEMBER 12th. I WILL THEN SHARE THEM VIA E-MAIL WITH ALL STUDENTS IN THE CLASS.**