AFRICAN-AMERICAN HISTORY
Cluster with MUS 103,
Introduction to Classic Jazz, as
Syncopated Southern Synthesis: African American History through Jazz

History 223C Westminster College Spring 2018
section 01 11:00 a.m.-12:30 p.m. TR

Instructor: Dr. Patricia Clark
E-mail: clarkpg@westminster.edu
Office: 317 Patterson
Office phone: 724-946-7248
Office hours: 8:15-9:15 a.m. M, 9:00-11:00 a.m. T, and by appointment

Course website: https://learn.westminster.edu/d2l/home/17741

Cluster Purpose
In this cluster, students will examine connections between African cultures and the development of jazz in the United States of America. Focus will be on West African origins, the slave trade, and interactions between black and white Americans. The close connection between the creation of jazz as an art form and the influence African American cultures had on this creative process will be a central figure. The racial tensions through the 20th century and their influence on society and music will also be a core idea.

Cluster Objective
To understand the connections between African cultures and the development of jazz in the United States.

Cluster Outcomes
Students will understand connections between African cultures and the development of jazz.
Students will evaluate the impact of segregation on American history and music.
Students will comprehend the historical context of African American cultures as expressed through jazz performance.

Course Purpose
This course surveys the African background and traces African-American history to the present. Emphasis is placed on understanding the development of an African-American culture through the words and experiences of contemporaries.

Course Objective
To understand the economic, political, and cultural developments affecting African-Americans in the United States from the 17th through the 21st centuries.

Course Goals
Through reading, writing, analysis, and discussion, students will come to an introductory understanding of African-American history that will allow them to engage in further discussion and inquiry in other courses in American and world history.

Course Outcomes
Students will be able to identify economic processes (such as the trans-Atlantic slave trade) and explain their importance to African-American history.
Students will be able to understand political ideologies (such as pan-Africanism) and explain their importance to African-American history.
Students will be able to recognize cultural movements (such as the Harlem Renaissance) and explain their importance to African-American history.

Readings
Nell Irvin Painter, Creating Black Americans: African-American History and Its Meanings, 1619 to the Present
Web texts as indicated below
Regular attendance at and participation in class meetings is required. Students who merely attend each class meeting without contributing to class discussion will receive a failing grade for participation. Participation includes not only oral contribution to class discussion, but also completion of quizzes and other written work as assigned. Expectations for written work include proper documentation, good grammar, and clear, persuasive writing.

Absences are excused at the instructor's discretion. If you miss class for a legitimate reason, you must provide appropriate documentation in writing for the absence to be excused. E-mail or write the instructor within 24 hours of the absence regarding the reason for your absence and your plans for making up the work missed.

Late assignments will be penalized for each day the assignment is late.

Failure to complete all course requirements will result in an "F" for the course.

More information about assignments and exams will be forthcoming on the course website.

Accommodations
Westminster College actively strives for the full inclusion of all our students. Students with disabilities who require access solutions for environmental or curricular barriers should contact Faith Craig, Director of Disability Support Services, located in 209 Thompson-Clark Hall (phone: 724-946-7192, e-mail craigfa@westminster.edu).

Students who may need academic accommodations are encouraged to discuss options with their instructor no later than the second week of class.

Academic Integrity
Violations of the Westminster College Academic Integrity Policy include (but are not limited to) cheating, misconduct, plagiarism, and providing false information. All students are responsible for familiarizing themselves with the definitions of these infractions of academic integrity. Academic dishonesty will be penalized in accord with the procedures outlined on pages 21-23 of the Westminster College Handbook for Students 2017-2018. The instructor reserves the right to submit students' written work to turnitin.com, and encourages students to use the turnitin.com web site as a resource to learn more about intentional and unintentional plagiarism.

Schedule

Please read all assigned readings before the class for which they are scheduled, and bring an annotated copy of the week's readings (or your extensive notes on the readings) with you to each class meeting. This schedule is subject to revision by the instructor.

January 16 introduction to the course
Web: W.E.B. DuBois, "To the Nations of the World"
Web: Countee Cullen, "What Is Africa to Me"

January 18 Creating Black Americans, ch. 1

Group 1 posts discussion questions by 11:55 p.m. January 22
January 23
Text: *Creating Black Americans*, ch. 2
Web: Mary Prince, "The History of Mary Prince"

January 25
Text: *Creating Black Americans*, ch. 3
Web: Sojourner Truth, "Narrative of Sojourner Truth"

**Group 2** posts discussion questions by 11:55 p.m. January 29

January 30
Text: *Creating Black Americans*, ch. 4
Web: Martin Delany, "Political Destiny of the Colored Race, on the American Continent"

February 1
Text: *Creating Black Americans*, ch. 5
Web: Harriet Jacobs, "Incidents in the Life of a Slave Girl"

**Group 3** posts discussion questions by 11:55 p.m. February 5

February 6
Text: *Creating Black Americans*, ch. 6
Web: Susie King Taylor, "Reminiscences of My Life in Camp"

February 8
Text: *Creating Black Americans*, ch. 7
Web: "Plessy v. Ferguson"

**Group 4** posts discussion questions by 11:55 p.m. February 12

February 13
Text: *Creating Black Americans*, ch. 8
Web: Booker T. Washington, "The Atlanta Exposition Address"

February 15
Web: W. E. B. DuBois, "The Talented Tenth"
Review

February 20  **Exam 1**

February 22
Text: *Creating Black Americans*, ch. 9
Web: Langston Hughes, "Ballad of Booker T."

**Group 5** posts discussion questions by 11:55 p.m. February 26

February 27
Text: *Creating Black Americans*, ch. 10
Web: Abel Meeropol, "Strange Fruit"

March 1
Text: *Creating Black Americans*, ch. 11
Web: Richard Wright, "12 Million Black Voices"

March 6  Spring Break
March 8  Spring Break
March 13
Text: *Creating Black Americans*, ch. 12
March 15  History Day

**Group 6** posts discussion questions by 11:55 p.m. March 19

March 20  Web:  "Documents related to Brown v. Board of Education"

March 22  Library research day--meet in McGill library

**Group 7** posts discussion questions by 11:55 p.m. March 26

March 27  Web:  Malcolm X, "The Ballot or the Bullet"

March 29  Easter Break

April 3  No class (Monday classes meet--go to MUS 103C)

April 5  **Text:**  *Creating Black Americans*, ch. 13

**Primary source analysis due**

**Group 8** posts discussion questions by 11:55 p.m. April 9

April 10  Web:  Freedom Summer documents

April 12  **Text:**  *Creating Black Americans*, ch. 14

**Group 9** posts discussion questions by 11:55 p.m. April 16

April 17  Web:  Stokely Carmichael, "Black Power"

April 19  **Text:**  *Creating Black Americans*, ch. 15

**Group 10** posts discussion questions by 11:55 p.m. April 23

April 24  Web:  Ta-Nehisi Coates, "The Case for Reparations"

April 26  **Text:**  *Creating Black Americans*, Epilogue

May 1  Review

**Review questions due**

May 3  Review

May 7, 3:00-5:30 p.m.  **Exam 2**

May 8, 8:00-10:30 a.m.  **Presentation and paper due**