1.) DATE: 9/28/18  
2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District

3.) PROPOSED COURSE: Prefix: AFR  Number: 203  Title: African-American History: The Slavery Experience  
   Credits: 3

   CROSS LISTED WITH:  
   Prefix:   Number: ; Prefix:   Number: ;
   Prefix:   Number: ; Prefix:   Number: ;
   Prefix:   Number: .

4.) COMMUNITY COLLEGE INITIATOR: MONA SCOTT  
   PHONE: 480-461-7064  EMAIL: mscott@mesacc.edu

   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) 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:  Select core area...  
   Awareness Areas:  Cultural Diversity in the United States (C)

6.) REQUIRED DOCUMENTATION  
   ☑ Cover Form  
   ☑ Course Syllabus  
   ☑ Course Description  
   ☑ Criteria Checklist for the area  
   ☑ Table of Contents from the textbook required and list of required readings/books

7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:  
   ☐ DEC  prefix ☑ Elective  

   Current General Studies designation(s):

   Requested Effective date: 2019 Spring  Course Equivalency Guide

   Is this a multi-section course?   Yes

   Is it governed by a common syllabus? Yes

   Chair/Director: ROBERT SOZA, ETHNIC STUDIES IC CHAIR
   Chair/Director Signature:  

AGSC Action: Date action taken:  ☐ Approved  ☐ Disapproved
Effective Date: 2019 Spring
Rationale and Objectives

The contemporary “culture” of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans—all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

AFR203 C Rationale

This course examines how the contemporary culture of the United States developed through the complex interplay of European groups, African slaves, white indentured servants, plantation owners, Native Americans and others at the beginning of and through the slave era. Diverse relationships and power structures will be explored using a multidisciplinary approach to illuminate our collective past, present and future. The cultural heritage of African-Americans, including the The Great Awakening, creolization, religion, language, music, folk literature, will be presented from Afro-centric, feminist, critical race, and intersectionality lenses. Students will become aware of and appreciate the diversity of the US through examining the cultural, social and scientific contributions of African slaves in America.
### Cultural Diversity in the United States

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

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td><strong>1. A Cultural Diversity course must meet the following general criteria:</strong></td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>The course must contribute to an understanding of cultural diversity in <strong>contemporary</strong> U.S. Society.</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td><strong>2. A Cultural Diversity course must then meet at least one of the following specific criteria:</strong></td>
</tr>
<tr>
<td>☐</td>
<td>☒</td>
<td>a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.</td>
</tr>
</tbody>
</table>
| ☒   | ☐  | c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.  

*Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.  

**Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.
### Course Prefix | Number | Title | General Studies Designation
--- | --- | --- | ---
AFR | 203 | African-American History: The Slavery Experience | Cultural

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>
<tbody>
<tr>
<td>Example-See 2b. Compares 2 U.S. cultures</td>
<td>Example-Compares Latino &amp; African American Music</td>
<td>Example-See Syllabus Pg. 5</td>
</tr>
</tbody>
</table>

**Criteria 1:** The course contributes to the understanding of Cultural Diversity in contemporary U.S. society

This course focuses on the study of African Americans with regard to culture formation of a diaspora responding to an era of enslavement and the aftermath of Slave Codes, Jim Crow, and historical trauma. We will consider the political, social, economic and cultural underpinnings of research from the slave era including group dynamics and how scholars in African American Studies have sought to adapt various methods to addressing the needs of marginalized communities. The course encourages students’ understanding of the dynamic forces behind the history of the African Americans and how these forces impacted their lives, their choices and their challenges.

**2a.** The course is an in-depth study of culture-specific elements, cultural experiences or cultural contributions (in areas such as MUSIC) or gender, racial, ethnic and/or linguistic minority groups within the United States

A primary goal of this course is to chronicle African American cultural experiences and cultural contributions to the development of contemporary US culture through history, language, literature, art, science, religion, and politics. The legacy of slavery; leadership and identity; sex, MCCCD Official Course Competencies 1-23

Course Description

Book report assignment

Franklin & Higginbotham Text Chapters 1-2, 4-9

Dunn Text
| Criteria 2c: The course is primarily a study of the social, economic, political or psychological dimension of relations between and among gender, racial, ethnic and/or linguistic minority groups within the United States | African American Studies is an interdisciplinary field that is informed by numerous critical and analytical traditions. 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. We consider the role of institutional obstacles and the cultural complexities confronting young Black people due to the history of slavery. Social-psychological impacts and identity formations are rooted in the collective memory of slavery. The rise and consequences of mass incarceration of young Black men are also rooted in slavery, slave codes, the social construction of black bodies and white supremacy. We also consider the gendered experience of slavery and the role of early grassroots movements and cultural strategies in survival and obtaining freedom. | MCCCD Official Course Competencies 1-23
Course Description
Book report assignment
Franklin & Higginbotham Text Chapters 1-10
Collins Text
Slave Narratives
Dunn Text
Essay questions:
1. Explain how the structural inequalities beginning with the period of enslavement continue to impact African Americans and their communities today.
2. Trace how centuries of slavery followed by systemic racism and oppression have resulted in multigenerational adaptive behaviors—some of which have been positive and reflective of resilience, and others that are
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>detrimental and destructive.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Expand on the dynamic nature of New World slavery, its modernity, profitability, expansiveness, and centrality to capitalism in the economic development of the United States.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>List ways Southern slavery was important to American capitalism.</td>
<td></td>
</tr>
</tbody>
</table>
African-American History: The Slavery Experience

Course: AFR203
Lecture 3.0 Credit(s) 3.0 Period(s) 3.0 Load
Course Type: Academic
First Term: 2012 Summer I
Load Formula: S
Final Term: Current

Description: History and cultural heritage of African-Americans, including arrival in the Americas, chattel slavery experience, emancipation, and participation in the American Civil War. Presented from an Afro-centric perspective.

Requisites: Prerequisites: A grade of C or better in AFR110 or permission of Instructor.

MCCCD Official Course Competencies

1. Summarize briefly the history and geography of Africa as the birthplace of humanity. (I)
2. Describe the social organization and culture of the Egyptian and ancient Ghana civilizations. (I)
3. Describe the slave trade in Africa. (I)
4. Describe the capture and purchase of African slaves. (II)
5. Describe the crossing, including the significance of the Middle Passage, the role of slavers, and the slave story. (II)
6. Examine the experience of Black people in North America during the period of 1619-1763, including the Jamestown and Chesapeake experience. (III)
7. Describe Black servitude, the origins of slavery, and the emergence of chattel slavery. (III)
8. Describe the plantation slave life in early America, including miscegenation and creolization. (IV)
9. Explain the origins of African-American culture on the slave plantations, including the Great Awakening, religion, language, music, and folk literature. (IV)
10. Analyze the African-American impact on the culture of colonial America. (IV)
11. Describe the slavery experience in the northern colonies, the experience of Black women in colonial America, and the development of Black resistance and the Black rebellion. (IV)
12. Describe the experience of African-Americans in the new nation between 1783-1820, including the impact of the Declaration of Independence, the revolutionary debate, Black enlightenment, the revolution, and emancipation. (V)
13. Describe the experience of African-Americans in the new nation between 1783-1820, including forces for freedom and for slavery, the emergence of free Black communities, the impact of Black leaders, the Black resistance, and the impact of the War of 1812. (V)
14. Explain the impact of the cotton kingdom on slavery, including its expansion and the significance of an agrarian-based economy on the institutionalization of slavery. (VI)
15. Contrast and compare the experiences of house servants, field and skilled slaves on plantations, and the experience of urban and industrial slavery. (VI)
16. Describe the domestic slave trade and analyze its impact on slave families and on the
socialization of slaves. (VI)

17. Describe the demographics and geographical distribution of free Black people in antebellum America. (VII)

18. Contrast and compare the experiences of free African-Americans in the urban North, in the upper South, and in the Deep South. (VII)

19. Explain the opposition to slavery during the period from 1800-1833, including the turmoil in America, the beginning of abolitionism, the American Colonization Society, the role of Black women abolitionists, the Baltimore Alliance, and the contributions of David Walker and Nat Turner. (VIII)

20. Explain the intensification of the opposition to slavery during the period from 1833-1850, including increased incidents of racism and violence, the response to the antislavery movement, the impact of Black militancy and Black nationalism, and the contributions of Frederick Douglass. (IX)

21. Describe the disunity of the United States over slavery by examining the merits of free labor vs. slave labor, the philosophy of nativism, the significance of the Kansas-Nebraska Act, the Dred Scott Decision, the Lincoln-Douglass debates, and the election of Abraham Lincoln. (X)

22. Describe the experiences and roles of African-Americans in the Civil War, including the rejection of Black volunteers, the Union policies toward Confederate slaves, the Emancipation Proclamation, and the Confederate reaction to Black soldiers. (XI)

23. Describe the end of slavery and the experiences of African-Americans during the reconstruction by comparing and contrasting the promises made and their manifestation. (XII)

MCCCD Official Course Outline

I. African History and Geography
   A. Ancient civilizations
      1. Birthplace of humanity
      2. Egyptian civilization
      3. Ancient Ghana civilization
   B. Social organization and structure
   C. Slave trade in Africa
II. Middle Passage
   A. Capture and purchase
   B. Crossing
   C. Slavers
   D. Slave Story
III. Black People in North America: 1619-1763
   A. Jamestown & Chesapeake
   B. Slavery
      1. Origins
      2. Chattel slavery
IV. Plantation Slavery
   A. Daily life
   B. Miscegenation
   C. Creolization
   D. Culture
      1. Origins
      2. Great Awakening/religion
3. Language  
4. Music  
5. Folk literature  
E. Impact on colonial culture  
F. Northern colonies experiences  
G. Black women in colonial America  
H. Black resistance  
I. Black rebellion  

V. African-Americans in the New Nation: 1783-1820  
A. The Declaration of Independence  
B. The Revolutionary Debate  
C. Black enlightenment  
D. The revolution and emancipation  
E. Forces  
1. For Freedom  
2. For Slavery  
F. Free Black communities  
G. Black leaders  
H. Black resistance  
I. The War of 1812  

VI. Life in the Cotton Kingdom  
A. Slavery expansion  
B. Agrarian economy slave labor  
C. House servants; field and skilled slaves  
D. Urban and industrial slavery  
E. Domestic slave trade  
F. Slave families  
G. Slave socialization  

VII. Free African-Americans in Antebellum America  
A. Demographics and geographical distribution  
B. Experiences  
1. Urban North  
2. Upper South  
3. Deep South  

VIII. Opposition to Slavery: 1800-1833  
A. Turmoil in America  
B. Beginnings of abolitionism  
C. The American Colonization Society  
D. Black women abolitionists  
E. The Baltimore Alliance  
F. David Walker’s contribution  
G. Nat Turner’s contribution  

IX. Intensified Opposition to Slavery: 1833-1850  
A. Increased racism and violence  
B. Antislavery movement response  
C. Black militancy  
D. Black nationalism  
E. Fredrick Douglass’ contribution
X. United States' Disunity Over Slavery
   A. Free labor vs. slave labor
   B. Nativism
   C. Kansas-Nebraska Act
   D. Dred Scott Decision
   E. Lincoln-Douglass Debates
   F. Election of Abraham Lincoln
XI. African-Americans in the Civil War
   A. Rejection of Black volunteers
   B. Union policies toward Confederate slaves
   C. The Emancipation Proclamation
   D. Confederate reaction to Black soldiers
XII. Reconstruction
   A. Slavery's end
   B. Promises and manifestations

MCCCD Governing Board Approval Date: 5/27/2003

All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.
AFR203 AFRICAN-AMERICAN HISTORY: THE SLAVERY EXPERIENCE


ADDITIONAL READINGS:
Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936 to 1938

RECOMMENDED:

CATALOG DESCRIPTION: History and cultural heritage of African-Americans, including arrival in the Americas, chattel slavery experience, emancipation, and participation in the American Civil War. Presented from an Afro-centric perspective.

COURSE DESCRIPTION: The history of slavery and the American South is crucial to understanding the evolution of the United States, as well as the maturation of American political culture. No study of the United States is complete without a careful analysis of slavery in the Southern states. Because of its importance to United States history, society, economy, and politics, the history of slavery and the South has been much contested. The war over the memory of slavery is nearly as important and exciting as the war that was fought to protect the institution itself – the Civil War. The term "Old
“South” refers to the era of Southern history proceeding the Civil War (1861-1865) and after the signing of the United States Constitution (1787). In those critical decades, the Southern slave states rose to become a “Slave Power” that dominated the federal government, and Southern slave-owners became the wealthiest citizens of the young nation. It was also the period in which a distinct slave culture solidified, white Southern politics and society became formalized, and a powerful Planter Class experimented with versions of white supremacy democracy that ultimately led to the capitalism in society today. This course will explore, in detail, both the world of the slaves and the world of the masters. It will examine the complex life of "poor whites," as well as ever changing concepts of nationalism, democracy, and race. Additionally, the relationship of slavery and capitalism is paramount to understanding the origins of our modern world. The class will end on the topic of the legacy of slavery in contemporary society manifested as historical trauma. Joy Degruy describes trauma specific to African Americans as “Post-traumatic slave syndrome.”

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. Post traumatic slave syndrome in the contemporary US.,
6. The resources and methods utilized in historical study.

PART I

Ancestral Africa, Africans in the Atlantic World and the New World

Reading: Franklin/Higginbotham - Chapters 1 - 3
Reading: Dunn Chapters 1 -3
http://www.webdubois.org/wdb-sast.html

twoplantations.com  The Political Legacy of American Slavery, Maya Sen, Harvard
Kennedy School of Government, 2015. Reading: Select narratives from, Born in Slavery

This website displays research into the lives of 431 enslaved people in seven multi-generational families at Mesopotamia plantation in Jamaica and Mount Airy plantation in Virginia.

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
Reading: Hill Collins – Chapters 1-2
Reading: Jacobs Reading: Dunn Chapters 3-4
twoplantations.com The Political Legacy of American Slavery, Maya Sen, Harvard
Kennedy School of Government, 2015. Reading: Select narratives from, Born in Slavery

This website displays research into the lives of 431 enslaved people in seven multi-generational families at Mesopotamia plantation in Jamaica and Mount Airy plantation in Virginia.

2nd Exam on Part II - about October 17

PART III

Southern Antebellum Slavery, and Abolitionism, 1790 – 1860

Reading: Franklin/Higginbotham - Chapters 7-9
Reading: Hill Collins - Chapters 3-4
Primary source readings, researched by students
Reading: Dunn Chapters 5-6
twoplantations.com The Political Legacy of American Slavery, Maya Sen, Harvard
Kennedy School of Government, 2015. Reading: Select narratives from, Born in Slavery

This website displays research into the lives of 431 enslaved people in seven multi-generational families at Mesopotamia plantation in Jamaica and Mount Airy plantation in Virginia.

Fogel, Robert W., and Engerman, Stanley L. Slave Sales and Appraisals, 1775-1865
Ann Arbor, MI: Inter-university Consortium for Political and Social Research

3rd Exam on Part III - about November 19
PART IV
Civil War, the Promises and Pitfalls of Reconstruction, 1861 -- 1877 &
Slavery's Legacy

Readings: Franklin/Higginbotham - Chapters 10 - 11
Reading: Hill Collins – Chapters 10-11
US Census Reading: Distribution of Slaves 1860
Reading: Dunn Chapters 8-9
Reading: DeGruy (Post Traumatic Slave Syndrome)
Reading Baptiste (from slavery to modern capitalism)
Slavery and Capitalism https://www.chronicle.com/article/SlaveryCapitalism/150787

Final Exam on Part IV, Wednesday, December 12th
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 end of syllabus).

Grading:
Exam 1 20% Exam 2 20% Exam 3 20% Final Exam 20% Book Report 20%

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: 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 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.
The book report must be typed, 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.
Book Report

Due: In Last Regular Class Meeting Before Exam Week
Late Submission will not be Accepted
Book Report is Required

Purpose

This assignment is not a book report that simply summarizes the content. The purpose of this critical book review is to apply historical sociology, connect a historical topic with how African Americans have shaped some aspect of society, including social institutions, the political arena, the economy, or social life in general. Historical sociology is the study of changes in societies over time, the historical events and contingencies that allowed for those changes, and the trajectories for further societal development that those changes create.

The historical source under review is usually secondary, that is, it is about an event in history that the author has contributed some new information. The review is critical in that it discusses and evaluates the significance of this new information and how it has changed society over time. Similar to a traditional book report you will tell the reader why you liked or disliked the book.

Students will select a book, generally non-fiction although there may be some expectations, 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.

Ely, Melvin Patrick, Israel on the Appomattox: A Southern Experiment in Black Freedom from the 1790s Through the Civil War. (Vintage, 2005).

When quoting directly from the book, use quotations marks and page numbers at the end of the quotations, 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 brief 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. Specifically address how the person, event, issue has influenced society.

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 society. Then express YOUR opinion of the book and the subject covered in the book.

The book report must be typed, double-spaced, and be a minimum of four (4) pages. Write in 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.
# Brief Table of Contents

| Chapter 1 | Ancestral Africa (circa 500 B.C.E to 1600) | 1 |
| Chapter 2 | Africans in the Atlantic World (1492–1800) | 22 |
| Chapter 3 | Establishing North American Slavery (1520s to 1720s) | 47 |
| Chapter 4 | Eighteenth-Century Slave Societies (1700-1780s) | 64 |
| Chapter 5 | Give Me Liberty (1763–1787) | 84 |
| Chapter 6 | Building Communities in the Early Republic (1790–1830) | 103 |
| Chapter 7 | Southern Slavery (1790–1860) | 129 |
| Chapter 8 | Antebellum Free Blacks (1830–1860) | 150 |
| Chapter 9 | Abolitionism in Black and White (1820–1860) | 184 |
| Chapter 10 | Civil War (1861–1865) | 208 |
| Chapter 11 | Promises and Pitfalls of Reconstruction (1863–1877) | 235 |
| Chapter 12 | The Color Line (1877–1917) | 260 |
| Chapter 13 | The Era of Self-Help (1890–1916) | 287 |
| Chapter 14 | In Pursuit of Democracy (1914–1919) | 327 |
| Chapter 15 | Voices of Protest (1910–1928) | 351 |
| Chapter 16 | The Arts at Home and Abroad (1920s to early 1930s) | 390 |
| Chapter 17 | The New Deal Era (1929–1941) | 417 |
| Chapter 18 | Double V for Victory (1941–1945) | 449 |
| Chapter 19 | American Dilemmas (1949–1955) | 473 |
| Chapter 20 | We Shall Overcome (1947–1967) | 510 |
| Chapter 21 | Black Power (1955–1980) | 519 |
| Chapter 22 | Progress and Poverty (1980–2000) | 543 |
| Chapter 23 | Perspectives on the Present (since 2000) | 612 |
4 | Eighteenth-Century Slave Societies (1700-1790)

- New England
  - Slave Populations
  - Slave Occupations
  - Negro Election Day
  - Cotton Culture and Invasion

- The Mid-Atlantic Colonies
  - New York Colony
  - Expansion of Slavery
  - Pennsylvania Slavery

- The Chesapeake Region
  - African Ordeal
  - Population Growth

- The Lower South, Eastern Seaboard
  - Slave Population
  - Chesapeake and the Lowcountry
  - Rural and Urban Slave Life

- People of Mixed Race
  - African Traditions
  - The Slave Rebellion
  - Emancipation and More
  - The War of Jenkins' Ear
  - The End of More

- The Lower Mississippi Valley
  - French Louisiana

- Mission Societies

5 | Give Me Liberty (1763-1787)

- The Paradox of Slavery and Freedom
  - Freedom in a Slave Society
  - Birth of the Abolitionist Movement
  - Crisis and Assault
  - Phillis Wheatley

- Fighting for American Independence
  - Blacks against the British
  - The British Appeal
  - Washington's Response
  - The Revolution and Slavery

- General Clinton's Proclamation
  - Individual State Policies
  - Black Military Distinction
  - Black Loyalties

- The Movement to Free the Slaves
  - Abolitionist Advocates
  - Free North, Slave South

- The Conservative Reaction
  - Shays's Rebellion
  - The Three-Fifths Compromise
  - The Slave Trade

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

- African Americans in Demographic Perspective
  - The Atlantic Slave Trade and New England

- Development of Black Communities
  - African American Communities
  - Black Migration to Boston
  - Blacks in Philadelphia

- New York City's Black Community

- Building Community Institutions
  - Independent Black Churches
  - The African Methodist Episcopal Church
  - Separate Black Institutions
  - White Philanthropy
  - Black and White Leadership Conflicts

- Blacks and American Party Politics
  - Disenfranchisement of Blacks
  - The Haitian Revolution

- The Louisiana Purchase
  - Federalists and Free Blacks

- Black Writing and Art in the New Nation
  - Prophetic Literature
  - Appeals to Reason
  - The Journal and Allen Prephlet
  - The Spiritual Autobiography

- Bondage's Amenities
  - The Printer Joshua Johnston

- The War of 1812
  - Black Military Service
  - Cadet Service

- Black Colonization
  - Colonization Efforts
  - Black Opposition

- The Contagion of Liberty
  - Gabriel's Rebellion in Virginia
  - Pots and Pans

7 | Southern Slavery (1790-1860)

- The Domestic Slave Trade
  - King Cotton
  - The Intensified Slave Trade
  - A Capitalist Enterprise
  - Separation of Families by Sale

- Market Prices

- Persistence of the African Trade
  - Extent of the Illegal Trade
  - The Movement to Reopen the African Trade
| 8 | Antebellum Free Blacks (1830–1860) | 159 |
|----------------------------------|-----|
| Freedom's Boundaries             | 160 |
| Black Laws                       | 161 |
| Migration West                   | 161 |
| Disenfranchisement               | 162 |
| Demographics                     | 163 |
| In a Culture of Racism           | 163 |
| Misused Slaves                   | 163 |
| Ethnology                        | 164 |
| Rigidity and Prejudice           | 164 |
| Mob Violence                     | 165 |
| South vs. North                  | 165 |
| Economic and Social Life         | 165 |
| Tunds and Professions            | 166 |
| Property Ownership               | 166 |
| Urban Life in the North          | 167 |
| Boston                           | 167 |
| New York                         | 167 |
| Philadelphia                     | 167 |
| Mutual Aid Organizations         | 167 |
| Cultural Contributions           | 167 |
| Education                        | 167 |
| Opportunities in the North       | 167 |
| Opportunities in the South       | 167 |

| 9 | Abolitionism in Black and White (1820–1860) | 161 |
|--------------------------------------------|-----|
| Black Abolitionists                       | 162 |
| Black Anti-Slavery Societies              | 162 |
| Women Abolitionists                       | 162 |
| Black Agents                              | 162 |
| Newspapers                                | 162 |
| Antislavery Agendas                       | 162 |
| The Abolitionist Argument                 | 162 |
| The Crusade                               | 162 |
| The American Anti-Slavery Society         | 162 |
| Black vs. White Abolitionists             | 162 |
| Black-White Cooperation                   | 162 |
| Proslavery Backlash                       | 162 |
| The Proslavery Argument                   | 162 |
| Defending the Institution                 | 162 |
| Prosecution and Violence                  | 162 |
| Changing Attitudes                        | 162 |
| The Black Response                        | 162 |
| Black Counterarguments                    | 162 |
| Black Narratives                          | 162 |
| Black Literature                          | 162 |
| The Underground Railroad                  | 162 |
| Origins                                    | 162 |
| Railroad Operations                       | 162 |
| Resources                                  | 162 |
| Black Conspirators                        | 162 |
| Harriet Tubman                             | 162 |
| Jeromud Logan                              | 162 |
| The Path to Civil War                     | 162 |
| The Compromise of 1850                    | 162 |
| The Christian War                         | 162 |
| The Sectional Issues                      | 162 |
| The Decline of Secession                   | 162 |
| The Appeal of Force                       | 162 |
| John Brown's Raid                         | 162 |
13 | The Era of Self-Help (1880-1914)

Self-Help and Philanthropy
- Supporting Education
- Black Self-Determination
- White Philanthropy
- Educational Inequality in the South
- Higher Education
- The Talented Tenth

Divergent Paths to Racial Equality
- Booker T. Washington
- Opposition to Thurgood Marshall
- Inn. B. Wells
- William Monroe Trotter
- W.E.B. Du Bois
- Washington’s Reappraisal
- The Nacigung Movement
- Bookerites and Neogitarians
- Two Classes of Negroes

Economic and Social Striving
- The Black Exodus
- The New South
- Incorporation and Enterprise
- Combating Old South Images
- Black Women Entrepreneurs
- Establishment of Black Banks
- The Role of the Churches
- The Social Gospel and Black Separatism
- Mutual Benefit Societies

The Women’s Era
- Gender-Specific Discrimination
- The NAACP
- Urban Settlement Houses

Intellectual and Cultural Endeavors
- Pan-Africanism
- Scholarly and Literary Works
- Sports Heroes

14 | In Pursuit of Democracy (1914-1919)

Answering the Call to Fight
- The Selective Service Act
- The NAACP
- Ewart J. Scott

Jim Crow Military Camps
- Locating Training Camps
- Racial Discrimination
- African Americans Fight Back

Service Overseas
- The 369th U.S. Infantry
- Other African American Combat Units
- German Propaganda

15 | Voices of Protest (1910-1928)

Progressive Voices
- The Work of the NAACP
- The 1913 Election
- Wilson Disagrees

African Americans Protesting Racial Policies
- The Ardenia Conference

Violent Times
- The Resurgent Ku Klux Klan
- Race Riots
- The Chicago Riot of 1919
- More Riots

“Outside Agitators”

Civil Rights Vanguard
- The Persistence of Lynching
- NAACP Legal Efforts

Protesting with Their Feet
- The Landless Migration
- Migration from the Caribbean
- Afro-Caribbeans in New York

New Negroes
- Race and Class Politics: Civil Rights, Black Nationalism
- The Red and “Choke Ranks”
- Marcus Garvey
- Garvey’s Decline
- Father Divine

New Women
- Black Feminism
- Black Women Voters

Governing Political Involvement

16 | The Arts at Home and Abroad (1920s to early 1930s)

Recorded Music and Radio
- Classic Blues
- Black Swan Records
- National and Local Broadcast Radio
Jazz Roots and Routes 307
- The Evolution of Jazz from New Orleans to Chicago 307
- Jazz in New York: Ragtime to Stride 308
- The Jazz Age: Europe and Beyond 308

Louis Armstrong and the Big Band Era 309
- "Jelly Roll" Morton's New Orleans Band 310

Duke Ellington and the Big Band Era 311

Motion Pictures 312
- Black Talent in White Studios 312

Black Theater 398
- Postwar Theater 399
- Black Musicals 399
- The Charleston 399

The Harlem Renaissance 399
- The Tradition 399
- The Marshall Plan 400
- Black Periodicals 400
- Before the Cane Club 401
- Countee Cullen 402
- Langston Hughes 403
- Harlem Renaissance Women 404

French Connections 404

Visual Artists 405
- Photographers and Illustrators 405
- Painters 405

Clashing Artistic Values 406
- Art as Propaganda 406
- Race Literature 407

Art and Social Change 407

7 | The New Deal Era (1929-1941) 417

In the Throes of Economic Depression 417
- The Agricultural Crisis and Black Migration 417
- African American Efforts at Relief 418

Political Resurgence 418
- The Election of Huey Long 418
- The Shift to the Democrats 419
- A Growing Sense of Political Efficiency 420

Success at the State and Local Levels 420

The Black Cabinet 421
- African Americans in the National Government 421
- Expanding Job Opportunities in the Government 422

New Deal Programs 423
- The Agricultural Programs 423
- The Tuskegee Study 424

Organized Labor 425
- The CIO 425
- Organizing Activity in Agriculture 426

On the Left 426
- The Appeal of Communism 426

Landmark Cases: Scottsboro and Herndon 437
- The National Negro Congress and the Popular Front 437
- The Southern Conference for Human Welfare 438

A Harvest of Artistic Expression 440
- Auguste Savage 441
- William Johnson 441
- Blacks in Film 442
- Paul Robeson and Lead Bell 443
- Black Musicians and Composers 444
- The Swing Era 445
- Negro Vocalists 447
- Marian Anderson at the Lincoln Memorial 448

18 | Double V for Victory (1941-1945) 449

Reframing the Arsenal of Democracy 450
- Blacks in the Armed Forces 450
- The March on Washington 1941 450
- Executive Order 8802 451
- Hostile and Discrimination in the Armed Forces 451

In Military Service 452
- Black Women in the Military 452
- Tuskegee Black Airmen 453
- The Navy, the Marines, and Officer Training 454
- Overseas Service—Europe 454

Service in the Pacific 455
- Service in the Navy 455
- Service in the Merchant Marine 456

Reform at Home 456
- Racial Gains 456
- Recognition for Service 457

Keeping the Home Fires Burning 457
- The Work of the FEPC 457
- Support for the War Effort 458
- Black-White Conflict at Home 459

The Problem of Race 459

19 | American Dilemmas (1940-1955) 473

Intellectual Crosscurrents 474
- An American Dilemma 475
- The End of the Economic Depression 476
- African American Efforts at Relief 476

The Popularization of Black History 477
- Abandoning the Cultivated Perspective 478

Literary and Dramatic Arts 478
- Poets 478
- Novel Writers 479
- Richard Wright and Native Son 479
- Ralph Ellison and Invisible Man 480
- Frank Loyd 481

xii
20 | We Shall Overcome (1947-1967)

Introducing Nonviolent Direct Action
CORE Action
The Journey of Reconciliation

Anatomy of the Montgomery Movement
The Role of the Baptist
The Arrest of Rosa Parks
The Leadership of Martin Luther King Jr.
Victory

Movement Milestones
New Leaders: James M. Lawson
The Lunch Counter Sit-In
The Albany Movement
Birmingham, 1963
Letter from Birmingham Jail
Selma
Freedom Summer 1964
Tragedy and Triumph
The Importance of Press Coverage

Movement Women
School Desegregation and Constance Baker Motley
Voting Rights Campaigns
Ella Baker and Florence Lee Hewett
Seidler Clark
Strength through Religious Faith

The Northern Side of the Movement
Electoral Politics
Battling Discrimination
The Problem of Housing
In Cities: Substandard Housing and Poor Education

The Landmarks and Limitations of Government
Civil Rights in the 1950s
Court Victories
The Executive Branch
Congress Drag Its Feet
The Role of Civil Rights Advocates
The Civil Rights Acts of 1957 and 1960
The Kennedy Administration
The Freedom Riders, May 1961
Freedom to the Poor, 1963
The Civil Rights Act of 1964
The Voting Rights Act of 1965
Political Revolution in the South

21 | Black Power (1955-1960)

Black Power’s Antecedents
The Heresy of Appeals to Self-Reliance
Malcolm X
Activism in the South
Paramilitary Defense Units
Armed Revolution
Internationalizing the Struggle
Bando 1954
Malcolm X and the Black World
The Assassination of Malcolm X

Proclaiming Black Power
Sukari: Conquering Malawi’s History
The Black Panther Party
Revolutionary Nationalism versus Cultural Nationalism
Muhammad Ali

A Dissident Youth Culture
Cupola Action
The Abyss

Black Artistic Power
Political Activism
The Cultural Side of Black Power
The Black Arts Movement
Racially Infused Movies
Graphic Arts
Widespread Writers

Divergent Realities
- Economic Differences
- Race of the Black Underclass
- The Million Man March
- New Opportunities
- The Black Ballot
- Jesse Jackson and the Rainbow Coalition
- The Reagan-Bush Years
- The 1992 Election: The Democrats Return to Office

In Conservative Times
- Reagan's Efforts to Dismantle Civil Rights
- George H. W. Bush and the Supreme Court
- The Battle over the Clarence Thomas Nomination
- Judicial Conservatism
- Educational Disparities
- Opposition to Affirmative Action
- Racism Unravel
- Social Brutality: Ahmaud Arbery, Ahmaud Arbery, James Byrd

Artistic Currents
- Women Writers
- Playwrights, Comedians, Filmmakers, Actors
- Books on Television
- Artists
- Hip Hop Rising
- Hip Hop Is Born
- Hip Hop and the Culture Wars

Global Concerns
- The End of Apartheid

23 Perspectives on the Present (since 2000)

Legal Challenges
- The 2000 Presidential Election
- Challenges to Affirmative Action
- Demand for Reparations
- Encouraging Disparities: Health, Education, and Incarceration
- Socioeconomic Stresses
- The AIDS Crisis
- Incarceration and Education
- Forgotten in Hurricane Katrina
- Hip Hop's Global Generation
- Hip Hop Abroad
- Hip Hop Nation
- Remaking American Hip Hop
- New Great Migrations
- Recent Migration
- Afro-Caribbean and African Migrants
- Competing Interests and Ethnic Identities
- In Search of Origins
- The Politics of Change
- A New Campaign Style
- The Democratic Primaries
- The Election

Bibliography

Credits

Index