

Bowie State University
Department of History and Government
African Diaspora History thru Film:
African Americans and Modern America
Spring 2018 History 260 3 Credits

Instructor: Dr. Tamara L. Brown
Email: tlbrown@bowiestate.edu
Telephone: 301.860.3612
Fax: 301.860.3619

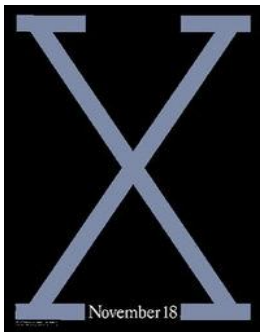
Office: MLK O203
Office Hours: TR—2:00 - 4:30 PM;
W—4:00 - 5:00 PM

COURSE PREREQUISITES: Students must have successfully passed English 101 to enroll in this class.

COURSE DESCRIPTION: African Diaspora History thru Film, an in-depth study of historical movements and issues, uses the audiovisual medium of documentary video and popular film as a means of conveying and assessing the discipline of history. This course, focusing on African Americans and modern America, covers the impact of African Americans on the establishment of an urban-based culture in the United States as a result of the Great Migration. It documents the challenges of surviving the devastation of the Great Depression, fighting Jim Crow and the fascists in World War II, and the struggle for civil rights during the Cold War era. It ends with the progression into black power leading to a contemporary America in the postmodern and post-Cold War periods while taking a global perspective on issues affecting the African American community.

REQUIRED TEXTS:

- Scott Ellsworth, *Death in the Promised Land: The Tulsa Race Riot of 1921* (Louisiana State University Press) ISBN: 0-8071-1767-6;
- Aldon Morris, *Origins of the Civil Rights Movement: Black Communities Organizing for Change* (The Free Press—A Division of Simon & Schuster) ISBN: 0-02-922130-7; and
- Peniel E. Joseph. *Waiting 'Til the Midnight Hour: A Narrative History of Black Power in America* (Holt Paperbacks—Henry Holt and Company) ISBN-10: 0-8050-8335-9; ISBN-13: 978-0-8050-8335-4.



EMERGING ISSUES: As Bowie State University strives to become a campus sensitive to the issues of preserving the environment, elements of the class will be conducted in accordance to this ideal. Moreover, through the study of history students will be able to determine their place within an ever changing diverse and global society.

GENERAL EDUCATION COMPETENCIES:

I. Written and Oral Communications:

a. Analyze and discuss critical issues and recurring themes in the discipline;

f. Conduct research and evaluate information using the appropriate methods of the discipline;

II. Scientific and Quantitative Reasoning:

a. Analyze and understand the physical and biological world as they relate to the historical discipline;

III. Critical Analysis and Reasoning:

b. Apply skill in analysis, synthesis, and problem solving;

c. Apply logical reasoning in the examination and resolution of tasks.

IV. Technological Competency:

a. Create a document using word processing software;

V. *Information Literacy:*

- a. Identification of key concepts and terms that describe the information needed;
- d. Understanding of the ethical, legal and socioeconomic issues surrounding information and information technology.

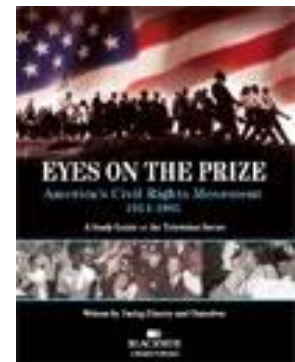
TECHNOLOGY REQUIREMENTS: This course is web enhanced and has components on the University’s e-learning system, Blackboard.

LIBRARY REQUIREMENTS: Students will be required to utilize the holdings of the University’s library as well as other accessible repositories to complete the assigned research project. The project and class assignments will introduce students to primary and secondary sources, reference materials, and tools that the historian uses in his/her craft.

STUDENT EXPECTED OUTCOMES:

Students will:

- 1. be acquainted with the historian’s craft (*Ia, If, Ila, Illb, Illc, IVa, Va, Vd*);
- 2. be exposed to various historiographical writings (*Ia, If, Ila, Illb, Illc*);
- 3. develop an appreciation of the complex societal forces in operation during the 20th century such as racial segregation, enactment from federal and state law affecting black America, rural migration and technology that gave rise to the Civil Rights era, black nationalism and the political dynamics presented by the new millennium (*Ia, If, Ila, Illb, Illc*);
- 4. have an understanding of the unique institutions, organizations and systems that were developed by African Americans that aided in their survival and adaptation to a new environment and culture after World War I (*Ia, If, Ila, Illb, Illc*); and
- 5. study the impact of the aftermath of World War I throughout the Black Power Movement through audiovisual material and historical sources (*Ia, If, Ila, Illb, Illc*).



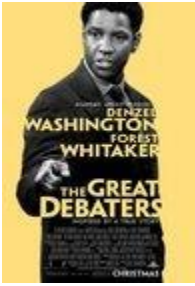
SPECIFIC LEARNING OBJECTIVES:

- 1. to assist the student’s understanding of the methodology and techniques of the historian’s craft by utilizing the material culture of the African American experience from the end of World War I through black power;
- 2. to develop the student’s skills in research and library skills through the use of African American documents and bibliographic reference tools;
- 3. to strengthen the student’s ability in the areas of critical thinking and abstract reasoning through the examination of historical problems that the confronted the “displaced” *freedmen* in modern America; and
- 4. to aid in the student’s understanding of the larger plight of humanity through the uniqueness of the African American experience in western culture.

NCATE Competencies	
Curriculum Themes	Corresponding Outcomes or Objectives
✓ Academic Scholar	Outcomes 1, 2, & all objectives
✓ Multicultural and Global Perspectives	Outcomes 3, 4, 5 & all objectives
✓ Personal and Interpersonal Perspectives	Outcomes 3, 4, 5 & all objectives
✓ Technological Applications	Outcomes 1 & 2; Objectives 1 & 2

TEACHING MODES

African Diaspora History thru Film: African Americans and Modern America is primarily a discussion course and will utilize instructional lectures, assigned readings, class discussion, and audiovisual material. Students will apply these skills to solving problems or answering questions concerning the study of the American historical experience. In the process, students will learn how to relate detailed or



factual information within conceptual frameworks. This will be accomplished by asking questions such as how do historians know? Students will learn how to ask questions about the past and then to begin the process of learning to address these questions. Finally, students will learn how to effectively communicate their conclusions to a general audience through the development of written and oral presentations. The course also emphasizes reading historical texts and analyzing audiovisual material, as well as listening to other's ideas—all of which are important in the learning process.

The course information will be conveyed to students through lectures, assigned readings, written assignments, computer work and documentary and popular film and video. Corresponding assignments will develop critical thinking, communication, and problem solving skills. In addition, students will produce an original research project to improve their communication and problem solving skills. Lectures and audiovisual analysis will assist students in the process of comprehending general concepts and relating details or facts to these through the synthesis of information. Finally, the course will provide students will a foundation for lifelong learning.

To prepare for class, students should refer to the course outline and focus on the weekly topics and assignments. Students should also utilize the Blackboard component to this course to access assignments, notes and announcements. Students are responsible for completing all assignments, and should pay particular attention to the weekly topic of discussion and activity for focused reading and preparation.

STUDENT PREPARATION ROLES

This course emphasizes three competencies that help facilitate the student's role in a global, diverse contemporary American society. Students will receive instruction on identifying historical problems or questions; understanding broad historical concepts, gathering related details or facts, and synthesizing information; and testing their required and retained knowledge. Students are required to do a number of prepared written and oral class presentations. Generally, the student will work on an individual basis to complete the requirements for the course. *In case of inclement weather or the cancellation of class, students should check Blackboard for corresponding assignments.* **Students who have a disability or think that they need special accommodations should report immediately to Disability Support Services (DSS), located in Room 079 in the Thurgood Marshall Library, or call Dr. Michael S. Hughes, DSS Coordinator at 301-860-4067.**

ATTENDANCE

Attendance is required to complete the course successfully. **University rules and regulations state that a student may fail a course if he/she misses a certain number of classes** [six (6) for a course that meets three (3) times a week; four (4) for a class that meets twice a week; and two (2) for a class that meets once a week]. Students are expected to attend (on time) and participate in all scheduled classes and activities. Quizzes and daily class activities are considered class participation and cannot be made up. All students are expected to take examinations and turn in all assignments at the scheduled time. Students who miss assignments because of tardiness will not be able perform make-up work without a valid excuse. Make-up work will be at the discretion of the instructor. For example, if a student misses a quiz, the instructor may, but is not required to, have the student write a paper that is equivalent to that particular activity.

STATEMENT OF ETHICAL AND PROFESSIONAL STANDARDS FOR THE COURSE

According to the "Code of Student Conduct," students are to achieve high standards of ethical and professional academic standards. This includes behavior and appearance in the classroom. For written and non-written scholarship, students are encouraged to be creatively responsible for making a contribution to the body of knowledge. This is accomplished through individual and group effort according to assigned activities. Students who commit acts of plagiarism or copying from other scholarship and/or violating academic standards in the classroom will be penalized according to the "Code of Student Conduct" for students as outlined by Bowie State University. "In cases involving academic dishonesty, a failing grade or a grade of zero (0) for either an assignment and/or course may

be administered. Students who are expelled or suspended for academic dishonesty are not admissible to other institutions within the University System of Maryland.” **Students engaging in academic dishonesty will fail this course!**

CLASSROOM DECORUM

Bowie State University “prohibits disorderly or disruptive conduct on University premises or at University sponsored activities, which interfere with the activities of others, including studying, teaching, research, and administrative operations.” Students must not disrupt class for any reason such as excessive talking or continuously entering/exiting the classroom. Students should be dressed appropriately for an academic setting. Offensive or revealing clothing is not acceptable in a learning environment. Please refrain from the use of cellular phones (talking and text messaging) and other electronic devices (e.g., iPods or other MP3 players) during class. These devices must be silenced prior to the start of class. Recording devices are not allowed in this class. Students who fail to adhere to these policies will be penalized accordingly.

COURSE REQUIREMENTS

Students will be evaluated on a midterm essay, research project, final exam and a combined assignment, attendance and participation grade. There will be one take home final examination due during the exam period. Students are required to research and present a research project (specific guidelines to approved topic Americans in and film, and essay (specific of an assigned required to in reading week (specific follow). Students and should be thoroughly reading letter grades grade categories determining course. Optional assignments during the



follow) based on an relevant to African modern America complete a critical guidelines to follow) topic. Students are complete and turn summaries each guidelines to will be assigned prepared to discuss each assignment. Only recorded in the four will be utilized in grades for the extra-credit may be assigned semester.

Evaluations

Critical Essay — 20%
 Research Project — 30%
 Final Examination — 30%
 Assignments, Attendance and Participation — 20%

Grading Scale

90 - 100 — A
 80 - 89 — B
 70 - 79 — C
 60 - 69 — D
 under 59 — F

COURSE OUTLINE

NOTE: THE SCHEDULE MAY CHANGE GIVEN TIME CONSTRAINTS OR OTHER FACTORS.
ADDITIONAL READINGS WILL BE ASSIGNED AS NECESSARY.

Date	Viewing	Assignment	Miscellaneous
January 24	Black Wall Street	Ellsworth chapters 1-3	
January 31	Black Wall Street	Ellsworth chapters 4-6	
February 7	Rosewood	Assigned readings (New Negro Renaissance) provided by Dr. Brown	
February 14	Swing, Bop & Hand Dance	Assigned readings (<i>Brown v. Board of Education</i>) provided by Dr. Brown	
February 21	Scottsboro or Miss Evers' Boys	Morris chapters 1-3	
February 28	Great Debaters	Morris chapters 4-7	Research topics are due.
March 7	Women's History Month Program	Work on midterm essays	
March 14	Simple Justice	Morris chapters 8-11	Midterm critical essays are due.
March 19 -23			Spring Break!
March 28	Eyes on the Prize	Joseph chapters 1-3	
March 30			Last day to drop from a class with a "W" grade: Last day to change from credit to audit.
April 4	Negroes with Guns	Work on research papers.	
April 11	Citizen King/or King Biography	Work on research papers.	
April 18	Malcolm X: Make It Plain	Joseph chapters 4-6	Research papers are due.
April 25	X (part 1)	Joseph chapters 7-12	
May 2	X (part 2)	Assigned readings (Black Panther Party) provided by Dr. Brown	
May 9	Black Panther Party: Vanguard of the Revolution		Last day of class!
May 16		Final exams are due @ 5:00 PM	

NOTE: AFTER COMPLETING ENGLISH 101 AND 102, STUDENTS MUST TAKE AND PASS THE BOWIE STATE UNIVERSITY ENGLISH PROFICIENCY EXAMINATION. TRANSFER STUDENTS WHO COMPLETED THEIR ENGLISH COMPOSITION REQUIREMENTS AT ANOTHER UNIVERSITY SHOULD TAKE THE ENGLISH PROFICIENCY EXAMINATION DURING THEIR FIRST

SEMESTER OF ENROLLMENT AT BOWIE STATE UNIVERSITY. THE ENGLISH PROFICIENCY EXAM WILL BE ADMINISTERED
FEBRUARY 8 & 9, 2018 AND APRIL 5, 6 & 7, 2018.

Bibliography

Race Riots and Conflicts

- D'Orso, Michael. *Rosewood*. New York: Boulevard Press, 1996.
- Dupree, Sherry Sherrod. *The Rosewood Massacre at a Glance*. Gainesville, FL: Rosewood Forum, 1998.
- Johnson, Hannibal. *Black Wall Street: From Riot to Renaissance in Tulsa's Historic Greenwood District*. Austin, TX: Eakin Press, 1998.
- Williams, Lee E. *Anatomy of Four Race Riots: Racial Conflict in Knoxville, Elaine (Arkansas), Tulsa, and Chicago, 1919-1921*. Hattiesburg, MS: University and College Press of Mississippi, 1972.

New Negro/Black Renaissance

- Bontemps, Arna W., ed. *The Harlem Renaissance Remembered*. New York: Dodd, Mead, 1972.
- Kellner, Bruce, ed. *The Harlem Renaissance: A Historical Dictionary of the Era*. Westport, CT: Greenwood Press, 1984.
- Lewis, David Levering. *When Harlem Was in Vogue*. New York: Alfred A. Knopf, 1981.
- _____. *The Portable Harlem Renaissance Reader*. New York: Penguin Books, 1994.
- Watson, Steven. *The Harlem Renaissance: Hub of African American Culture, 1920-1930*. New York: Pantheon Books, 1995.

Depression Decade

- Carter, Dan. *Scottsboro: A Tragedy of the American South*. Baton Rouge, LA: Louisiana State University Press, 1969.
- Cohen, Elizabeth. *Making a New Deal: Industrial Workers in Chicago, 1919-1939*. New York: Cambridge University Press, 1990.
- Egerton, John. *Speak Now against the Day: The Generation before the Civil Rights Movement in the South*. New York: Knopf, 1994.
- Goodman, James. *Stories of Scottsboro*. New York: Random House, 1994.
- Jones, James H. *Bad Blood: The Tuskegee Syphilis Experiment*. New York: Free Press, 1981.
- Kellogg, Charles E. *NAACP: A History of the National Association for the Advancement of Colored People*. Baltimore: John Hopkins University Press, 1967.
- Reverby, Susan. *Tuskegee Truths: Rethinking the Tuskegee Syphilis Study*. Chapel Hill, NC: University of North Carolina Press, 2000.
- Sitkoff, Harvard. *A New Deal for Blacks: The Emergence of Civil Rights as a National Issue*. New York: Oxford University Press, 1978.
- Tushnet, Mark V. *The NAACP's Legal Strategy against Segregated Education, 1930-1950*. Chapel Hill, NC: University of North Carolina Press, 1987.
- Wolters, Raymond. *Negroes and the Great Depression: The Problem of Economic Recovery*. Westport, CT: Greenwood Press, 1974.

Civil Rights

- Branch, Taylor. *At Canaan's Edge: America in the King Years, 1954-1963*. New York: Simon and Schuster, 2006.
- _____. *Parting the Waters: America in the King Years, 1965-68*. New York: Simon and Schuster, 1989.
- _____. *Pillar of Fire: America in the King Years, 1963-65*. New York: Simon and Schuster, 1998.
- Carson, Clayborne. *In Struggle: SNCC and the Black Awakening of the 1960s*. Cambridge, MA: Harvard University Press, 1995.

- _____, ed. *The Autobiography of Martin Luther King, Jr.* New York: Warner Books, 1998.
- Cone, James H. *Martin & Malcolm & America: A Dream or a Nightmare.* Maryknoll, NY: Orbis Books, 1991.
- Crawford, Vicki L. et al., eds. *Women in the Civil Rights Movement: Trailblazers and Torchbearers, 1941-1965.* Bloomington, IN: Indiana University Press, 1993.
- Dittmer, John. *Local People: The Struggle for Civil Rights in Mississippi.* Urbana, IL: University Press of Illinois, 1995.
- Garrow, David J. *Bearing the Cross: Martin Luther King, Jr. and the Southern Christian Leadership Conference.* New York: Vintage Books, 1986.
- Haley, Alex, ed. *The Autobiography of Malcolm X: As Told to Alex Haley.* New York: Grove Press, 1965.
- Kluger, Richard. *Simple Justice: The History of "Brown v. Board of Education" and Black America's Struggle for Equality.* New York: Knopf, 1976.
- Hampton, Henry and Steven Fayer, eds. *Voices of Freedom: An Oral History of the Civil Rights Movement from the 1950s through the 1980s.* New York: Bantam Books, 1990.
- Lawson, Steven F. *Running for Freedom: Civil Rights and Black Politics in America since 1941.* New York: McGraw-Hill, 1997.
- Marable, Manning. *Race, Reform, and Rebellion: The Second Reconstruction in Black America, 1945-1990.* Jackson, MS: University Press of Mississippi, 1991.
- Meier, August and Elliott Rudwick. *CORE: A Study in the Civil Rights Movement, 1942-1968.* Urbana, IL: University of Illinois Press, 1975.
- Patterson, James T. *Brown v. Board of Education: A Civil Rights Milestone and its Troubled Legacy.* New York: Oxford University Press, 2000.
- Powledge, Fred. *Free At Last?: The Civil Rights Movement and the People Who Made It.* New York: HarperPerennial, 1992.
- Robinson, Jo Ann. *The Montgomery Bus Boycott and the Women Who Started It: The Memoir of Jo Ann Gibson Robinson.* Knoxville: University of Tennessee Press, 1987.
- Robnett, Belinda. *How Long? How Long? African American Women in the Civil Rights Movement.* New York: Oxford University Press, 1997.
- Theoharis, Jeanne, and Komozi Woodards, eds. *Groundwork: Local Black Freedom Struggles in America.* New York: New York University, 2004.

Black Power

- Brown, Elaine. *A Taste of Power: A Black Woman's Story.* New York: Random House, 1994.
- Brown, Scot. *Fighting for US: Maulana Kareena, the US Organization, and Black Cultural Nationalism.* New York: New York University Press, 2003.
- Carmichael, Stokely and Charles V. Hamilton. *Black Power: The Politics of Liberation in America.* New York: Vintage Books, 1967.
- _____ (Kwame Ture) with Ekwueme Michael Thelwell. *Ready for Revolution: The Life and Struggles of Stokely Carmichael (Kwame Ture).* New York: Scribner, 2005.
- Cleaver, Kathleen and George Katsiaficas. *Liberation, Imagination, and the Black Panther Party.* New York: Routledge, 2001.
- Jones, Charles and Judson Jeffries, eds. *The Black Panther Party Reconsidered.* Baltimore: Black Classic Press, 1998.
- Joseph, Peniel. *Stokely: A Life.* New York: Basic Civitas Books, 2014.
- _____. *The Black Power Movement: Rethinking the Civil Rights-Black Power Era.* New York: Routledge, 2006.
- Newton, Huey. *Revolutionary Suicide.* New York: Ballantine Books, 1973.
- Seale, Bobby. *Seize the Time: The Story of the Black Panther Party and Huey P. Newton.* Baltimore, Black Classic Press, 1991.
- Williams, Yohuru. *Black Politics/White Power: Civil Rights, Black Power and Black Panthers in New Haven.* Brandywine Press, 1998.
- _____ and Jama Lazerow, eds. *In Search of the Black Panther Party: New Perspectives on*

- a Revolutionary Movement*. Durham: Duke University Press, 2006.
- _____. *Liberated Territory: Untold Local Perspectives on the Black Panther Party*. Durham: Duke University Press, 2009.

Journals & Periodicals

- *American Historical Review* [American Historical Association]
- *Black (Negro) History Bulletin* [Association of the Study of African American Life and History]
- *International Journal of Africana Studies* [National Council of Black Studies]
- *Journal of African American (Negro) History* [Association of the Study of African American Life and History]
- *Journal of African American Studies* [Transaction Publishers]
- *Journal of American History* [Organization of American Historians]
- *Journal of Black Studies* [Sage Publications]
- *Journal of Southern History* [Southern Historical Association]
- *OAH Magazine of History* [Organization of American Historians]
- *The Black Scholar* [Black World Foundation]
- *Western Journal of Black Studies* [Washington State University]