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: Social-Behavioral Sciences (SB)  
Awareness Areas: Select awareness area...

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
Arizona State University Criteria Checklist for

SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014
ASU--[SB] CRITERIA

A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✗</td>
<td></td>
<td>Course is designed to advance basic understanding and knowledge about human interaction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✗</td>
<td></td>
<td>Course content emphasizes the study of social behavior such as that found in:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>History Sociology Ethnic Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course emphasizes:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 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.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>General Studies Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR</td>
<td>203</td>
<td>African American History: The Slavery Experience</td>
<td>SB</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Criteria (from check sheet)</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>1. Course is designed to advance basic understanding and knowledge about human interactions</td>
<td>1. This course provides a comprehensive understanding of the history of African Americans through slavery. Using text, articles, internet sources, movies and music students will gain an appreciation of events and human interactions from socio-historical and cultural perspectives. The course encompasses all these factors in order to encourage students' understanding of the dynamic forces behind the history of the African diaspora and enslavement in the New World and how these forces impacted their daily lives, their relationships, their choices and their challenges.</td>
<td>Course Comps.1-16, 19-23. Syllabus weeks: 1-16 Primary text: chapters. 1-11. Primary source readings. Homework reading requirement and Book Report requirement: see syllabus and handout.</td>
</tr>
<tr>
<td>2. Course content emphasizes the study of social behavior such as that found in: History,</td>
<td>2. This course covers a dynamic controversial and often tragic period in U.S. history, illustrating both the tragedy and the heroic human spirit in the struggle to maintain liberty and human dignity. Using a variety of comparative methods, students analyze social behavior and social</td>
<td>Course Comps.1-23 Syllabus weeks:1-4, 7-16. Primary text:1-11. Primary source readings. Homework reading requirement and Book Report requirement: see syllabus and handout.</td>
</tr>
<tr>
<td>Sociology and Ethnic Studies</td>
<td>interaction within the institution of slavery and their influence on the historical outcome of events.</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>3 b. Course emphasizes the distinct methods of inquiry of the social and behavioral sciences (e.g. historical analysis).</td>
<td>3b. Course uses the tools of historical analysis/historiography, comparative research, and content analysis to train students to use these tools in related courses, including other ethnic study courses, in order to evaluate and interpret historical data. Historical methods involve collecting data from written sources that date back to the period in which they were written. Historiography is comparing historical interpretations of the past by historians and other social scientists over the years. Content analysis is the systematic analysis of content in written or recorded materials. By these methods students can utilize, compare and contrast changing social and political views over an extended period of time.</td>
<td></td>
</tr>
<tr>
<td>4. Course illustrates use of social and behavioral science perspectives and data</td>
<td>4. Course uses social and behavioral science perspectives: intersectionality considers different systems of oppression and how they overlap and are compounded. Critical race theory recognizes that racism is engrained in the fabric and system of the American society. Sociological theories of</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conflict, Symbolic Interaction, and Feminist theory are additional lenses from which to examine the slave experience. Data from the census and research organizations will be used to study events from their African roots to the Civil War. Utilizing all the related material - historical, cultural, social sciences - students will be able to analyze and evaluate this dynamic and important period of U.S. history, particularly the influences and contributions of African Americans, in order to have a more effective and comprehensive appreciation of the nation's history.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Social-Behavioral Sciences Rationale

This course examines the experiences of Africans in the Diaspora and African Americans in the US slave era; the origins of wealth inequality; and the social construction of race. The social construction of Africans as slaves and their resulting emancipation and participation in the Civil War will be explored using Interdisciplinary approaches including modern sociological theories, critical race theories, Intersectionality and Black feminism. Students will use historical methods, comparative research, and content analysis toward examination of the social, political, economic, artistic and cultural forces that illustrate the consequences of the construction of African American realities with the broader society. The course content explores how African Americans experienced and constructed their own unique ceremonies, traditions and symbols; a distinct spirituality, music, art, dance and folklore; a rich cultural heritage, kinship and community; and a complex body of political and social ideas about the contradictory nature of American democracy and slavery. Encumbered by the constraints of White supremacy in America, African American slaves managed to permeate American social life and make important contributions to civic dialogue and social institutions. Focus will also be on the complex and changing relationship between Blacks and other racial and ethnic groups and events.
African-American History: The Slavery Experience

Course: AFR203
Lecture 3.0 Credit(s) 3.0 Period(s) 3.0 Load
Course Type: Academic
Load Formula: S

First Term: 2012 Summer I
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-Douglas 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.

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
W.E.B. Du Bois, The Suppression of the African Slave Trade to the United States of America (1896), online at :
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

_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

_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

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 1</td>
<td>Ancestral Africa (circa 500 B.C.E to 1600)</td>
<td>1</td>
</tr>
<tr>
<td>Chapter 2</td>
<td>Africans in the Atlantic World (1492–1800)</td>
<td>22</td>
</tr>
<tr>
<td>Chapter 3</td>
<td>Establishing North American Slavery (1520s to 1720s)</td>
<td>47</td>
</tr>
<tr>
<td>Chapter 4</td>
<td>Eighteenth-Century Slave Societies (1700–1790)</td>
<td>64</td>
</tr>
<tr>
<td>Chapter 5</td>
<td>Give Me Liberty (1763–1787)</td>
<td>84</td>
</tr>
<tr>
<td>Chapter 6</td>
<td>Building Communities in the Early Republic (1790–1830)</td>
<td>103</td>
</tr>
<tr>
<td>Chapter 7</td>
<td>Southern Slavery (1790–1860)</td>
<td>129</td>
</tr>
<tr>
<td>Chapter 8</td>
<td>Antebellum Free Blacks (1830–1860)</td>
<td>159</td>
</tr>
<tr>
<td>Chapter 9</td>
<td>Abolitionism in Black and White (1820–1860)</td>
<td>184</td>
</tr>
<tr>
<td>Chapter 10</td>
<td>Civil War (1861–1865)</td>
<td>208</td>
</tr>
<tr>
<td>Chapter 11</td>
<td>Promises and Pitfalls of Reconstruction (1863–1877)</td>
<td>235</td>
</tr>
<tr>
<td>Chapter 12</td>
<td>The Color Line (1877–1917)</td>
<td>260</td>
</tr>
<tr>
<td>Chapter 13</td>
<td>The Era of Self-Help (1890–1916)</td>
<td>287</td>
</tr>
<tr>
<td>Chapter 14</td>
<td>In Pursuit of Democracy (1914–1919)</td>
<td>327</td>
</tr>
<tr>
<td>Chapter 15</td>
<td>Voices of Protest (1910–1928)</td>
<td>351</td>
</tr>
<tr>
<td>Chapter 16</td>
<td>The Arts at Home and Abroad (1920s to early 1930s)</td>
<td>390</td>
</tr>
<tr>
<td>Chapter 17</td>
<td>The New Deal Era (1929–1941)</td>
<td>417</td>
</tr>
<tr>
<td>Chapter 18</td>
<td>Double V for Victory (1941–1945)</td>
<td>449</td>
</tr>
<tr>
<td>Chapter 19</td>
<td>American Dilemmas (1940–1955)</td>
<td>473</td>
</tr>
<tr>
<td>Chapter 20</td>
<td>We Shall Overcome (1947–1967)</td>
<td>510</td>
</tr>
<tr>
<td>Chapter 22</td>
<td>Progress and Poverty (1980–2000)</td>
<td>583</td>
</tr>
<tr>
<td>Chapter 23</td>
<td>Perspectives on the Present (since 2000)</td>
<td>612</td>
</tr>
<tr>
<td>About the Authors</td>
<td>iv</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>Preface</td>
<td>vi</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>Ancestral Africa (c. 500 BCE to 1690)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>An Ancient Land and People</td>
</tr>
<tr>
<td></td>
<td>The Bantu Migration</td>
</tr>
<tr>
<td></td>
<td>Iron Technology</td>
</tr>
<tr>
<td></td>
<td>Nok Pottery and Sculpture</td>
</tr>
<tr>
<td></td>
<td>Copper Technology</td>
</tr>
<tr>
<td></td>
<td>Early Commercial Networks</td>
</tr>
<tr>
<td></td>
<td>West African Trade Routes</td>
</tr>
<tr>
<td></td>
<td>Intercultural Trade</td>
</tr>
<tr>
<td></td>
<td>Internal Slave Trade</td>
</tr>
<tr>
<td></td>
<td>African Slavery</td>
</tr>
<tr>
<td></td>
<td>Slavery in European Communities</td>
</tr>
<tr>
<td></td>
<td>Slaves in Africa</td>
</tr>
<tr>
<td></td>
<td>Slaves and Slavery</td>
</tr>
<tr>
<td></td>
<td>Slaves in the Empire</td>
</tr>
<tr>
<td></td>
<td>The Great Empires</td>
</tr>
<tr>
<td></td>
<td>Ghana’s Trading Empire</td>
</tr>
<tr>
<td></td>
<td>Mali’s Rise</td>
</tr>
<tr>
<td></td>
<td>Maasai Mara’s Pilgrimage</td>
</tr>
<tr>
<td></td>
<td>The Rise of Songhay</td>
</tr>
<tr>
<td></td>
<td>Ashanti Ashman’s Reforms</td>
</tr>
<tr>
<td></td>
<td>Dictionary of Sovereignty</td>
</tr>
<tr>
<td></td>
<td>Other States</td>
</tr>
<tr>
<td></td>
<td>The Hausa States</td>
</tr>
<tr>
<td></td>
<td>The Herero States</td>
</tr>
<tr>
<td></td>
<td>The Kingdoms of Bantu</td>
</tr>
<tr>
<td></td>
<td>The Christian Kingdom</td>
</tr>
<tr>
<td></td>
<td>Ndongo/Mamboke</td>
</tr>
<tr>
<td></td>
<td>Great Zimbabwe</td>
</tr>
<tr>
<td></td>
<td>The Swahili Ujama</td>
</tr>
<tr>
<td></td>
<td>Africans in the Slave Trade</td>
</tr>
<tr>
<td></td>
<td>Slave Trade Challenges</td>
</tr>
<tr>
<td></td>
<td>The Trauma of Capture</td>
</tr>
<tr>
<td></td>
<td>African Resistance</td>
</tr>
<tr>
<td></td>
<td>The Middle Passage</td>
</tr>
<tr>
<td></td>
<td>A Profitable Trade</td>
</tr>
<tr>
<td></td>
<td>Slavery in the Caribbean</td>
</tr>
<tr>
<td></td>
<td>The Spanish Monopoly</td>
</tr>
<tr>
<td></td>
<td>Loss of Spanish Control</td>
</tr>
<tr>
<td></td>
<td>Living Conditions</td>
</tr>
<tr>
<td></td>
<td>Slave Codes</td>
</tr>
<tr>
<td></td>
<td>Enslavement</td>
</tr>
<tr>
<td></td>
<td>Slave Revolutions</td>
</tr>
<tr>
<td></td>
<td>Freedmen</td>
</tr>
<tr>
<td></td>
<td>Slavery in Mainland Latin America</td>
</tr>
<tr>
<td></td>
<td>Mexico</td>
</tr>
<tr>
<td></td>
<td>Central America</td>
</tr>
<tr>
<td></td>
<td>South America</td>
</tr>
<tr>
<td></td>
<td>The Vascony of Peru</td>
</tr>
<tr>
<td></td>
<td>Uruguay and Argentina</td>
</tr>
<tr>
<td></td>
<td>Brazil</td>
</tr>
<tr>
<td></td>
<td>Uprisings and Revolt-</td>
</tr>
<tr>
<td></td>
<td>Slave Societies in the Americas</td>
</tr>
<tr>
<td></td>
<td>The Catholic Church</td>
</tr>
<tr>
<td></td>
<td>Intensifying</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Africans in the Atlantic World (1492–1600)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Finding New Lands and Labor</td>
</tr>
<tr>
<td></td>
<td>Africans and the Consequences</td>
</tr>
<tr>
<td></td>
<td>Demand for Slave Labor</td>
</tr>
<tr>
<td></td>
<td>Post Indenture to Slavery</td>
</tr>
<tr>
<td></td>
<td>Trading in Slaves</td>
</tr>
<tr>
<td></td>
<td>Acquiring Slaves</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Establishing North American Slavery (1600 to 1720)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Imperial Claims to North America</td>
</tr>
<tr>
<td></td>
<td>Early Settlements</td>
</tr>
<tr>
<td></td>
<td>Forms of North American Slavery</td>
</tr>
<tr>
<td></td>
<td>Before Permanent Bondage</td>
</tr>
<tr>
<td></td>
<td>Early Virginia</td>
</tr>
<tr>
<td></td>
<td>New Netherland</td>
</tr>
<tr>
<td></td>
<td>Massachusetts Bay</td>
</tr>
<tr>
<td></td>
<td>The Legalization of Slavery</td>
</tr>
<tr>
<td></td>
<td>Virginia Slave Order</td>
</tr>
<tr>
<td></td>
<td>New Netherland Slave Codes</td>
</tr>
<tr>
<td></td>
<td>New England’s Laws</td>
</tr>
<tr>
<td></td>
<td>The Carolinas</td>
</tr>
<tr>
<td></td>
<td>Slave Coastal</td>
</tr>
<tr>
<td></td>
<td>Slave Laws in French Louisiana</td>
</tr>
<tr>
<td></td>
<td>The Code Noir</td>
</tr>
<tr>
<td></td>
<td>Spanish Louisiana</td>
</tr>
</tbody>
</table>

vii
4 | Eighteenth-Century Slave Societies (1700-1790)

New England
- Slave Populations
- Slave Occupations
- Negro Election Day
- Cotton, Mulatto and Insurrection

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

The Chesapeake Region
- African Outliers
- Population Growth

The Lower South, Eastern Seaboard
- The Slave Population
- The Chesapeake and the Lowcountry
- Rural and Urban Slave Life
- People of Mixed Race
- African Traditions
- The Slave Rebellion
- Mordecai 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: Attacks
- Phillis Wheatley

Fighting for American Independence
- Blacks against the British
- The British Appear
- Washington's Response
- The Revolution and Slavery
- General Clinton's Proclamation
- Individual Slave Revolts
- Black Military Distinction
- Black Loyalties

The Movement to Free the Slaves
- Antislavery Advocates
- New North, New 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 States and New England
- Development of Black Communities
- Black Migration to Panama
- Blacks in Philadelphia
- New York City's Black Community

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

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

The Louisiana Purchase
- Federalists and Free Blacks
- Black Writing and Art in the New Nation
- Prophet Literature
- Appeals to Reason
- The Jesus and Allen Prophet
- The Spiritual Autobiography
- Bentham's Almshouses
- The Printer Joshua Johnston

The War of 1812
- Black Military Service
- Canadian Service

Black Colonization
- Colonization Efforts
- Black Opposition

The Contagion of Liberty
- Gabriel's Rebellion in Virginia
- Poets and Romantics

7 | Southern Slavery (1790–1860)

The Domestic Slave Trade
- King Cotton
- The Intolerable 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
<table>
<thead>
<tr>
<th>13</th>
<th>The Era of Self-Help (1880–1916)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Help and Philanthropy</td>
<td>287</td>
</tr>
<tr>
<td>Supporting Education</td>
<td>288</td>
</tr>
<tr>
<td>Black Self-Determination</td>
<td>289</td>
</tr>
<tr>
<td>White Philanthropy</td>
<td>290</td>
</tr>
<tr>
<td>Educational Inequality in the South</td>
<td>291</td>
</tr>
<tr>
<td>Higher Education</td>
<td>292</td>
</tr>
<tr>
<td>The Talented Tenth</td>
<td>293</td>
</tr>
<tr>
<td>Divergent Paths to Racial Equality</td>
<td>294</td>
</tr>
<tr>
<td>Booker T. Washington</td>
<td>295</td>
</tr>
<tr>
<td>Opponents: W. E. B. Du Bois</td>
<td>296</td>
</tr>
<tr>
<td>The Nigger Movement</td>
<td>297</td>
</tr>
<tr>
<td>Bookerites and Neitzert</td>
<td>298</td>
</tr>
<tr>
<td>Two Classes of Negroes</td>
<td>299</td>
</tr>
<tr>
<td>Economic and Social Striving</td>
<td>300</td>
</tr>
<tr>
<td>The Black Exodus</td>
<td>300</td>
</tr>
<tr>
<td>The New South</td>
<td>301</td>
</tr>
<tr>
<td>Industrialization and Enterprise</td>
<td>302</td>
</tr>
<tr>
<td>Combating Old South Images</td>
<td>303</td>
</tr>
<tr>
<td>Black Women Entrepreneurs</td>
<td>304</td>
</tr>
<tr>
<td>Establishment of Black Banks</td>
<td>305</td>
</tr>
<tr>
<td>The Role of the Churches</td>
<td>306</td>
</tr>
<tr>
<td>The Social Gospel and Black Separation</td>
<td>307</td>
</tr>
<tr>
<td>Mutual Benefit Societies</td>
<td>308</td>
</tr>
<tr>
<td>The Woman's Era</td>
<td>309</td>
</tr>
<tr>
<td>Gender-Specific Discrimination</td>
<td>310</td>
</tr>
<tr>
<td>The NAACP</td>
<td>311</td>
</tr>
<tr>
<td>Urban Settlement Houses</td>
<td>312</td>
</tr>
<tr>
<td>Intellectual and Cultural Endeavors</td>
<td>313</td>
</tr>
<tr>
<td>Pan-Africanism</td>
<td>314</td>
</tr>
<tr>
<td>Scholarly and Literary Works</td>
<td>315</td>
</tr>
<tr>
<td>Sports Heroes</td>
<td>316</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14</th>
<th>In Pursuit of Democracy (1914–1919)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answering the Call to Fight</td>
<td>317</td>
</tr>
<tr>
<td>The Selective Service Act</td>
<td>318</td>
</tr>
<tr>
<td>The NAACP</td>
<td>319</td>
</tr>
<tr>
<td>Ewart J. Scott</td>
<td>320</td>
</tr>
<tr>
<td>Jim Crow Military Camps</td>
<td>321</td>
</tr>
<tr>
<td>Locating Training Camps</td>
<td>322</td>
</tr>
<tr>
<td>Repugnant Discrimination</td>
<td>323</td>
</tr>
<tr>
<td>African Americans Fight Back</td>
<td>324</td>
</tr>
<tr>
<td>Service Overseas</td>
<td>325</td>
</tr>
<tr>
<td>The 369th U.S. Infantry</td>
<td>326</td>
</tr>
<tr>
<td>Other African American Combat Units</td>
<td>327</td>
</tr>
<tr>
<td>German Propaganda</td>
<td>328</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15</th>
<th>Voices of Protest (1910–1928)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progressive Voices</td>
<td>329</td>
</tr>
<tr>
<td>The Work of the NAACP</td>
<td>330</td>
</tr>
<tr>
<td>The 1912 Election</td>
<td>331</td>
</tr>
<tr>
<td>Wilson Disappoints</td>
<td>332</td>
</tr>
<tr>
<td>African Americans Protest Racial Policies</td>
<td>333</td>
</tr>
<tr>
<td>The Armistice Conference</td>
<td>334</td>
</tr>
<tr>
<td>Violent Times</td>
<td>335</td>
</tr>
<tr>
<td>The Resurgent Kik-Klux Klan</td>
<td>336</td>
</tr>
<tr>
<td>Race Riots</td>
<td>337</td>
</tr>
<tr>
<td>The Chicago Riot of 1919</td>
<td>338</td>
</tr>
<tr>
<td>More Riots</td>
<td>339</td>
</tr>
<tr>
<td>&quot;Outside Agitation&quot;</td>
<td>340</td>
</tr>
<tr>
<td>Civil Rights Vanguard</td>
<td>341</td>
</tr>
<tr>
<td>The Persistence of Lynching</td>
<td>342</td>
</tr>
<tr>
<td>NAACP Legal Efforts</td>
<td>343</td>
</tr>
<tr>
<td>Protesting with Their Feet</td>
<td>344</td>
</tr>
<tr>
<td>The Leaderless Migration</td>
<td>345</td>
</tr>
<tr>
<td>Migration from the Caribbean</td>
<td>346</td>
</tr>
<tr>
<td>Afro-Caribbeans in New York</td>
<td>347</td>
</tr>
<tr>
<td>New Negroes</td>
<td>348</td>
</tr>
<tr>
<td>Race and Class Politics: Civil Rights, Black Nationalism</td>
<td>349</td>
</tr>
<tr>
<td>Du Bois and &quot;Chooft Ranks&quot;</td>
<td>350</td>
</tr>
<tr>
<td>Marcus Garvey</td>
<td>351</td>
</tr>
<tr>
<td>Garvey's Decline</td>
<td>352</td>
</tr>
<tr>
<td>Father Divine</td>
<td>353</td>
</tr>
<tr>
<td>New Women</td>
<td>354</td>
</tr>
<tr>
<td>Black Feminism</td>
<td>355</td>
</tr>
<tr>
<td>Black Women Voters</td>
<td>356</td>
</tr>
<tr>
<td>Growing Political Involvement</td>
<td>357</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16</th>
<th>The Arts at Home and Abroad (1920 to early 1930s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recorded Music and Radio</td>
<td>358</td>
</tr>
<tr>
<td>Classic Blues</td>
<td>359</td>
</tr>
<tr>
<td>Black Swan Records</td>
<td>360</td>
</tr>
<tr>
<td>National and Local Broadcast Radio</td>
<td>361</td>
</tr>
</tbody>
</table>
Jazz Roots and Routes
- "The Evolution of Jazz: New Orleans to Chicago"
- "Jazz in New York: Ragtime to Swing"
- "The James Reese Europe Orchestra"
- "Louis Armstrong Transforms the Big Band Jazz"
- " Duke Ellington and the Big Band Era"

Motion Pictures
- "Black Talents in White Studios"
- "Black Theater"
- "Public Theater"
- "Black Musicals"
- "The Charleston"

The Harlem Renaissance
- "The Tradition"
- "The Marshall Hotel"
- "Black Periodicals"
- "Before the Cane Club"
- "Corner Club"
- "Langston Hughes"
- "Harlem Renaissance Women"

French Connections
- "Visual Artists"
- "Photographers and Illustrators"
- "Poets"

Clashing Artistic Values
- "Art as Propaganda"
- "Race Literature"
- "Art and Social Change"

The New Deal Era (1929-1941)

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

Political Resurgence
- "The Election of Oscar De Priest"
- "The Shift to the Democrats"
- "A Growing Sense of Political Efficacy"
- "Success at the State and Local Levels"

The Black Cabinet
- "African Americans in the National Government"
- "Expanding Job Opportunities in the Federal Government"

New Deal Programs
- "The Agricultural Programs"
- "The Tuskegee Study"

Organized Labor
- "The CIO"
- "Organizing Activity in Agriculture"

On the Left
- "The Appeal of Communism"

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

A Harvest of Artistic Expression
- "Augie" Sage
- "William Johnson"
- "Blacks in Films"
- "Paul Robeson and Lead Home"
- "New Musicians and Composers"
- "The Swing Era"
- "Hanson Vocalists"
- "Maritan Anderson at the Lincoln Memorial"

Double V for Victory (1941-1945)

Refining the Arsenal of Democracy
- "The March on Washington 1941"
- "Executive Order 9902"
- "Black and the American War"

In Military Service
- "Blacks in the Military"
- "Tuskegee Black Airmen"
- "The Navy, the Marines, and Officer Training"
- "Omnibus Service—Europe"
- "Service in the Pacific"
- "Service in the Navy"
- "Service in the Merchant Marine"
- "Reunion at Home"
- "Racial Gains"
- "Rejection for Service"

Keeping the Home Fires Burning
- "The Work of the FEC"
- "Support for the War Effort"
- "Black-White Conflict at Home"
- "The Problem of Race Miscegenation"

American Dilemmas (1940-1955)

Intellectual Crosscurrents
- "An American Dilemma"
- "The Emphasis on Assimilation and Culture"
- "African Survivals"
- "The Popularization of Black History"
- "Abandoning the Cultivated Perspective"

Literary and Dramatic Arts
- "Poets"
- "Poets Writers"
- "Richard Wright and Native Son"
- "Ralph Ellison and Invisible Man"
- "Frank Vizay"
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
Freedom Summer, 1964
Tragedy and Triumph
The Importance of Press Coverage

Movement Women
School Desegregation and Constance Baker Motley
Voting Rights Campaigns
Fannie Lou Hamer
Stella 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 Dragged Its Feet
The Role of Civil Rights Activists
The Civil Rights Acts of 1957 and 1960
The Kennedy Administration
The Freedom Rides, May 1961
Freedom to the Fore, 1963
The Civil Rights Act of 1964
The Voting Rights Act of 1965
Political Revolution in the South


Black Power’s Antecedents
The Heritage of Appeals to Self-Reliance
Malcolm X
Activism in the South
Paramilitary Defense Units
Armed Revolution
Internationalizing the Struggle
Randall 1955
Malcolm and the Dark World
The Assassination of Malcolm X

Proclaiming Black Power
Shakely Conceived Makes History
The Black Panther Party
Revolutionary Nationalism versus Cultural Nationalism
Muhammad Ali

A Dissident Youth Culture
Cupola Activism
The Aja

Black Artistic Power
Political Activists
The Cultural Side of Black Power
The Black Art Movement
 Performing Arts
Graphite Arts
Women Writers

Divergent Realities
     Economic Differences
     Rise of the Black Underclass
     The Million Man March
     New Opportunities
     The Black Electorate
     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
     Racial Unrest
     Racial Brutality: Abner Louima, Amadou Diallo, 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
     Continuing Disparities: Health, Education, and Incarceration
     Socioeconomic Status
     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