Goals of Integrative Studies in the Arts and Humanities

Integrative Studies at MSU seeks to assist students to become more familiar with ways of knowing in the arts and humanities and to be more knowledgeable and capable in a range of intellectual and expressive abilities. IAH courses encourage students to engage critically with their own society, history, and culture(s) or to learn more about the history and culture of other societies. They focus on key ideas and issues in human experience; encourage appreciation of the roles of knowledge and values in shaping and understanding human behavior; emphasize the responsibilities and opportunities of democratic citizenship, highlight the importance of language and the value of the creative arts; and alert us to important issues that occur and re-occur among peoples in an increasingly interconnected, interdependent world.

Course Overview and Requirements

Students are required to attend all lectures, pass midterm and final examinations, and prepare a 15-page typewritten research paper on one of the major themes, events, issues, personalities or organizations discussed in the course. Confine all papers to the years between 1865 and the present. The paper should be based on a combination of primary and secondary sources, and is expected to have proper footnotes or endnotes. The paper must be an original piece of work written by the student for this class.

Lectures on black historiography are an important dimension of the course. I will introduce students to a wide range of historians and their writings and differing
interpretations. It is important to know what happened and what historians have had to say about key issues and events.

Ten films will be shown, one per Thursday, followed by discussion. The films emphasize particular dimensions of black history, culture and social movements, and the lives and experiences of key individuals. There are two examinations, one mid-term and a final designed to test mastery of lectures, reading assignments, and the topics explored in the general films. Marshanda Smith, a graduate student in the History Department will be in charge of the film component of the course and is available to offer technical and computer assistance. Discussions or readings and lectures will continue in the sections under the supervision of teaching assistants Eric Duke and John Grant.

Both exams and the research paper are worth 30, 30 and 25 points respectively. The final fifteen (15) percent of the grade is based upon section participation. Throughout the course students will be challenged to think critically and analytically about the intersections of race construction with those of gender, ethnicity and class. We will also pay attention to the changing status of Black women and their long struggle for freedom from racial oppression and exclusion. A great deal of time and space is devoted to understanding the complexities of Black culture and its centrality in American culture.

Grades – Total 100 points

Midterm (short answer & essay) ............................................30 points
Original Term Paper (15 pages) ............................................25 points
Final (multiple choice) .............................................................30 points
Course participation (attendance at sections is necessary to gain these points).... 15 points

Required Texts

Darlene Clark Hine, William C. Hine, Stanley Harrold,
### Reading Assignments and Due Dates

Required Readings: *The African American Odyssey* by Hine, Hine & Harrold  

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<tr>
<th>Date</th>
<th>Chapter</th>
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| September 5, 2002 | **Chapters 11 and 12**  
Liberation: African Americans and the Civil War/The Meaning of Freedom: The Promise of Reconstruction, 1865-1868 |
| September 12, 2002| **Chapter 13**  
The Meaning of Freedom: The Failure of Reconstruction |
| September 19, 2002| **Chapters 14 and 15**  
White Supremacy Triumphant: African Americans in the South in the Late Nineteenth Century/Black Southerners Challenge White Supremacy |
| September 26, 2002| **Chapter 16**  
Conciliation, Agitation, and Migration: African Americans in the Early Twentieth Century |
| October 3, 2002   | **Chapter 17**  
African Americans and the 1920s |
| October 10, 2002  | **Chapter 18**  
The Great Depression and the New Deal |
| October 17, 2002  | **Mid Term Examination**  
(Covering Lectures and Chapters 11-18) |
| October 24, 2002  | **Chapter 19**  
Black Culture and Society in the 1930s and 1940s |
October 31, 2002

Chapter 20
The World War II Era and Seeds of a Revolution

November 7, 2002

Chapter 21
The Freedom Movement, 1954-1965

November 14, 2002

Chapter 22
The Struggle Continues 1965-1980

November 21, 2002

Chapter 23
Modern Black America, 1980-2000

December 3, 2002

Papers Due

December 10, 2002

Final Examination

Films

1. Stereotypes and Images
   a. Ethnic Notions by Marlon Riggs – September 5
   b. Henry Ossawa Tanner and First Person Singular: John Hope Franklin – September 12

2. Black Leaders
   b. Marcus Garvey: Towards Black Nationhood and Going to Chicago – September 26

3. Fighting Segregation and Discrimination
   a. The Negro Soldier - October 3
   b. The Road to Brown - October 10
   d. Go Tell It on the Mountain by James Baldwin - October 31

4. The Black Revolution
   a. Eyes on the Prize I: The Awakening, 1952-1954 by Henry Hampton - November 14
   b. Eyes on the Prize II: Two Societies, 1965-1968 by Henry Hampton - November 21
Themes
The course examines the transformations African Americans underwent during their journey out of bondage towards first class citizen. The course emphasizes Black Americans’ creation of a unique culture of struggle and resistance as they sought to give freedom meaning. We begin with the emancipation and reconstruction experiences, and move to a sustained consideration of migration processes and the emergence of protest movements and leaders throughout the twentieth century. Key issues include the changing status of African-American women, the emergence of black men and women in the professions, the dynamic dimensions of black popular culture, black protest movements and diverse black ideologies such as Afrocentricity and Nationalism, and an assessment of the current urban crisis.

Two Points to Keep in Mind:

1. The time period of primary focus in this course marks the completion of the radical break with the slave past. The first half of the textbook provides a comprehensive discussion of slavery. This coverage is important to read as it is good background information for current debates within American society such as the controversy surrounding black reparations. The founding of the NAACP in 1909, the death of Booker T. Washington in 1914, and the Great Migration of the World War I era, and the emergence of Marcus Garvey highlight critical moments in the first historical period of black freedom. Changes occur in gender roles as black men and women redefine their relationship and expectations through political, economic, and cultural pursuits.

2. The second half of the course emphasizes change, conflict, and the dismantling of structures of second class citizenship. Black people launch a sustained attack on the ideology of white supremacy. Black professionals gain control over existing and develop new educational, health care, legal, and social institutions within black communities. From the 1960s to the present, major changes have occurred in the larger American society and on the international front: technological innovations, decolonization, communism and its collapse. At home we examine key United States Supreme Court decisions, the Civil Rights Movement, Black Power, Jesse Jackson's Presidential races, and the deepening hold of poverty on so many African Americans in our inner cities. We end with reflections on the new culture that young African Americans are creating out of the fabric of their lives. The last week is devoted to an assessment of the Clinton and Bush Presidencies from the Black perspective.

LECTURES AND ASSIGNMENTS
The African American Odyssey.

PART I
August 26, 2002 through October 2, 2002 Required Text: The African American Odyssey, pp 233-425

Introduction: Why Study History? What factors influenced the emergence of African American History, Black Studies and Black Women’s History?
Required Reading: Preface, p.xxv, Chapter 1 pg. 3-23; Chapter 2, 25-45

1. The Emancipation Era 1865-1890
   a. Meanings of Freedom: (Chapters 11 and 12 - Sept. 5) Political, Economic, Social status of African Americans after Civil War
   b. Collapse of Reconstruction, Disfranchisement, and the Rise of Jim Crow Segregation
2. Fighting Back: Assimilation, Accommodation, Agitation, 1890-1930 (Chapter 13 and 14 - September 12; Chapters 15 and 16 - September 19 and 26)
   a. Black Leaders, Organizations, Ideologies, and Strategies for Liberation
   b. Black Migration and World War I, Proletarianization of Black Workers
   c. Urbanization and “Ecological Warfare”
   d. Black Cultural Renaissance: Literature, Theater, Music, and Art in Harlem and in Chicago

3. Been down So Long, Seems Like Up to Me: 1931-1941 or “Weathering the Storm” (Chapters 17 and 18).
   a. Impact of the Great Depression and the New Deal
      i. Economic Dislocation, Black Unemployment, New Deal Programs
      ii. Black Women’s Activism and Economic Nationalism
   b. Political Alliances and Transformations From Republicans to Democrats
   c. Black Radicalism and the Communist Party
   d. Sharecroppers’ Unions and the National Negro Congress
   e. Scottsboro Trials: Tuskegee Syphilis Experiment
   g. The Nation of Islam And Father Divine’s Peace Movement

4. NAACP on the Case
   a. Attacks on Educational Discrimination and Segregation
   b. Voting Rights Cases

5. African Americans and Foreign Affairs
   a. Italio-Ethiopian War
   b. The Abraham Lincoln Brigade
   c. The Olympics and Jesse Owens

**MIDTERM EXAMINATION – THURSDAY, OCTOBER 17, 2002**

**PART II**

**Thursday, October 22, 2002 - Library Research Meeting with Teaching Assistants Eric Duke and John Grant.**

**October 22, 2002 - December 10, 2002**

1. Black America and the World War II Era (Chapter 19)
   a. Race War on the Home Front
      i. March on Washington Movement, 1941
      ii. Riots in Detroit and Harlem, 1943
      iii. Fighting Against Military Segregation
   b. Industrialization and the Second Migration (Chapters 20 and 21)
i. Rise of the Black Middle Class and struggles of Black Professionals
ii. Politics of Black Art and Culture, Richard Wright, Ralph Ellison, James Baldwin, Lorraine Hansberry, and Gwendolyn Brooks
c. President Truman, Desegregation of the Armed Forces, and the Korean War
d. Red baiting and the Cold War: Paul Robeson and W.E.B. Du Bois
e. Decolonization and African Nationalism

2. The Black Revolution in Modern America (Chapter 22)
a. The Modern Civil Rights Movement and Black Power Era
   i. Montgomery Bus Boycott
   ii. SCLC, SNCC, CORE – Sit-ins and Freedom Rides, From Martin Luther King to Stokely Carmichael, Malcolm X and the Nation of Islam
   iii. Civil Rights Laws and Voting Rights Act of 1965
   iv. Black Men and the Vietnam War
   i. America’s Retreat from Equality, Economic Crisis, Family Dislocation, Welfare Reform and the Internal Community Deterioration; Attacks on Affirmative Action–The White Backlash
   ii. Culture Power--Black Arts, Literature and Cinematic Renaissance

3. The Struggle Continues... Challenges of Community and Identity (Chapter 23)
a. The Urban “Underclass” and the New Black Middle Class
b. Million Man March, Million Woman March–Gender, Politics and Race
c. Afrocentricity, Assimilationism, and Black Nationalism–Identity Politics
d. The Hip Hop Nation and the Culture Wars of the 1990s

Paper Due – Thursday, December 5, 2002

FINAL EXAMINATION - DECEMBER 12 – 12:45 P.M. - 2:45 P.M.