



ARIZONA STATE UNIVERSITY

ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3/5/2009

1. ACADEMIC UNIT: Department of History
2. COURSE PROPOSED: HST 333 African American History to 1865 3
3. CONTACT PERSON: Name: Kent Wright Phone: 965-8595
Mail Code: 4302 E-Mail: kent.wright@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

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

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA CS
Humanities, Fine Arts and Design-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

- Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [X] No [] Yes; Please identify courses:

Is this amultisection course?: [X] No [] Yes; Is it governed by a common syllabus?

Mark von Hagen
Chair/Director (Print or Type)

Handwritten signature
Chair/Director (Signature)

Date: 3/6/09

HST 333: African American History to 1865

Course Description

This course examines African American history since the arrival of the first Africans in the “New World,” through the era of African American emancipation. It begins with the proposition that Africans were instrumental in shaping what became the United States and that African American history stands at the center of American history rather than at the periphery. This course therefore focuses on the transformations and transitions of African Americans and emphasizes the cultural and political struggles that resulted. Key issues include the emergence of African slavery as a powerful and protean American institution, the transition from Africans to African Americans, the development of black culture and community building, the changing status of African American women, abolitionism, the emergence of black leadership, African American churches, black political movements, and the emergence of race and racism and powerful forces in American society. We undertake a critical evaluation of these themes and many more, through reading histories, travel narratives, imaginative literature, in addition to required lectures and classroom discussions. Students are invited to be critical partners in exploring African American history, rather than passive consumers.

Meeting Social and Behavioral Sciences Criteria

HST 333 meets the criteria for the General Studies “Social and Behavioral Sciences” designation by advancing basic understandings of the interactions of African, European, and Native American peoples in North America, down to 1865; by assigning readings representing in a number of different social science disciplines, including history, anthropology, sociology, political science; and by introducing students to the basic methods of historical enquiry and explanation – primary sources, secondary interpretations – as they apply to African American history.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	COURSE DESCRIPTION		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY 	TABLE OF CONTENTS FROM TEXTBOOK
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	<ul style="list-style-type: none"> • LINGUISTICS • POLITICAL SCIENCE • SOCIAL PSYCHOLOGY • SOCIOLOGY 				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <p style="margin-left: 20px;">a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</p> <p style="text-align: center; margin-left: 40px;">OR</p> <p style="margin-left: 20px;">b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</p>	COURSE SYLLABUS		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	TABLE OF CONTENTS FROM TEXTBOOK		
		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.			

Course Prefix	Number	Title	Designation
HST	333	AFRICAN AMERICAN HISTORY TO 1865	SOCIAL AND BEHAVIORAL SCIENCES

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.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1 COURSE IS DESIGNED TO ADVANCE BASIC UNDERSTANDING ^{AND KNOWLEDGE} OF ABOUT HUMAN INTERACTION	THIS COURSE COVERS CHANGE OVER TIME IN THE CONTEXT OF INTERACTIONS OF PEOPLE OF AFRICAN, EUROPEAN, AND NATIVE AMERICAN DESCENT	LECTURES AND READINGS WEEKS ONE THROUGH FIFTEEN
2 COURSE CONTENT EMPHASIZES THE STUDY OF SOCIAL BEHAVIOR SUCH AS FOUND IN ANTHROPOLOGY, HISTORY, SOCIOLOGY, ETC.	THIS COURSE CONTAINS READINGS FROM A VARIETY OF DISCIPLINES AND EMPHASIZES SOCIAL BEHAVIOR IN A RANGE OF CONTEXTS	SEE, FOR INSTANCE, REQUIRED READINGS IN WEEKS TWO AND THREE, AND NINE THROUGH ELEVEN.
3 COURSE EMPHASIZES: b. THE DISTINCT METHODS OF INQUIRY OF THE SOCIAL AND BEHAVIORAL SCIENCES	THIS COURSE DEMANDS THAT STUDENTS DEVELOP CRITICAL RESPONSES TO A RANGE OF HISTORICAL PHENOMENA USING TOOLS OF SOCIAL-SCIENTIFIC INQUIRY	SEE DISCUSSION QUESTIONS FOR WEEKS FOUR, EIGHT, TEN, AND FIFTEEN.

HST 333 **African American History to 1865**

Fall 2008
Arizona State University Schedule # 85839

Course Syllabus

Professor Calvin Schermerhorn
Department of History, Coor Hall 4572
Office Hours: M, W, 11:00 - Noon and 3:30-4:30 (or by appointment)
Email: J.Schermerhorn@ASU.edu

Location: Physical Science F 123
Mondays, Wednesdays, 2:00-3:15
Office phone: (480) 965-0032

Description

Course Objectives:

This course examines African American history since the arrival of the first Africans in the “New World,” through the era of African American emancipation. It begins with the proposition that Africans were instrumental in shaping what became the United States and that African American history stands at the center of American history rather than at the peripheries. This course will therefore focus on the transformations and transitions of African Americans and emphasize the cultural and political struggles that resulted. Key issues include the emergence of African slavery as a powerful and protean American institution, the transition from Africans to African Americans, the development of black culture and community building, the changing status of African American women, abolitionism, the emergence of black leadership, African American churches, black political movements, and the emergence of race and racism as a powerful forces in American society. We will undertake critical evaluation of these themes and many more through reading histories, travel narratives, and imaginative literature, in addition to required lectures, films, and class discussions. Students are invited to be critical partners in exploring African American history and are not considered passive participants.

Chronology:

1. The first part of the course begins in Africa with African political strategies and exchanges. The course will then focus on the forced migration of millions of Africans to the Americas via the Middle Passage, and their struggle to maintain their humanity and family ties, while forging communities and a distinct African American culture in the midst of a colonial society marked by slavery.
2. The second half of the course underscores change, conflict, and the creation of social, economic, and political structures of racial oppression in the young United States. It addresses how, once again, African Americans were vital to the success of the Revolution and early republic – a success built primarily on exploiting those same people. We will survey one of the largest internal forced migrations in modern history, the “Second Middle Passage,” which took some 1.1 million African Americans across state lines from

the founding of the republic to well into the Civil War. The course will also look at free African American actors as shapers of a national agenda, and one that led to Civil War.

Required Reading Available at the Campus Bookstore:

- Hine, Darlene Clark, William C. Hine, and Stanley Harrold. *The African American Odyssey, Volume One: to 1877, Second Edition* (Upper Saddle River, NJ: Prentice Hall, 2006).
- T. H. Breen and Stephen Innes, *“Myne Owne Ground”: Race and Freedom on Virginia's Eastern Shore, 1640-1676* (New York: Oxford University Press, 2004).
- Olaudah Equiano, *The Interesting Narrative and Other Writings: Revised Edition* (New York: Penguin Classics, 2003).
- Harriet Jacobs, *Incidents in the Life of a Slave Girl, Written by Herself* (Cambridge, Mass.: Harvard University Press, 2000).
- Edward P. Jones, *The Known World: A Novel* (New York: Amistad Press, 2004).

Grading:

Attendance/Participation:		150 pts.
First Essay: “Myne Owne Ground” (3-5 pp.)*	Sept. 15	100 pts.
Second Essay: Olaudah Equiano (3-5pp.)*	Sept. 29	100 pts.
Midterm Exam	Oct. 6	250 pts.
Third Essay: Harriet Jacobs (3-5 pp.)*	Nov. 10	100 pts.
Fourth Essay: <i>The Known World</i> (3-5 pp.)*	Dec. 1	100 pts.
Final Exam - cumulative	Dec. 15	<u>300 pts.</u>
		1000 pts.

*Students are expected to hand in three out of these four assignments.

Grading Scale:

Final grades will be assessed on the following scale:

A+	=	98%+ (980+ pts.)	C+	=	78-79.9% (780-799 pts.)
A	=	93-97.9% (930-979 pts.)	C	=	73-77.9% (730-779 pts.)
A-	=	90-92.9% (900-929 pts.)	C-	=	70-72.9% (700-729 pts.)
B+	=	88-89.9% (880-899 pts.)	D+	=	67-69.9% (670-699 pts.)
B	=	83-87.9% (830-879 pts.)	D	=	60-66.9% (600-669 pts.)
B-	=	80-82.9% (800-829 pts.)	E	=	0-59.9% (<600 pts.)

Course Policies:

Grading Policies: In this class, students will demonstrate analytical, critical thinking, and writing skills. Assignments will be graded for clear arguments and organization in addition to content. Students will be provided with a grading rubric for each assignment (posted on Blackboard) so that they can clearly understand what is expected in each assignment.

Written Work: Students are required to attend all lectures and participate in class discussions. **This is critical to being an active participant in learning and critical engagement.** Students are also required to take midterm and final examinations. Examinations test the extent to which students have mastered the lectures, reading assignments, and films. Make-up exams are only considered after verification of a **documented** personal or family emergency (e.g., a signed physician’s note, etc.). Students will also prepare three 3-5 page typewritten analytical essays on the four books assigned for the course.

Extra Credit: Any student wishing to earn extra credit may complete all four of the writing assignments, BUT no student will be allowed to submit them LATER THAN THE DUE DATE. So, extra credit may not be a “make up” assignment.

Attendance/Participation: Students are expected to attend each class with all assignments completed on time, and class lectures will be structured to allow student participation. Attendance will be taken in class, and participation will be evaluated based on active engagement with discussions in class. You must attend in order to participate.

Blackboard: The course Blackboard site, available at <https://myasucourses.asu.edu>, will be an important part of this course. Certain required course readings will be made available through Blackboard. All announcements, assignments, grading rubrics, and the course syllabus will be posted on Blackboard. Plan to complete these assignments early to leave time to address any computer/internet issues.

Late Assignments Policy: Any assignment not turned in at or before the class period that it is due will result in a 5 point deduction from the student’s final point tally. No assignment will be accepted for credit after 8pm on the day it is due except in the case of extreme, documented hardship.

Plagiarism policy: Students who are found to have plagiarized material for any assignment will receive an E or XE for the final course grade. For example, if in your paper assignments you copy material without using quotes – even a sentence or two – from a website, book or article not written by you, you will **FAIL THE COURSE**, not just the assignment. **No exceptions. Particularly disturbing acts of plagiarism are subject to punishment with an XE grade for the course. For information about ASU’s academic integrity policies, see:**
<http://library.west.asu.edu/refguides/integrity/asu-policies.html>

Disabilities: If you are a student with a disability the University has resources to assist you. For more information please see the Matthews Center (Disability Resources Center):
<http://www.asu.edu/studentaffairs/ed/drc/index.htm>

Lectures and Assignments:

Part I: From Africans to Americans

Week One: Introduction to the Course and African Contexts

8/25 Introduction and syllabus.

- **Reading:** *The African American Odyssey*, Introduction, “Becoming African American,” and Chapter 1, “Africa,” 2-25.

8/27 African Political Societies and the African Roots of American History

Week Two: Making the Black Atlantic

9/01 NO CLASS – Labor Day

9/3 Slaving and being enslaved in Atlantic contexts.
Discussion: The Effects of the Middle Passage on the “New World.”

- **Reading:** *The African American Odyssey*, Chapter 2, “Middle Passage,” 26-49.
- Breen and Innes, *Myne Owne Ground: Race and Freedom on Virginia’s Eastern Shore, 1640-1676*, 3-67.

Week Three: African to Creole

9/08 Enslaved Africans in British North America

- **Reading:** *The African American Odyssey*, Chapter 3, “Black People in Colonial North America, 1526-1763,” 50-77.
- Breen and Innes, *Myne Owne Ground: Race and Freedom on Virginia’s Eastern Shore, 1640-1676*, 68-114.

9/10 Anthony Johnson’s Chesapeake

Week Four: Creole to American: Growth of the African Diaspora in North America

9/15 **Discussion:** Was American freedom conditioned by, if not premised on American slavery?

- **Reading:** Edmund S. Morgan, “Slavery and Freedom, the American Paradox,” *The Journal of American History*, Vol. 59, No. 1 (Jun., 1972), 5-29. (Blackboard)

❖ **Due IN CLASS: First Essay: “Myne Owne Ground” (3-5 pages)**

9/17 Cultivation and Culture: African American life in the eighteenth century

Week Five: Age of Revolutions

9/22 Wave upon Wave: the Middle Passage of the Eighteenth Century, free people of African descent in America.

- **Reading:** *The African American Odyssey*, Chapter 4, Rising Expectations: African Americans and the Struggle for Independence, 1763-1783, 78-101.
- Olaudah Equiano, *Interesting Narrative*, Introduction, Chapters 1-6, 1-134.
- **Document:** Plan of the Slave Ship *Brooks* (Blackboard).

9/24 Film and Discussion: *Prince Among Slaves* (2007); Was is remarkable about the life and struggles of Abdul-Rahman?

Week Six: Empire for Liberty, Empire for Slavery

9/29 Plantation Revolutions from St.-Domingue/Haiti to the Cotton South

- **Reading:** *The African American Odyssey*, Chapter 5, African Americans in the New Nation, 1783-1820, 102-131.
- Olaudah Equiano, *Interesting Narrative*, Introduction, Chapters 7-11, 135-269.

❖ **Due IN CLASS: Second Essay on Olaudah Equiano and the Middle Passage.**

10/01 African Americans and the Foundations of American Evangelical Christianity

Week Seven:

10/06

10/06 Midterm Examination (Multiple Choice/ Essay)
--

10/08 Class Discussion: African Americans and the Social Construction of Race in the early United States.

- **Reading:** *The African American Odyssey*, Part II (introduction), Slavery, Abolition, and the Quest for Freedom, 132-133.

Week Eight: The “Second Middle Passage”

10/13 Migration Generations

- **Reading:** *The African American Odyssey*, Chapter 6 “Life in the Cotton Kingdom,” 134-159.
- Solomon Northup, “Twelve Years a Slave,” [selections] (Blackboard).

10/15 African American families, torn and reformed. Class discussion: How did the “Second Middle Passage” affect African Americans and how did African Americans effect national change.

Week Nine: African Americans and Politics

10/20 African American Political Thought and Action

- **Reading:** *The African American Odyssey*, Chapter 7 “Free Black People in Antebellum America,” 160-187.
- Frederick Douglass, *My Bondage and My Freedom*, [selections] (Blackboard).

10/22 Film and Discussion: *Africans in America, III: Brotherly Love*.

Week Ten: Rebels on the Plantation

10/27 Everyday Resistance

- **Reading:** *The African American Odyssey*, Chapter 8 Opposition to Slavery, 1800-1833, 288-207.
- Harriet Jacobs, *Incidents in the Life of a Slave Girl*, chapters 1-18 (pages 1-104).

10/29 Class Discussion: Why were there not more rebellions among enslaved Americans?

Week Eleven: Abolitionism in the North

11/03 Radical Abolitionism, its Means and Ends.

- **Reading:** *The African American Odyssey*, Chapter 9 “Let Your Motto Be Resistance, 1833-1850,” 208-229.
- Harriet Jacobs, *Incidents in the Life of a Slave Girl*, chapters 19-41 (pages 105-202).

11/05 Women and African American family and freedom

Week Twelve: African American Culture at Mid-Century

11/10 Black Culture and Black Consciousness

- **Reading:** Jones, *The Known World*, 1-177 (first five chapters)
- ❖ **Due IN CLASS: Third Essay on Harriet Jacobs**

11/12 Race, Racism, and the New American Science

Week Thirteen: Apostles of Disunion

11/17 Race and Slavery Discussion: *The Known World*

- **Reading:** *The African American Odyssey*, Chapter 10 “And Black People Were at the Heart of It”: The United States Disunites over Slavery.
- *The Known World*, 179-388.

11/19 African Americans and the onset of the Civil War

- **Document:** John Washington’s Civil War (selections) (Blackboard).

Week Fourteen: Rehearsals for Reconstruction

11/24 Film and Discussion: *Africans in America, IV: Judgment Day*; Who ended slavery– Lincoln, the Army, or the slaves?

- **Reading:** *The African American Odyssey*, Part III introduction and Chapter 11 Liberation: African Americans and the Civil War, 256-287.

11/26 Emancipation and its ramifications, North and South

Week Fifteen: Birth of a New Nation, or Slow Death for Slavery?

12/01 Reunion and Reaction:

- **Reading:** *The African American Odyssey*, Chapter 12, The Meaning of Freedom: The Promise of Reconstruction, 1865-1868.


❖ **Due IN CLASS: Fourth Essay on Edward Jones’s *The Known World*.**

12/03 Discussion: Historical Images of African Americans to 1865 and Beyond.

Week Sixteen: Conclusion and Review

12/08 Last Day of Class

<p>FINAL EXAM: MONDAY DECEMBER 15TH 12:10PM – 2:00PM</p>



THIRD EDITION

The African-American Odyssey

VOLUME ONE: TO 1877


DARLENE CLARK HINE
Northwestern University

WILLIAM C. HINE
South Carolina State University

STANLEY HARROLD
South Carolina State University



Upper Saddle River, New Jersey 07458






Contents

BECOMING AFRICAN AMERICAN 1

1

Africa 2

- A Huge and Diverse Land 4
- The Birthplace of Humanity 4
- Ancient Civilizations and Old Arguments 6
 - Egyptian Civilization 7
 - Kush, Meroë, and Axum 9
- West Africa 10
 - Ancient Ghana 10
 - The Empire of Mali, 1230–1468 11
- VOICES  *Al Bakri Describes Kumbi Saleh and Ghana's Royal Court* 12
- The Empire of Songhai, 1464–1591 13
- The West African Forest Region 14
- Kongo and Angola 17
- VOICES  *A Dutch Visitor Describes Benin City* 18
- West African Society and Culture 18
 - Families and Villages 18
- PROFILE  *Nzinga Mbemba of Kongo* 19
- Women 20
- Class and Slavery 20
- Religion 21
- Art and Music 21
- Literature: Oral Histories, Poetry, and Tales 22
- Conclusion 23 *Recommended Reading* 24
- Additional Bibliography* 24 *Retracing the Odyssey* 25
- Review, Research, & Interact* 25

2

Middle Passage 26

- The European Age of Exploration and Colonization 28
- The Slave Trade in Africa 29
- The Origins of the Atlantic Slave Trade 30
- Growth of the Atlantic Slave Trade 32
- The African-American Ordeal from Capture to Destination 34
 - The Crossing 36
 - The Slavers 36
 - A Slave's Story 36

PROFILE ~	<i>Olaudah Equiano</i>	37
	A Captain's Story	38
	Provisions for the Middle Passage	39
	Sanitation, Disease, and Death	39
VOICES ↗	<i>The Journal of a Dutch Slaver</i>	40
PROFILE ~	<i>Ayuba Sulieman Diallo</i>	41
	Resistance and Revolt at Sea	42
	Cruelty	43
	African Women on Slave Ships	43
	Landing and Sale in the West Indies	43
	Seasoning	44
	The End of the Journey: Masters and Slaves in the Americas	46
	The Ending of the Atlantic Slave Trade	47
	Conclusion	48
	Recommended Reading	48
	Additional Bibliography	48
	Retracing the Odyssey	49
	Review, Research, & Interact	49
3		
	Black People in Colonial North America, 1526–1763	50
	The Peoples of North America	53
	American Indians	53
	The Spanish Empire	54
	The British and Jamestown	54
	Africans Arrive in the Chesapeake	55
	Black Servitude in the Chesapeake	56
	Race and the Origins of Black Slavery	56
	The Emergence of Chattel Slavery	57
PROFILE ~	<i>Anthony Johnson</i>	58
	Bacon's Rebellion and American Slavery	59
	Plantation Slavery, 1700–1750	59
	Tobacco Colonies	59
	Low-Country Slavery	60
VOICES ↗	<i>A Description of an Eighteenth-Century Virginia Plantation</i>	62
	Slave Life in Early America	63
	Miscegenation and Creolization	63
	The Origins of African-American Culture	64
	The Great Awakening	65
	Language, Music, and Folk Literature	67
	The African-American Impact on Colonial Culture	67
	Slavery in the Northern Colonies	68
VOICES ↗	<i>A Poem by Jupiter Hammon</i>	68

	Slavery in Spanish Florida and French Louisiana	69
	African Americans in New Spain's Northern Borderlands	71
	Black Women in Colonial America	72
	Black Resistance and Rebellion	72
	Conclusion	74
	Recommended Reading	75
	Additional Bibliography	75
	Retracing the Odyssey	77
	Review, Research, & Interact	77

4

Rising Expectations: *African Americans and the Struggle for Independence, 1763–1783* 78

	The Crisis of the British Empire	81
PROFILE ~	<i>Crispus Attucks</i>	83
	The Declaration of Independence and African Americans	84
	The Impact of the Enlightenment	84
	African Americans in the Revolutionary Debate	85
	Black Enlightenment	86
VOICES ↗	<i>Boston's Slaves Link Their Freedom to American Liberty</i>	86
	Phillis Wheatley	87
	Benjamin Banneker	87
VOICES ↗	<i>Phillis Wheatley on Liberty and Natural Rights</i>	88
	African Americans in the War for Independence	89
	Black Loyalists	89
	Black Patriots	91
	The Revolution and Emancipation	93
	The Revolutionary Impact	94
	The Revolutionary Promise	96
	Conclusion	97
	Recommended Reading	98
	Additional Bibliography	99
	Retracing the Odyssey	100
	Review, Research, & Interact	100

5

African Americans in the New Nation, 1783–1820 102

	Forces for Freedom	105
	Northern Emancipation	105
	The Northwest Ordinance of 1787	107
PROFILE ~	<i>Elizabeth Freeman</i>	108

- Antislavery Societies in the North and the Upper South 109
 Manumission and Self-Purchase 109
 The Emergence of a Free Black Class in the South 110
- Forces for Slavery 111
 The U.S. Constitution 111
 Cotton 112
 The Louisiana Purchase and African Americans in the Lower Mississippi Valley 112
 Conservatism and Racism 113
- The Emergence of Free Black Communities 114
 The Origins of Independent Black Churches 115
- VOICES ↗ *Richard Allen on the Break with St. George's Church* 116
- The First Black Schools 117
- VOICES ↗ *Absalom Jones Petitions Congress on Behalf of Fugitives Facing Reenslavement* 118
- Black Leaders and Choices 119
 Migration 119
- PROFILE ~ *James Forten* 120
- Slave Uprisings 121
 The White Southern Reaction 122
- The War of 1812 123
 The Missouri Compromise 124
- Conclusion 126 *Recommended Reading* 126
Additional Bibliography 127 *Retracing the Odyssey* 128
Review, Research, & Interact 128

VISUALIZING THE PAST

- ◀ THE VOYAGE TO SLAVERY 130

SLAVERY, ABOLITION, AND THE QUEST FOR FREEDOM: *The Coming of the Civil War, 1793-1861* 132

6 Life in the Cotton Kingdom 134

- The Expansion of Slavery 136
- PROFILE ~ *Solomon Northup* 137
- Slave Population Growth 138
 Ownership of Slaves in the Old South 139
 Slave Labor in Agriculture 139
 Tobacco 140

- Rice 141
 Sugar 141
 Cotton 141
 Other Crops 143
- House Servants and Skilled Slaves 143
 Urban and Industrial Slavery 144
 Punishment 146
 The Domestic Slave Trade 147
- PROFILE ~ *William Ellison* 147
- VOICES ↗ *Frederick Douglass on the Readiness of Masters to Use the Whip* 148

- Slave Families 149
- VOICES ↗ *A Slaveholder Describes a New Purchase* 150
- Children 150
 Sexual Exploitation 151
 Diet 152
 Clothing 153
 Health 153
- The Socialization of Slaves 154
 Religion 154
 The Character of Slavery and Slaves 155
- Conclusion 157 *Recommended Reading* 157
Additional Bibliography 158 *Retracing the Odyssey* 159
Review, Research, & Interact 159

7

Free Black People in Antebellum America 160

- Demographics of Freedom 162
 The Jacksonian Era 164
 Limited Freedom in the North 165
 Black Laws 166
 Disfranchisement 167
 Segregation 168
- Black Communities in the Urban North 169
 The Black Family 170
 The Struggle for Employment 170
 The Northern Black Elite 171
- VOICES ↗ *Maria W. Stewart on the Condition of Black Workers* 172
- Black Professionals 172
 Artists and Musicians 173
 Black Authors 174
 African-American Institutions 174
 Black Churches 175
- PROFILE ~ *Stephen Smith and William Whipper* 176

- Schools 177
- VOICES ↗ *The Constitution of the Pittsburgh African Education Society* 178
- Voluntary Associations 179
- Free African Americans in the Upper South 179
- Free African Americans in the Deep South 182
- Free African Americans in the Trans-Mississippi West 183
- Conclusion 184 *Recommended Reading* 184
- Additional Bibliography* 185 *Retracing the Odyssey* 186
- Review, Research, & Interact* 186

8

Opposition to Slavery, 1800–1833 188

- A Country in Turmoil 190
- Political Paranoia 191
- The Second Great Awakening 193
- The Benevolent Empire 194
- Abolitionism Begins in America 194
- From Gabriel to Demark Vesey 195
- The American Colonization Society 197
- Black Nationalism and Colonization 197
- Black Opposition to Colonization 198
- Black Abolitionist Women 199
- PROFILE ↗ *Maria Stewart* 199
- VOICES ↗ *A Black Woman Speaks Out on the Right to Education* 200
- The Baltimore Alliance 201
- David Walker's *Appeal* 201
- VOICES ↗ *William Watkins Opposes Colonization* 202
- Nat Turner 202
- PROFILE ↗ *David Walker* 203
- Conclusion 204 *Recommended Reading* 205
- Additional Bibliography* 205 *Retracing the Odyssey* 206
- Review, Research, & Interact* 207

9

Let Your Motto Be Resistance, 1833–1850 208

- A Rising Tide of Racism and Violence 210
- Antiblack and Anti-abolitionist Riots 211

- Texas and the War against Mexico 211
- The Response of the Antislavery Movement 212
- The American-Anti-Slavery Society 213
- PROFILE ↗ *Henry Highland Garnet* 213
- Black and Women's Antislavery Societies 215
- The Black Convention Movement 215
- PROFILE ↗ *Sojourner Truth* 216
- Black Community Institutions 216
- Black Churches in the Antislavery Cause 217
- Black Newspapers 217
- Moral Suasion 218
- VOICES ↗ *Frederick Douglass Describes an Awkward Situation* 218
- The American and Foreign Anti-Slavery Society and the Liberty Party 219
- A More Aggressive Abolitionism 220
- The *Amistad* and the *Creole* 220
- The Underground Railroad 221
- Canada West 222
- Black Militancy 223
- VOICES ↗ *Martin R. Delany Describes His Vision of a Black Nation* 224
- Frederick Douglass 224
- Black Nationalism 225
- Conclusion 226 *Recommended Reading* 226
- Additional Bibliography* 227 *Retracing the Odyssey* 228
- Review, Research, & Interact* 228

10

"And Black People Were at the Heart of It": *The United States Disunites over Slavery* 230

- The Lure of the West 232
- Free Labor versus Slave Labor 233
- The Wilmot Proviso 233
- California and the Compromise of 1850 233
- Fugitive Slave Laws 234
- VOICES ↗ *African Americans Respond to the Fugitive Slave Law* 236
- Fugitive Slaves 236
- William and Ellen Craft 237
- Shadrach 237
- The Battle at Christiana 237
- PROFILE ↗ *Thomas Sims, a Fugitive Slave* 238
- Anthony Burns 238
- Margaret Garner 239

- The Rochester Convention, 1853 239
 Nativism and the Know-Nothings 240
 Uncle Tom's Cabin 240
 The Kansas-Nebraska Act 241
 Preston Brooks Attacks Charles Sumner 241
 The Dred Scott Decision 243
 Questions for the Court 243
 Reaction to the Dred Scott Decision 244
 White Northerners and Black Americans 244
 The Lincoln-Douglas Debates 245
 Abraham Lincoln and Black People 245
PROFILE ~ *Martin Delany* 246
 John Brown and the Raid on Harpers Ferry 247
 Planning the Raid 247
 The Raid 247
 The Reaction 248
 The Election of Abraham Lincoln 248
 Black People Respond to Lincoln's Election 249
 Disunion 249
 Conclusion 250 *Recommended Reading* 251
Additional Bibliography 251 *Retracing the Odyssey* 252
Review, Research, & Interact 252

VISUALIZING THE PAST

- ◀ **SPEAKING OUT AGAINST SLAVERY** 254

THE CIVIL WAR, EMANCIPATION, AND BLACK RECONSTRUCTION:

The Second American Revolution 256

11

Liberation:

African Americans and the Civil War 258

- Lincoln's Aims 261
 Black Men Volunteer and Are Rejected 261
 Union Policies toward Confederate Slaves 261
 "Contraband" 262
 Lincoln's Initial Position 262
 Lincoln Moves Toward Emancipation 263
 Lincoln Delays Emancipation 263
 Black People Reject Colonization 264
The Emancipation Proclamation 265
 Limits of the Proclamation 266
 Effects of the Proclamation on the South 267

PROFILE ~ *Elizabeth Keckley* 269

- Black Men Fight for the Union** 269
 The First South Carolina Volunteers 270
 The Second South Carolina Volunteers 271
 The 54th Massachusetts Regiment 271
 Black Soldiers Confront Discrimination 271
 Black Men in Combat 273
 The Assault on Battery Wagner 273

VOICES ✦ *Lewis Douglass Describes the Fighting
at Battery Wagner* 274

- Olustee 275
 The Crater 275
The Confederate Reaction to Black Soldiers 275
 The Abuse and Murder of Black Troops 275
 The Fort Pillow Massacre 276
Black Men in the Union Navy 277
Liberators, Spies, and Guides 277

PROFILE ~ *Harriet Tubman* 278

Violent Opposition to the Black People 279

- The New York City Draft Riot 279
 Union Troops and Slaves 279
Refugees 279
Black People and the Confederacy 280
 The Impressment of Black People 280
 Confederates Enslave Free Black People 280
 Black Confederates 281
 Personal Servants 281
 Black Men Fighting for the South 281
 Black Opposition to the Confederacy 282
 The Confederate Debate on Black Troops 282

Conclusion 284 *Recommended Reading* 284

Additional Bibliography 285 *Retracing the Odyssey* 286

Review, Research, & Interact 286




12

The Meaning of Freedom:

The Promise of Reconstruction, 1865-1868 288

- The End of Slavery** 290
 Differing Reactions of Former Slaves 291
 Reuniting Black Families 291
Land 292
 Special Field Order #15 292
 The Port Royal Experiment 292
The Freedmen's Bureau 293


VOICES ✦ *A Freedmen's Bureau Commissioner Tells Freed People
What Freedom Means* 294




Southern Homestead Act 294
 Sharecropping 295
The Black Church 295
Education 298
 Black Teachers 298
 Black Colleges 299
 Response of White Southerners 299
Violence 299
VOICES  *A Northern Black Woman on Teaching Freedmen* 300
PROFILE  *Charlotte E. Ray* 301
The Crusade for Political and Civil Rights 302
Presidential Reconstruction under Andrew Johnson 302
PROFILE  *Aaron A. Bradley* 303
Black Codes 304
Black Conventions 304
The Radical Republicans 304
 Radical Proposals 305
 The Freedmen's Bureau Bill and the Civil Rights Bill 305
 Johnson's Vetoes 306
The Fourteenth Amendment 306
Radical Reconstruction 306
 Universal Manhood Suffrage 307
 Black Politics 307
 Sit-Ins and Strikes 307
 The Reaction of White Southerners 308
Conclusion 308 *Recommended Reading* 309
Additional Bibliography 309 *Retracing the Odyssey* 310
Review, Research, & Interact 310

13

The Meaning of Freedom:

The Failure of Reconstruction 312

Constitutional Conventions 314
 Elections 315
 Black Political Leaders 315
The Issues 316
 Education and Social Welfare 316
 Civil Rights 317
Economic Issues 317
PROFILE  *The Gibbs Brothers* 318
 Land 319
 Business and Industry 319
Black Politicians: An Evaluation 319
Republican Factionalism 319

PROFILE  *The Rollin Sisters* 320
Opposition 321
The Ku Klux Klan 321
The West 323
The Fifteenth Amendment 323
VOICES  *An Appeal For Help Against the Klan* 324
The Enforcement Acts 324
The North Loses Interest 325
VOICES  *Black Leaders Support the Passage of a Civil Rights Act* 326
The Freeman's Bank 326
The Civil Rights Act of 1875 327
The End of Reconstruction 327
 Violent Redemption 328
 The Shotgun Policy 328
 The Hamburg Massacre 329
 The "Compromise" of 1877 330
Conclusion 330 *Recommended Reading* 331
Additional Bibliography 332 *Retracing the Odyssey* 333
Review, Research, & Interact 333

VISUALIZING THE PAST

◀ **HIGHER EDUCATION FOR AFRICAN AMERICANS BEGINS** 334

SEARCHING FOR SAFE SPACES 336

14

White Supremacy Triumphant:

African Americans in the South in the Late Nineteenth Century 338

Politics 341
 Black Congressmen 342
 Democrats and Farmer Discontent 342
 The Colored Farmers' Alliance 343
 The Populist Party 343
Disfranchisement 344
 Evading the Fifteenth Amendment 345
 Mississippi 345
 South Carolina 345
 The Grandfather Clause 346
Segregation 346
 Jim Crow 346

- Segregation on the Railroads 347
Plessy v. Ferguson 347
- VOICES ↗ *Majority and Dissenting Opinions on Plessy v. Ferguson* 348
- Streetcar Segregation 348
 Segregation Proliferates 349
- Racial Etiquette 349
- Violence 350
 Washington County, Texas 350
 The Phoenix Riot 350
 The Wilmington Riot 350
 The New Orleans Riot 350
 Lynching 351
 Rape 352
- Migration 352
- PROFILE ~ *Ida Wells Barnett* 353
 The Liberian Exodus 354
 The Exodusters 354
 Migration within the South 355
- Black Farm Families 356
 Sharecroppers 356
 Renters 356
 Crop Liens 357
 Peonage 357
 Black Landowners 357
 White Resentment of Black Success 357
- VOICES ↗ *Cash and Debt for the Black Cotton Farmer* 358
- African Americans and Southern Courts 358
 Segregated Justice 358
- PROFILE ~ *Johnson C. Whittaker* 359
 The Convict Lease System 361
- Conclusion* 361 *Recommended Reading* 362
Additional Bibliography 362 *Retracing the Odyssey* 363
Review, Research, & Interact 363
- ## 15
- ### Black Southerners Challenge White Supremacy 364
- Social Darwinism 366
 Education and Schools 367
 Segregated Schools 368
 The Hampton Model 368
 Washington and the Tuskegee Model 369
- VOICES ↗ *Thomas E. Miller and the Mission of the Black Land-Grant College* 370
 Critics of the Tuskegee Model 370
- Church and Religion 371
 The Church as Solace and Escape 372
 The Holiness Movement and the Pentecostal Church 373
 Roman Catholics and Episcopalians 373
- PROFILE ~ *Henry McNeal Turner* 374
- Red versus Black: The Buffalo Soldiers 375
 Discrimination in the Army 376
 The Buffalo Soldiers in Combat 376
 Civilian Hostility to Black Soldiers 377
 Brownsville 377
- African Americans in the Navy 378
 The Black Cowboys 378
 The Spanish-American War 378
- VOICES ↗ *Black Men in Battle in Cuba* 380
 Black Officers 380
 A Splendid Little War 381
 After the War 381
- The Philippine Insurrection 381
 Would Black Men Fight Brown Men? 381
- Black Businesspeople and Entrepreneurs 382
- PROFILE ~ *Maggie Lena Walker* 383
- African Americans and Labor 384
 Unions 384
 Strikes 384
- Black Professionals 385
 Medicine 385
 The Law 386
- Music 387
 Ragtime 387
 Jazz 387
 The Blues 388
- Sports 388
 Jack Johnson 388
 Baseball 389
 Basketball and Other Sports 389
 College Athletics 390
- Conclusion* 390 *Recommended Reading* 391
Additional Bibliography 392 *Retracing the Odyssey* 393
Review, Research, & Interact 393
- ## 16
- ### Conciliation, Agitation, and Migration: African Americans in the Early Twentieth Century 394
- Race and the Progressive Movement 397

- Booker T. Washington's Approach 397
 Washington's Influence 398
 The Tuskegee Machine 398
 Opposition to Washington 399
- VOICES ✦ *W. E. B. Du Bois on Being Black in America* 400
- W.E.B. Du Bois 400
The Souls of Black Folk 401
 The Talented Tenth 401
 The Niagara Movement 402
- NAACP 402
 Using the System 403
 Du Bois and *The Crisis* 403
 Washington versus the NAACP 403
- The Urban League 404
 Black Women and the Club Movement 404
 The NACW: "Lifting as We Climb" 405
 Phillis Wheatley Clubs 405
 Anna Julia Cooper and Black Feminism 405
 Women's Suffrage 405
- PROFILE ~ *Mary Church Terrell* 406
- The Black Elite 407
 The American Negro Academy 407
 The Upper Class 407
- PROFILE ~ *Lewis Latimer, Black Inventor* 408
 Fraternities and Sororities 409
 Presidential Politics 409
 Frustrated by the Republicans 409
 Woodrow Wilson 409
- Black Men and the Military in World War I 409
- PROFILE ~ *George Washington Carver and Ernest Everett Just* 410
 The Punitive Expedition to Mexico 411
 World War I 411
 Black Troops and Officers 412
 Discrimination and Its Effects 412
 Du Bois's Disappointment 413
- Race Riots 414
 Atlanta 1906 415
 Springfield 1908 415
 East St. Louis 1917 416
 Houston 1917 417
 Chicago 1919 417
 Elaine 1919 417
 Tulsa 1921 418
 Roscwood 1923 418
- The Great Migration 419
 Why Migrate? 419

- VOICES ✦ *A Migrant to the North Writes Home* 420
 Destinations 421
 Migration from the Caribbean 422
 Northern Communities 422
 Chicago 422
 Harlem 423
 Families 425
- Conclusion* 425 *Recommended Reading* 426
Additional Bibliography 426 *Retracing the Odyssey* 428
Review, Research, & Interact 429

17 African Americans and the 1920s 430

- Strikes and the Red Scare 433
 Varieties of Racism 433
 Scientific Racism 433
The Birth of a Nation 434
 The Ku Klux Klan 434
- Protest, Pride, and Pan-Africanism: Black Organizations
in the 1920s 435
 The NAACP 435
- VOICES ✦ *The Negro National Anthem:
Lift Every Voice and Sing* 436
- "Up You Mighty Race": Marcus Garvey and the UNIA 436
- PROFILE ~ *James Weldon Johnson* 437
- VOICES ✦ *Marcus Garvey Appeals
for a New African Nation* 440
 Pan-Africanism 440
 Labor 441
 The Brotherhood of Sleeping Car Porters 442
 A. Philip Randolph 443
 The Harlem Renaissance 444
 Before Harlem 444
 Writers and Artists 445
 White People and the Harlem Renaissance 447
 Harlem and the Jazz Age 448
 Song, Dance, and Stage 449
- PROFILE ~ *Bessie Smith* 450
- Sports 451
 Rube Foster 451
 College Sports 453
- Conclusion* 453 *Recommended Reading* 454
Additional Bibliography 454 *Retracing the Odyssey* 455
Review, Research, & Interact 455

VISUALIZING THE PAST

◀ GOING BACK TO AFRICA 456

THE GREAT DEPRESSION
AND WORLD WAR II 458

18

Black Protest,
the Great Depression,
and the New Deal 460

- The Cataclysm, 1929–1933 462
 Harder Times for Black America 463
 Black Businesses in the Depression: Collapse
 and Survival 464
 The Failure of Relief 466
 Black Protest during the Great Depression 467
 The NAACP and Civil Rights Struggles 467
 Du Bois Ignites a Controversy 467
 Challenging Racial Discrimination in the Courts 468
 Black Women and Community Organizing 469
 African Americans and the New Deal 470
 Roosevelt and the First New Deal, 1933–1935 471
 Black Officials in the New Deal 472
 Black Social Scientists and the New Deal 473
 VOICES ✦ *A Black Sharecropper Details Abuse in the
 Administration of Agricultural Relief* 474
 African Americans and the Second New Deal 475
 PROFILE ~ *Mary McLeod Bethune* 476
 Organized Labor and Black America 478
 The Communist Party and African Americans 478
 The International Labor Defense
 and the "Scottsboro Boys" 479
 PROFILE ~ *Angelo Herndon* 480
 Debating Communist Leadership 481
 The National Negro Congress 481
 VOICES ✦ *Hoboing in Alabama* 482
 The Tuskegee Study 483
 Conclusion 483 *Recommended Reading* 483
 Additional Bibliography 484 *Retracing the Odyssey* 486
 Review, Research, & Interact 486

19

Meanings of Freedom:
*Culture and Society in the 1930s
and 1940s* 488

- Black Culture in a Midwestern City 491
 The Black Culture Industry and American Racism 491
 The Music Culture from Swing to Bebop 492
 PROFILE ~ *Charlie Parker* 493
 Popular Culture for the Masses: Comic Strips, Radio,
 and Movies 495
 The Comics 495
 Radio and Race 495
 Race, Representation, and the Movies 496
 The Black Chicago Renaissance 498
 PROFILE ~ *Langston Hughes* 500
 Jazz in Chicago 501
 Gospel in Chicago: Thomas Dorsey 501
 VOICES ✦ *Margaret Walker on Black Culture* 502
 Chicago in Dance and Song: Katherine Dunham
 and Billie Holiday 503
 Black Graphic Art 504
 PROFILE ~ *Billie Holiday* 505
 Black Literature 506
 Richard Wright's *Native Son* 506
 James Baldwin Challenges Wright 507
 Ralph Ellison and *Invisible Man* 507
 African Americans in Sports 508
 Jesse Owens and Joe Louis 508
 Breaking the Color Barrier in Baseball 508
 Black Religious Culture 509
 The Nation of Islam 510
 Father Divine and the Peace Mission Movement 510
 Conclusion 511 *Recommended Reading* 511
 Additional Bibliography 511 *Retracing the Odyssey* 514
 Review, Research, & Interact 514

20

The World War II Era and
the Seeds of a Revolution 516

- On the Eve of War, 1936–1941 519
 African Americans and the Emerging World Crisis 519

The Road to Brown 549
 in the South 549
 Constance Baker Motley and Black Lawyers
 Brown and the Coming Revolution 551
Brown II 553
 Massive White Resistance 553
 The Lynching of Emmett Till 553
 VOICES ↗ *Letter of the Montgomery Women's Political Council to Mayor W.A. Gayle* 554
 New Forms of Protest: The Montgomery Bus Boycott 555
 The Roots of Revolution 555
 Rosa Parks 556
 Montgomery Improvement Association 556
 Martin Luther King Jr. 556
 PROFILE ↗ *Rosa Louise McCauley Parks* 557
 Walking for Freedom 558
 Friends in the North 558
 Victory 559
 No Easy Road to Freedom: 1957-1960 559
 Martin Luther King and the SCLC 559
 Civil Rights Act of 1957 559
 Little Rock, Arkansas 560
 Black Youth Stand Up by Sitting Down 560
 Sit-Ins: Greensboro, Nashville, Atlanta 560
 The Student Nonviolent Coordinating Committee 562
 Freedom Riders 562
 A Sight to Be Seen: The Movement at High Tide 563
 The Election of 1960 563
 The Kennedy Administration and the Civil Rights Movement 563
 PROFILE ↗ *Robert Farris Moses* 564
 Voter Registration Projects 565
 The Albany Movement 565
 VOICES ↗ *Bernice Johnson Reagon on How to Raise a Freedom Song* 566
 The Birmingham Confrontation 566
 A Hard Victory 567
 The March on Washington 567
 The Civil Rights Act of 1964 569
 Mississippi Freedom Summer 569
 The Mississippi Freedom Democratic Party 571
 Selma and the Voting Rights Act of 1965 571
 PROFILE ↗ *Fannie Lou Hamer* 572
 Conclusion 574 *Recommended Reading* 575
 Additional Bibliography 575 *Retracing the Odyssey* 577
Review, Research, or Interact 578

A. Phillip Randolph and the March on Washington Movement #8802 522
 Executive Order #8802 522
 Race and the U.S. Armed Forces 522
 Institutional Racism in the American Military 523
 The Costs of Military Discrimination 524
 Soldiers and Civilians Protest Military Discrimination 525
 Black Women in the Struggle to Desegregate the Military 525
 VOICES ↗ *William H. Hastie Resigns in Protest* 526
 The Beginning of Military Desegregation 527
 VOICES ↗ *Separate but Equal Training for Black Army Nurses?* 528
 The Tuskegee Airmen 528
 PROFILE ↗ *Mabel K. Staupers* 529
 The Transformation of Black Soldiers 530
 Black People on the Home Front 531
 Black Workers: From Farm to Factory 531
 The FEPC during the War 532
 Anatomy of a Race Riot: Detroit, 1943 532
 Old and New Protest Groups on the Home Front 533
 PROFILE ↗ *Bayard Rustin* 534
 The Transition to Peace 535
 The Cold War and International Politics 535
 African Americans in World Affairs: W. E. B. Du Bois and Ralph Bunche 536
 Anticommunism at Home 536
 Paul Robeson 536
 Henry Wallace and the 1948 Presidential Election 537
 Desegregating the Armed Forces 537
 Conclusion 538 *Recommended Reading* 538
 Additional Bibliography 539 *Retracing the Odyssey* 540
Review, Research, or Interact 541
 VISUALIZING THE PAST
 ► AFRICAN-AMERICAN SOLDIERS IN WORLD WAR II 542
 THE BLACK REVOLUTION 544
 21
 The Freedom Movement, 1954-1965 546
 The 1950s: Prosperity and Prejudice 548

519
 516
 14
 510
 2
 491
 m
 491

22

The Struggle Continues,

1965-1980 580

The Fading Dream of Racial Integration: White Backlash and Black Nationalism 583

- Malcolm X 583
- Malcolm X's New Departure 584
- Stokely Carmichael and Black Power 584
- The National Council of Churches 585

VOICES ✦ *The Black Panther Party Platform* 586

- The Black Panther Party 587
- Police Repression and the FBI's COINTELPRO 587
- Prisoners' Rights 588

The Inner-City Rebellions 589

- Watts 589
- Newark 589
- Detroit 590
- The Kerner Commission 590

Difficulties in Creating the Great Society 591

- Johnson and the War in Vietnam 592
- Black Americans and the Vietnam War 593
- Project 100,000 593

Johnson: Vietnam Destroys the Great Society 593

VOICES ✦ *They Called Each Other "Bloods"* 594

King: Searching for a New Strategy 595

- PROFILE ~ *Muhammad Ali* 596
- King on the Vietnam War 597
- King's Murder 597

The Black Arts Movement and Black Consciousness 598

- Poetry and Theater 599
- Music 600

The Second Phase of the Black Student Movement 601

- The Orangeburg Massacre 601
- Black Studies 602

The Election of 1968 603

- The Nixon Presidency 603
- The "Moynihan Report" and FAP 603
- Busing 604
- Nixon and the War 605
- Nixon's Downfall 605

The Rise of Black Elected Officials 605

- The Gary Convention and the Black Political Agenda 606
- Black People Gain Local Offices 606

Economic Downturn 607

Black Americans and the Carter Presidency 607

PROFILE ~ *Eleanor Holmes Norton* 608

- Black Appointees 609
- Carter's Domestic Policies 609

Conclusion 609 *Recommended Reading* 610
Additional Bibliography 611 *Retracing the Odyssey* 613
Review, Research, & Interact 613

23

Black Politics, White Backlash,

1980 to the Present 614

- Ronald Reagan and the Conservative Reaction 617
- Dismantling the Great Society 617
- Black Conservatives 618
- The Thomas-Hill Controversy 618
- Debating the "Old" and the "New" Civil Rights 619
- Affirmative Action 620

VOICES ✦ *Black Women in Defense of Themselves* 620

The Backlash 621

Black Political Activism in the Age of Conservative Reaction 623

- The King Holiday 623
- TransAfrica and the Antiapartheid Movement 623

Jesse Jackson and the Rainbow Coalition 624

Policing the Black Community 626

- Human Rights in America 627
- Police Director Hubert Williams of Newark 628

The Clinton Presidency 628

- "It's the Economy, Stupid!" 629
- Clinton Signs the Welfare Reform Act 629
- Republicans Challenge Clinton 630

Black Politics in the New Millennium:

The Contested 2000 Presidential Election 631

Gore v. Bush 631PROFILE ~ *Donna Brazile* 631VOICES ✦ *Dr. Condoleezza Rice* 632

Republican Triumph 633

- President George W. Bush's Black Cabinet 633
- Education Reform: Leave No Child Behind 634
- Reparations 634
- HIV/AIDS in America and Africa 635
- September 11, 2001 635
- The War in Iraq 636
- The 2004 Presidential Election 636

Conclusion 637 *Recommended Reading* 638

Additional Bibliography 638 *Retracing the Odyssey* 640
Review, Research, & Interact 640


24

African Americans at the Dawn of a New Millennium 642


Progress and Poverty: Income, Education, and Health 645
 High-Achieving African Americans 645
 African Americans' Growing Economic Security 645
 The Persistence of Black Poverty 646
 Racial Incarceration 647
 Education One-Half Century after *Brown* 647
 The Health Gap 648

VOICES  *E. Lynn Harris* 648

African Americans at the Center of Art and Culture 649

PROFILE  *Oliver Harrington and Aaron McGruder* 650

The Hip-Hop Nation 652
 Origins of a New Music: A Generation Defines Itself 652
 Rap Music Goes Mainstream 652

PROFILE  *Bob and Ziggy Marley* 653

Ganja Rap 654
 African-American Intellectuals 654
 Afrocentricity 655
 African-American Studies Matures 656
 Black Religion at the Dawn of the Millennium 656
 Black Christians on the Front Line 657

Tensions in the Black Church 657

Black Muslims 658

Louis Farrakhan and the Nation of Islam 659

Millennium Marches 660

Complicating Black Identity in the Twenty-First Century 661

Immigration and African Americans 662

Black Feminism 663

Gay and Lesbian African Americans 664

Conclusion 665 *Recommended Reading* 665

Additional Bibliography 665 *Retracing the Odyssey* 666

Review, Research, & Interact 667

VISUALIZING THE PAST

◀ SIGNS OF PROTEST IN THE STRUGGLE FOR EQUALITY 668

Epilogue:

"A Nation Within a Nation" 670

Appendix A-1

Credits C-1

Index I-1

Exploring African-American History CDROM CD-1

609

Reading 610

Retracing the Odyssey 613

13

White Backlash,

614

ervative Reaction 617

ety 617

ray 618

"New" Civil Rights 619

Defense of Themselves 620

e Age

123

artheid Movement 623

ew Coalition 624

ty 626

627

liams of Newark 628

8

629

reform Act 629

ton 630

lennium:

tial Election 631

ile 631

ice 632

s Black Cabinet 633

o Child Behind 634

Africa 635

on 636

Reading 638

Retracing the Odyssey 640

40