GENERAL STUDIES COURSE PROPOSAL COVER FORM
(ONE COURSE PER FORM)

1.) DATE: **August 30, 2013**
2.) COMMUNITY COLLEGE: **Maricopa Co. Comm. College District**

3.) COURSE PROPOSED: Prefix: **HIS** Number: **203** Title: **African-American History to 1865** Credits: **3**
   
   CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;

4.) COMMUNITY COLLEGE INITIATOR: **JANICE MILLER** PHONE: **480-423-6205**
   FAX: **480-423-6298**

ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.

MANDATORY REVIEW:

☐ The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:

Core Areas: **Social and Behavioral Sciences (SB)**

Awareness Areas: **Select awareness area...**

6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

7.) DOCUMENTATION REQUIRED

☐ Course Description
☐ Course Syllabus
☐ Criteria Checklist for the area
☐ Table of Contents from the textbook required and/or list of required readings/books
☐ Description of how course meets criteria as stated in item 6.

8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:

☐ DECHST prefix
☐ Elective

Current General Studies designation(s): **C,H**

Effective date: **2014 Spring** Course Equivalency Guide

Is this a multi-section course? ☒ yes ☐ no

Is it governed by a common syllabus? ☐ yes ☒ no District-wide course competencies/outline

Chair/Director: **DR. JANICE MILLER**

Chair/Director Signature: **Emailed approval to J. Ricker**

AGSC Action: Date action taken: ☐ Approved ☐ Disapproved

Effective Date:
<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Course Comps. 1-12.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Syllabus weeks: 1-16.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Franklin text: chpters. 1-11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Primary source readings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Homework reading requirement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and Book Report requirement: see</td>
</tr>
<tr>
<td></td>
<td></td>
<td>syllabus and handout.</td>
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</tbody>
</table>

1. Course is designed to advance basic understanding and knowledge about human interaction.

2. Course content emphasizes the study of social behavior such as that found in:
   - ANTHROPOLOGY
   - ECONOMICS
   - CULTURAL GEOGRAPHY
   - HISTORY

3. Course emphasizes:
   a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR
   b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).
ASU--[SB] CRITERIA

4. Course illustrates use of social and behavioral science perspectives and data.


THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

| · Courses with primarily fine arts, humanities, literary, or philosophical content. |
| · Courses with primarily natural or physical science content. |
| · Courses with predominantly applied orientation for professional skills or training purposes. |
| · Courses emphasizing primarily oral, quantitative, or written skills. |
### Social And Behavioral Sciences [SB]

#### Page 4

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS</td>
<td>203</td>
<td>African American History to 1865</td>
<td>SB</td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
</table>
| 1. Course is designed to advance basic understanding and knowledge about human interactions | 1. This course provides a comprehensive understanding of the history of African Americans to 1865, using text, articles, internet, movies, music, and television. The course gives students an appreciation of events and human interactions from historical, cultural, and social areas. The course encompasses all these factors in order to encourage students' understanding of the dynamic forces behind the history of the African diaspora and enslavement in the New World, and how these forces impacted their lives, their choices, and their challenges. | Course comps.: 1-12  
Syllabus weeks: 1-16  
Franklin text: chapters. 1-11.  
Primary source readings.  
Homework reading requirement and Book Report requirement: see syllabus and handout. |
| 2. Course content emphasizes the study of social behavior such as that found in: History | 2. This course covers a dynamic, controversial, and often tragic period in U.S. history, illustrating both the tragedy and the heroic human spirit in the struggle to maintain liberty and human dignity. Using a variety of comparative methods, students analyze social behavior and how it interacts within the institutions of the time to affect the historical outcome of events. | Course comps.: 1-5,8,9-12.  
Syllabus weeks: 1-4,7-16.  
Franklin text: 1-11.  
Primary source readings.  
Homework reading requirement and Book Report requirement: see syllabus and handout. |
| 3b. Course emphasizes the distinct methods of inquiry of the social and behavioral sciences (e.g. historical analysis) | 3b. Course uses the tools of historical analysis, quantitative history, i.e. cliometrics, and historiography, to train students to use these tools in related courses, including other history courses, in order to evaluate and interpret historical data. Historiography is | Course comps.: 1,3,8,9,11-12.  
Syllabus weeks: 1-3, 8-10, 12-16.  
Franklin text: 1-11.  
Primary source readings. |
| Comparing historical interpretations of the past by historians and other social scientists over the years. By these methods students can utilize, compare and contrast changing social and political views and mores over an extended period of time.  
| requirement and Book Report requirement: see syllabus and handout.  

| Course illustrates use of social and behavioral science perspectives and data  
| Course uses social and behavioral science perspectives and data to study historical events affecting the African American experience from their African roots to the end of the Civil War. Utilizing all the related material - historical, cultural, social sciences - students will be able to analyze and evaluate this dynamic and important period of U.S. history, particularly the influences and contributions of African Americans, in order to have a more effective and comprehensive appreciation of the nation's history.  
| Course comps.: 1-12.  
Syllabus weeks: 1-16.  
Franklin text: 1-11.  
Primary source readings.  
Homework reading requirement and Book Report requirement: see syllabus and handout.  
Analysis and discussion of historical interpretations and perspectives.  

|

CONTENT OBJECTIVES:
By the end of the course students will have a critical understanding of –
1. Values, religions, belief systems, and cultural diversity in western Africa
2. African American history in the United States to 1865
3. African American experience in America from Slavery to Freedom
4. African American contributions to the history, culture and economics of the United States
5. The resources and methods utilized in historical study

PART I  
**Ancestral Africa, Africans in the Atlantic World and the New World, 500 BCE – 1700 CE**

   Reading: Franklin/Higginbotham – Chapters 1 – 3.
   Selected primary source readings handed out by instructor.

   1st Exam on Part I – about September 19

PART II  
**18th/19th Century Slave Societies: Give Me Liberty, 1700 - 1830**

   Reading: Franklin/Higginbotham – Chapters 4 – 6.
   Selected primary source readings handed out by instructor

   2nd Exam on Part II – about October 17

PART III  
**Southern Ante-Bellum Slavery, and Abolitionism, 1790 - 1860**

   Reading: Franklin/Higginbotham – Chapters 7 - 9
   Primary source readings, researched by students

   3rd Exam on Part III – about November 19

PART IV  
**Civil War; the Promises and Pitfalls of Reconstruction, 1861 - 1877**

   Reading: Franklin/Higginbotham – Chapters 10 - 11
   Primary source readings, researched by students

   Final Exam on Part IV, Wednesday, December 12, 9:30 – 11:20 a.m.
Examinations: All exam dates, except for the final exam, are tentative and may be changed depending on the time taken to cover material in each section. Sufficient notice (at least one week) on any change will be given to the students. Exam formats will vary; they will be essays, short answer questions, and identifications - a combination of two in each exam. All exam questions will be taken from the texts, handouts, selected primary source readings, video material, class lectures, and class discussions. The format of each exam will be discussed in class at least one week before the exam.

Additional Graded/Required Work:  A Book Report (see attached handout).

<table>
<thead>
<tr>
<th>Grading</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
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</tr>
<tr>
<td>Book Report</td>
<td>20%</td>
</tr>
</tbody>
</table>

Homework/Class Preparation: Students are expected to have read the appropriate chapters of the text and the assigned primary source readings before class and will be assessed on their involvement in class discussions on same.

Extra Credit: Extra credit points may be earned by an additional Book Report. This will be explained in class accompanied by a handout.

Make-up Policy: If a student misses ONE of the scheduled exams for a valid and verifiable reason, an essay examination will be given. The grade for this essay examination will be substituted for the missing exam, and will comprise the same 20% of the grade as the missing exam. ANY missed exam, for whatever reason, will be made up by an ESSAY exam, usually at least 3 essay questions. ONLY ONE EXAM CAN BE MADE-UP and substituted for an in-class exam.

Students who do not attend class regularly will be withdrawn from the course. But the responsibility remains with the student to withdraw him/herself from the class, if they have made that decision. Students who need to leave class early for a valid reason must inform the instructor ahead of time. Otherwise, students who leave class early will be counted as absent for that day. The instructor reserves the right to make changes in the above material, if necessary.
Book Report

Due: *In Last Regular Class Meeting Before Exam Week* *(Latest time accepted: Friday, December 7)*

*Late Submissions will not be Accepted*

*Book Report is Required and comprises 20% of Course grade*

**Purpose**

Student will select a book, generally non-fiction although there may be some exceptions, covering the subject of the course. Select a book covering a topic or area of our study that particularly interests you. If you use this approach, this project should be fun, interesting, and enlightening. *I will be handing out a selected list of books covering our course from which you can chose. If you decide to pick a book outside this list, you MUST have it approved by the instructor ahead of time.*

Be sure to give full citation to the selected book at the beginning of the report, e.g.


When quoting directly from the book, use quotation marks and page numbers at the end of the quotation, e.g. "The future civil rights crusader W.E.B. Du Bois, then a young social scientist... found that black property ownership had continued to expand during the years since Reconstruction" (425).

**Organization**

Your book report should be organized into three parts.

I  **Introduction**

The introduction should introduce the book you have chosen and why you have selected it, i.e. why is this particular person, event, or element of our study of interest to you?

II  **Content Review**

This is the main body of the report. In your own words, using author's quotes where appropriate, write a synopsis of the book, giving the major points (preferably in chronological order) that, according to your author, have brought your person, event or period to historical prominence.

III  **Conclusion**

Draw together the elements of the book, and explain their significance to the life of the individual or the event covered, and its historical importance to our overall subject. Then express YOUR opinion of the book and the subject covered in the book.
Format

The book report must be typed (MAC or PC) double-spaced, and be a minimum of four (4) pages. It should be in prose form with complete sentences and paragraphs. Correct and appropriate grammar and structure should be used throughout the report. Sources other than the specific book you are reading are not required, but if you do use, or quote, another source, full citation must be given.

While the Book Report must be submitted by the date mentioned above, student can complete this task and submit the report at any time during the semester.
FROM SLAVERY TO FREEDOM:  
A History of African Americans, Ninth Edition

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## Contents

<table>
<thead>
<tr>
<th>About the Authors</th>
<th>iv</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>xix</td>
</tr>
</tbody>
</table>

### 1 | Ancestral Africa (circa 300 BCE to 1600)

- An Ancient Land and People
  - The Bantu Migration
  - Iron Technology
  - Nok Pottery and Sculpture
  - Copper Technology
- Early Commercial Networks
  - West African Trade Routes
  - Interregional Trade
  - Internal Slave Trade
- African Slavery
  - Slavery in European Communities
  - Slaves in Africa
  - Slaves and Status
  - Slaves in the Economy
- The Great Empires
  - Ghana's Trading Empire
  - Mali's Rise
  - Mansa Musa's Pilgrimage
  - The Rise of Songhay
  - Askia Muhammad's Reforms
  - Dichotomy of Sovereignty
- Other States
  - The Missis States
  - The Hausa States
  - The Kingdom of Benin
  - The Christian Congo
  - Ndongo-Matsamba
  - Great Zimbabwe
  - The Swahili Coast

### 2 | Africans in the Atlantic World (1492–1800)

- Finding New Lands and Labor
  - Africans and the Conquistadors
  - Demand for Slave Labor
  - From Indenture to Slavery
- Trading in Slaves
  - Acquiring Slaves
- Africans in the Slave Trade
  - Slave Trade Challenges
  - The Trauma of Capture
  - African Resistance
- The Middle Passage
  - A Profitable Trade
- Slavery in the Caribbean
  - The Spanish Monopoly
  - Loss of Spanish Control
  - Living Conditions
  - Slave Codes
  - Punishment
  - Slave Revolts
  - Seasoned Slaves
- Slavery in Mainland Latin America
  - Mexico
  - Central America
  - South America
  - The Vicerealty of Peru
  - Uruguay and Argentina
  - Brazil
  - Uprisings and Revolts
- Slave Societies in the Americas
  - The Catholic Church
  - Interracial

### 3 | Establishing North American Slavery (1520s to 1720s)

- Imperial Claims to North America
  - Early Settlements
- Forms of North American Slavery
- Before Permanent Bondage
  - Early Virginia
  - New Netherland
  - Massachusetts Bay
- The Legalization of Slavery
  - Virginia Slave Codes
  - New York Slave Codes
  - New England's Laws
  - The Carolinas
  - Slave Courts
  - Slave Laws in French Louisiana
  - The Code Noir
  - Spanish Louisiana

---

vii
CONTENTS

4 | Eighteenth-Century Slave Societies (1700–1780s) 64

New England 66
Slave Populations 66
Slave Occupations 66
Negro Election Day 67
Cotton Mother and Inoculation 67
The Mid-Atlantic Colonies 68
New York Colony 68
Expansion of Slavery 69
Pennsylvania Slavery 70
The Chesapeake Region 70
African Outsiders 71
Population Growth 71
The Lower South, Eastern Seaboard 72
The Slave Population 73
The Chesapeake and the Lowercountry 74
Rural and Urban Slave Life 75
People of Mixed Race 75
African Traditions 76
The Stono Rebellion 77
Mamadee, Mina, and Mise 78
The War of Jenkins’ Ear 78
The End of Minor 80
The Lower Mississippi Valley 80
French Louisiana 80
Maroon Societies 82

5 | Give Me Liberty (1763–1787) 84

The Paradox of Slavery and Freedom 85
Freedom in a Slave Society 85
Birth of the Antislavery Movement 87
Crispus Attucks 87
Phillis Wheatley 88
Fighting for American Independence 89
Blacks against the British 90
The British Appeal 91
Washington’s Response 92
The Revolution and Slavery 92
General Clinton’s Proclamation 92
Individual State Policies 93
Black Military Distinction 93
Black Loyalties 95
The Movement to Free the Slaves 96
Antislavery Advocates 96
Antislavery Societies 98
Free North, Slave South 98
The Conservative Reaction 99
Shays’s Rebellion 100
The Three-Fifths Compromise 100
The Slave Trade 101

6 | Building Communities in the Early Republic (1790–1830) 103

African Americans in Demographic Perspective 104
The Mid-Atlantic States and New England 105
Development of Black Communities 106
Black Migration to Boston 107
Blacks in Philadelphia 107
New York City’s Black Community 108
Building Community Institutions 108
Independent Black Churches 109
The African Methodist Episcopal Church 110
Separate Black Institutions 110
White Philanthropy 111
Black and White Leadership Conflicts 111
Blacks and American Party Politics 112
Disenfranchisement of Blacks 112
The Haitian Revolution 113
The Louisiana Purchase 114
Federals and Free Blacks 114
Black Writing and Art in the New Nation 115
Fugitive Slaves 101
The Language of the Constitution 101

7 | Southern Slavery (1750–1860) 129

The Domestic Slave Trade 130
King Cotton 131
The Intraestate Slave Trade 132
A Capitalist Enterprise 134
Separation of Families by Sale 134
Market Prices 134
Persistence of the African Trade 136
Extent of the Illegal Trade 137
The Movement to Reopen the African Trade 137
CONTENTS

10 | Civil War (1861–1865) 208

Inconsistent Federal Policies 209
Opposition to Lincoln’s Policies 210
The Conflagration Acts 211
Lincoln’s Plan 212
Preliminary Proclamation 212
The Emancipation Proclamation 213
The Thirteenth Amendment 214

Aiding the Contrabands 215
General Seymour’s Plan 215
Challenges to Effective Relief 215
Private Relief 216
Education 216

Black Troops 218
Challenges to Black Recruitment 218
A Change in Policy 219
The First Black Soldiers 219
The Success of Black Enlistment 220
Black Officers 222
Black as Spies and Scouts 222
Women’s Service 222
Black Soldiers’ Service 223
Treatment of Black Prisoners 226
Unequal Treatment 227

Slave Disruption 228
Stranger Peril Laws 228
“Running the Negress” 229
Insurrection 229
Fear of Uprisings 230

The Confederate Dilemma 231
Impeachment 231
Extravagant and Arming Blacks 232
Victory 233

11 | Promises and Pitfalls of Reconstruction (1865–1877) 235

Presidential Reconstruction 236
Lincoln’s Ten Percent Plan 237
Andrew Johnson’s Policies 237
Black Code 238
Congress Takes Charge 238
The Black Conventions 240
Black Mobilization 242

Radical Reconstruction 242
New National Officials 243
Blacks as State Legislators 245
The Union League 246
Black Women and the Black Community 247
The Social Consequences of the War 247
The Freedmen’s Bureau 248

The Pivotal Role of Education 250
Educators, Black and White 250
Black Churches 251

Economic Adjustment 251
The Desire for Land 252
Women in the Labor Market 253
Changing Conditions of Farm Labor 254
Sharecropping 255
The Freedmen’s Bank 255

Reconstruction’s End 255
The Reign of Violence 256
Corruption in Republican Governments 258
Supreme Court Decisions 258
The Campaign of 1876 259

12 | The Color Line (1877–1917) 260

The Path to Disfranchisement 261
Preventing Black Voting Legally 261
Black Reappearance in Politics 263
The Radical Agrarian Movement 264
Successful Coalitions 265
Complete Disfranchisement 265
The Black Response 267
Effective Disfranchisement 268
Back to Slavery 268
Legalizing Segregation 270
Plessy v. Ferguson 270
White Man’s Country 271

Confronting the Urban Color Line 273
Employment and Unions 273
Housing 274
Transportation 274

America’s Empire of Color 275
The United States Expands 275
The Caribbean 276
The Spanish American War 277
Garrison Duty and Pacific Service 280
The United States as a Great Power 280
Puerto Rico 281
The Virgin Islands 282
Haiti 282
Liberia 282

The Pattern of Violence 282
Lynch Law 283
Race Riots 283
The Atlanta Riot 284
Brownsville, Texas 285
Violence in the North 285
The Springfield Riot 286
<table>
<thead>
<tr>
<th>Jazz Roots and Routes</th>
<th>387</th>
<th>Landmark Cases: Scottsboro and Henderson</th>
<th>437</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Evolution of Jazz: New Orleans to Chicago</td>
<td>388</td>
<td>The National Negro Congress and the Popular Front</td>
<td>437</td>
</tr>
<tr>
<td>Jazz in New York: Ragtime to Stride</td>
<td>389</td>
<td>The Southern Conference for Human Welfare</td>
<td>440</td>
</tr>
<tr>
<td>The James Reese Europe Orchestra</td>
<td>389</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Louis Armstrong Transforms Big Band Jazz</td>
<td>391</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duke Ellington and the Big Band Era</td>
<td>393</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motion Pictures</td>
<td>395</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black Talent in White Studios</td>
<td>395</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black Theater</td>
<td>395</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Porgy and Bess</td>
<td>396</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black Musicals</td>
<td>396</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Charleston</td>
<td>396</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Harlem Renaissance</td>
<td>398</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Tenderkin</td>
<td>398</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Marshall Hotel</td>
<td>398</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black Periodicals</td>
<td>399</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before the Coco Club</td>
<td>400</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Countee Cullen</td>
<td>401</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Langston Hughes</td>
<td>402</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harlem Renaissance Women</td>
<td>403</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French Connections</td>
<td>405</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Artists</td>
<td>408</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photographers and Illustrators</td>
<td>408</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poets</td>
<td>409</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clashing Artistic Values</td>
<td>412</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art as Propaganda</td>
<td>412</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race Literature</td>
<td>413</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art and Social Change</td>
<td>414</td>
<td></td>
<td></td>
</tr>
<tr>
<td>**17</td>
<td>The New Deal Era (1929–1941)**</td>
<td>417</td>
<td></td>
</tr>
<tr>
<td>In the Throes of Economic Depression</td>
<td>418</td>
<td>Keeping the Home Fire Burning</td>
<td>466</td>
</tr>
<tr>
<td>The Agricultural Crisis and Black Migration</td>
<td>419</td>
<td>The Work of the FEPC</td>
<td>466</td>
</tr>
<tr>
<td>African American Efforts at Relief</td>
<td>419</td>
<td>Support for the War Effort</td>
<td>468</td>
</tr>
<tr>
<td>Political Resurgence</td>
<td>421</td>
<td>Black-White Conflict at Home</td>
<td>469</td>
</tr>
<tr>
<td>The Election of Oscar DePriest</td>
<td>422</td>
<td>The Problem of Low Morals</td>
<td>469</td>
</tr>
<tr>
<td>The Shift to the Democrats</td>
<td>422</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Growing Sense of Political Efficacy</td>
<td>423</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Success at the State and Local Levels</td>
<td>424</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Black Cabinet</td>
<td>425</td>
<td></td>
<td></td>
</tr>
<tr>
<td>African Americans in the National Government</td>
<td>426</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expanding Job Opportunities in the Federal Government</td>
<td>428</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Deal Programs</td>
<td>429</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Agricultural Programs</td>
<td>429</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Tuskegee Study</td>
<td>432</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organized Labor</td>
<td>433</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The CIO</td>
<td>433</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizing Activity in Agriculture</td>
<td>435</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On the Left</td>
<td>436</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Appeal of Communism</td>
<td>436</td>
<td></td>
<td></td>
</tr>
<tr>
<td>**18</td>
<td>Double V for Victory (1941–1945)**</td>
<td>449</td>
<td></td>
</tr>
<tr>
<td>Reframing the Arsenal of Democracy</td>
<td>451</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blacks in the Armed Forces</td>
<td>451</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The March on Washington 1941</td>
<td>454</td>
<td></td>
<td></td>
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<tr>
<td>Executive Order 8802</td>
<td>455</td>
<td></td>
<td></td>
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<tr>
<td>Hostility and Discrimination in the Armed Forces</td>
<td>456</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Military Service</td>
<td>456</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black Women in the Military</td>
<td>458</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuskegee: Black Airmen</td>
<td>458</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Navy, the Marines, and Officer Training</td>
<td>460</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overseas Service—Europe</td>
<td>461</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service in the Pacific</td>
<td>462</td>
<td></td>
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<tr>
<td>Service in the Navy</td>
<td>463</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service in the Merchant Marine</td>
<td>463</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racism at Home</td>
<td>463</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Clashes</td>
<td>465</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognition for Service</td>
<td>465</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keeping the Home Fire Burning</td>
<td>466</td>
<td></td>
<td></td>
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<tr>
<td>The Work of the FEPC</td>
<td>466</td>
<td></td>
<td></td>
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<tr>
<td>Support for the War Effort</td>
<td>468</td>
<td></td>
<td></td>
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<tr>
<td>Black-White Conflict at Home</td>
<td>469</td>
<td></td>
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<td>The Problem of Low Morals</td>
<td>469</td>
<td></td>
<td></td>
</tr>
<tr>
<td>**19</td>
<td>American Dilemmas (1940–1955)**</td>
<td>473</td>
<td></td>
</tr>
<tr>
<td>Intellectual Crosscurrents</td>
<td>474</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An American Dilemma</td>
<td>475</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Emphasis on Assimilation and Culture</td>
<td>477</td>
<td></td>
<td></td>
</tr>
<tr>
<td>African Survivals</td>
<td>478</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Popularization of Black History</td>
<td>479</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abandoning the Culturalist Perspect</td>
<td>480</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literary and Dramatic Arts</td>
<td>481</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poets</td>
<td>482</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prose Writers</td>
<td>482</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richard Wright and Native Son</td>
<td>483</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ralph Ellison and Invisible Man</td>
<td>483</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frank Yerby</td>
<td>484</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writers in the Postwar Years 484
Theater 485
Black Internationalism 485
Ethiopia and Spain 486
The Rising Wind 487
The United Nations Charter 488
UNESCO’s Work 489
The Trusteeship Council 490
The South Africa Resolution 490
The June 1946 Petition 490
The Appeal 491
Black Internationalism 491
Labor Civil Rights 492
Blacks in the CIO 492
The Early Civil Rights Struggle 493
R. J. Reynolds in Winston-Salem 494
Unionization in Detroit 495
Labor Civil Rights Activism in New York 497
Joe Louis Robinson 497
1947: Prison Year 497
The Failure of Operation Dixie 499
The Denial of Left Labor Civil Rights 499
Truman and Civil Rights 500
To Secure These Rights 500
Freedom to Serve 501
The 1948 Election 501
The Howard University Address 502
Fighting for Civil Rights in the Courts 502
Charles Hamilton Houston 502
Batting Jim Crow in Higher Education 503
The Battle Against Separate But Equal 506
The Brown Decision 507
Southern White Opposition 508

20 | We Shall Overcome (1947–1967) 510
Introducing Nonviolent Direct Action 511
CORE Activism 512
The Journey of Reconciliation 512
Anatomy of the Montgomery Movement 513
The Role of the Boycott 513
The Arrest of Rosa Parks 515
The Leadership of Martin Luther King, Jr. Victory 516
Movement Milestones 518
New Leaders: James M. Lawson 518
The Lunch Counter Sit-In 519
The Albany Movement 521
Birmingham, 1963 522
Letter from Birmingham Jail Victory 523
Freedom Summer 1964 524

Black Power’s Antecedents 550
The Heritages of Appeals to Self-Reliance Malcolm X 551
Activism in the South Paramilitary Defense Units 553
Armed Revolution 553
Internationalizing the Struggle 554
Banding 1965 554
Malcolm and the Dark World 555
The Assassination of Malcolm X 557
Proclaiming Black Power 557
Steely Carmichael Makes History 557
The Black Panther Party 559
Revolutionary Nationalism versus Cultural Nationalism 562
Muhammad Ali 562
A Dissident Youth Culture 563
Campus Activism 564
The Afro 565
Black Artistic Power 566
Political Activists 566
The Cultural Side of Black Power 567
The Black Arts Movement 567
Blaxploitation Movies 568
CONTENTS

Graphic Arts 569
Women Writers 571
Black Feminism 572
Reaction to the Meanyhan Report 573
Women’s Organizations 573
Social and Political Realities 577
Riots in the Cities: Watts 578
Newark and Detroit 578
The New Black Political Power 579

22 | Progress and Poverty (1980–2000) 583

Divergent Realities 584
Economic Differences 584
Rise of the Black Underclass 585
The Million Man March 587
New Opportunities 588
The Black Elitocracy 589
Jesse Jackson and the Rainbow Coalition 589
The Reagan-Bush Years 590
The 1992 Election: The Democrats Return to Office 592

In Conservative Times 593
Reagan’s Efforts to Dismantle Civil Rights 593
George H. W. Bush and the Supreme Court 594
The Battle over the Clarence Thomas Nomination 595
Judicial Conservatism 596
Educational Disparities 596
Opposition to Affirmative Action 597
Racial Unrest 597
Racial Brutality: Abner Louima, Amadou Diallo, James Byrd 598

Artistic Currents 598
Women Writers 599
Playwrights, Comedians, Filmmakers, Actors 599
Blacks on Television 600
Artists 601
Hip Hop Rising 602
Hip Hop Is Born 603
Hip Hop and the Culture Wars 603

Global Concerns 605
The End of Apartheid 606
African Americans on the International Stage 606
The Persian Gulf War 607
At Century’s End 607

23 | Perspectives on the Present (since 2000) 612

Legal Challenges 614
The 2000 Presidential Election 614
Challenges to Affirmative Action 615
Demands for Reparations 616
Enduring Disparities: Health, Education, and Incarceration 618
Socioeconomic Stressors 618
The AIDS Crisis 619
Incarceration and Education 620
Forgotten in Hurricane Katrina 622

Hip Hop, Global Generation 624
Hip Hop Abroad 624
Hip Hop Nation 625
Remaking American Hip Hop 626

New Great Migrations 627
Refugee Migration 628
Afro-Caribbean and African Migrants 631
Competing Interests and Ethnic Identities 633
In Search of Origins 633

The Politics of Change 634
A New Campaign Style 635
The Democratic Primaries 637
The Election 638

Bibliography 640

Credits 677

Index 683