

**Undergraduate Course Syllabus:
History 387-006/389-001: The “Black” Migration Experience**

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Syllabus Caveat: This syllabus is a document-in- process. Therefore, if you miss a class, it is your responsibility to keep abreast of changes.

New cultures, new identities, new societies, and new communities frequently emerge out of migration. This course will focus on the migrations of people of African descent and the international movement of people, goods and ideas that have created the African Diaspora. Some migrations have been forced, such as the transatlantic slave trade but many others have been voluntary movements by determined men and women of African descent. This course will examine multiple migrations from an historical and comparative perspective. We will explore African American farm labor migration, Caribbean migration to England and the United States, and modern African migration to Europe and North America. Students will explore the social, economic, and political dimensions of migration as well issues related to identity construction, cultural aesthetics, and political activism. Through lectures, literature, film, biographies, and discussion, the course will address the unique experiences, histories, and contributions of (im)migrants of African descent from Nigeria, Eritrea, Haiti, Jamaica, London, or even Virginia.

By the end of this course, students should be able to

1. Understand competing theories/views on black migrations (forced and voluntary).
2. Identify the importance of time, place, and local circumstances in the migration process of people of African descent.
3. Identify push and pull factors and changing pattern of migrations.
4. Illustrate understanding of how race, class, gender, ethnicity, and citizenship intersect and impact black migrants in their new communities.
5. Connect migrant and immigrant biographical experiences to the larger historical events in the United States, the Caribbean, and the world.

COURSE REQUIREMENTS

Attendance and Participation: You are expected to come to class regularly and to contribute to discussions. You will also be expected to bring reading materials to class the day that we discuss them. Class sessions will be structured around lectures, discussions, and occasional class exercises. In class, be prepared to ask questions and think critically about the material. If you are uncomfortable speaking in front of the group or have trouble contributing to the discussion, please talk to me after class and explain your situation.

Civility: Students are expected to use good manners in class. Basic requirements include an alert and attentive presence; participation verbally and mentally; and a positive attitude to everyone in the class. Dozing off in class, laying your head down on your desk for a rest, whispering, text messaging and/or leaving a cell phone on, and chewing and snapping gum are simply unacceptable behaviors. Working on homework for another class is not acceptable, and you may be asked to leave the class if caught. I will make an effort to be punctual and expect all students to do the same. If this policy is not acceptable to you, please drop this course for another.

Disability Statement: Students with disabilities who need accommodations in this course must meet with Dr. Manuel-Scott at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has: First: Registered with Student Disability Services; Second: Meet with Dr. Manuel-Scott to request accommodations.

Plagiarism and Cheating: DO NOT CHEAT! Please read the George Mason University **Honor Code and Plagiarism Statement**. **All of your work must be original to you, if you have any questions about what is expected of you please consult with me.** All cheaters will be turned over to the Honor Board immediately.

COURSE POLICIES

Class absences: Students are expected to attend all meetings of the course, both lecture and assigned discussion section. In the event that you must miss class, you are responsible for the contents of the lecture or discussion.

Email: Electronic mail is a valuable tool. I will, from time to time, send emails to the class, and I am happy to respond to your email messages provided you bear in mind the following points. In academic and professional settings, all emails should have a descriptive subject line (“Question about Black Migration assignment”), begin with a respectful salutation (“Prof. Manuel-Scott”), and conform to standard English with proper punctuation and capitalization. Do not use instant message abbreviations. All correspondence should take place via your GMU email account. If you have not activated your GMU email account, go to <https://mail.gmu.edu/>, and select “activate account.”

Cellular Telephones: During class all cellular telephones must be switched completely off or set to silent (not vibrate) mode. Students are not to compose, read, or respond to text messages. If you are an emergency responder (such as an EMT) and must receive pages, you must notify the instructor within the first week of the course.

Laptop Computers: Students who wish to use laptop computer for note-taking are welcome to do so in compliance with the following rules. 1) Students using laptops sit in the front row of the class. 2) All internet connections, audio, and video components are switched off. 3) As a courtesy to other students, computers that make noise when switched on should be powered up before entering the class room. *Students who use*

laptops for purposes other than taking notes (i.e., email, instant messaging, internet browsing) will be asked to leave.

Submission of Work

All written work is due at the beginning of class in hard copy on the day indicated on the syllabus. All written assignments should be typed, double-spaced, with 1-inch margins and in a 12-point font. Your name should be on the paper, and all pages should be stapled and numbered. You must submit your work in hard copy only; no email attachments accepted. You should, however, retain electronic copies of your work, and in some instances, your instructor may ask for an electronic copy of your paper in order to use it as an example in teaching (good!) or to submit to a plagiarism detection site like Turnitin.com (bad!).

GRADING

Your final grade will be based on

1. 8 quizzes: 40%
2. 2 mini project activities: 10%
3. Final Project: 40%
4. Participation: 10%

1) Short quizzes:

This class has no mid-term exam or sit-down final exam. To keep you on track with the readings and check that you understand the material, there will be nine quizzes. Quizzes will cover material presented in lectures, films and readings. Absent students are responsible for obtaining missed material and/or lecture notes on their own.

There are no make-ups for missed quizzes. In the event of an illness, students should provide proper documentation from their physician.

2) Mini Group Activities:

1. Runaways and Maroons mini Group Activity -- 5 percent of your final grade
2. Great Migration mini Group Activity -- 5 percent of your final grade

3) Final Project:

Your final project is a performance based learning assessment. You will synthesize the knowledge you learned this semester with research in primary and secondary sources to create an original migration project. You will receive a detailed assignment sheet and ongoing support throughout the semester.

Part I. Project Proposal and Bibliography. Due September 26 -- 5 percent of your final grade.

Part II. Biographical timeline/Mapping. Due October 31 -- 5 percent of your final grade

Part III. Project Presentation. Due December 3 -- 10 percent of your final grade.

Part IV. Final Research Paper, including bibliography. Due December 10 -- 20 percent of your final grade.

REQUIRED TEXTS

1. Ira Berlin, *The Making of African America: The Four Great Migrations* (Viking, 2010)
2. Samuel Selvon, *The Lonely Londoners* (Longman, 1989)

In addition to the required text, several articles and chapters are posted on the class Blackboard or accessible through the GMU library search engine. You are strongly encouraged to print out assigned articles and chapters and bring them with you to class.

Course Schedule Week 1: Introduction

August 27 Course Introduction

August 29 Migration/African Diaspora Theory Lecture

Readings: Ira Berlin, "Movement and Place in the African American Past" in *The Making of African America*,

Week 2: African/Atlantic Slave Trade Migration

September 3 Lecture

September 5 Lecture

Readings: Ira Berlin, "The Transatlantic Passage" in *The Making of African America*;
Alexander Falconbridge, *An Account of the Slave Trade on the Coast of Africa*
[Blackboard]

Quiz #1

Week 3: African/Atlantic Slave Trade Migration cont.

September 10 Lecture

Readings: Patrick Manning, "Migrations of Africans to the Americas: The Impact on Africans, Africa, and the New World," *The History Teacher*, Vol. 26 (May 1993): 279-296 [JSTOR]

Quiz #2

Runaways and Maroons: Freedom Journeys, Freedom Migrations

September 12 Lecture

Week 4: Fancy Maids and Slave Traders: The Domestic Slave Trade

September 17 Mini Project Presentation

1. Fort Mose
2. The Great Dismal Swamp
3. Black Seminoles
4. Saramaccaners
5. Palmares

September 19 Lecture

Readings: Ira Berlin, "The Passage to the Interior" in *The Making of African America*,

Quiz #3

Week 5: Post Emancipation Migrations: Freedom Movements of New World Blacks

September 24 Lecture

Readings: Janette Thomas Greenwood, “These are the Children of this Revolution, The Promising First Fruits of the War” in *First Fruits of Freedom: The Migration of Former Slaves and Their Search for Equality in Worcester, Massachusetts, 1862 – 1900* (University of North Carolina Press, 2009) [Blackboard]

September 26 Lecture

Readings: Nemata Amelia Blyden, “‘Back to Africa:’ The Migration of New World Blacks to Sierra Leone and Liberia,” *OAH Magazine of History*, Vol. 18 (April 2004): 23-25 [JSTOR]

Quiz #4

*****Project Proposal and Brief Bibliography Due September 26 IN CLASS*****

Extra Credit: Novelist Chimamanda Ngozi Adichie @ Mason Hall, D-003, George Mason University, Sep 27 @ 6:00 pm – 7:15 pm

Week 6: I’m Going North: The Great African American Migration

October 1 View Goin to Chicago (California Newsreel)

Readings: “Who’d Have a Dream? The Migration Experience” in Elizabeth Clark-Lewis, *Living In, Living Out: African American Domesticity and the Great Migration* (Kodansha, 1996) [Blackboard]

October 3 Lecture

Readings: Ira Berlin, “The Passage to the North” in *The Making of African America*

Quiz #5

Week 7: I’m Going North cont...

October 8 Lecture

Readings: Richard Wright, *12 Million Black Voices: A Folk History of the Negro in the United States* (New York: Viking, 1941) excerpt [Blackboard]

October 10 Great Migration mini project presentations

Project Options:

1. East St. Louis
2. North Philadelphia
3. Los Angeles
4. Baltimore
5. Pittsburgh
6. Detroit
7. Cleveland
8. Newark

9. Washington, D.C.

Week 8: Paid in Silver: Race and Labor on the Canal

October 15 NO CLASS -- COLUMBUS DAY SWAP

October 17 Lecture

Readings: Irma Watkins-Owens, "Panama Silver Meets Jim Crow" in *Blood Relations: Caribbean Immigrants and the Harlem Community, 1900--1930* (Indiana University Press, 1996) [Blackboard]

Week 9: Caribbean Immigrant Communities: Dreams and Nightmares

October 22 Lecture

Readings: Nancy Raquel Mirabal, "The Afro-Cuban Community in Ybor City and Tampa, 1886-1910" *OAH Magazine of History*, Vol. 7 (Summer, 1993): 19-22 [JSTOR]

Quiz #6

October 24 Watch *Windrush*

Week 10: Bittersweet Passages: Caribbean Immigration

October 29 Lecture

Readings: Samuel Selvon, *The Lonely Londoners* (Longman, 1989)

Quiz #7

October 31 Lecture

*****Biographical Timeline and Mapping Due October 31 IN CLASS*****

Week 11: Bittersweet Passages: Caribbean Immigration cont.

November 5 View: View *H-2 Workers*

November 7 Lecture

**Week 12: God's Gonna Trouble The Water:
Race, Natural Disaster, and Migration**

November 12 View TBD

November 14 Lecture

Readings: Lynn Weber and Lori Peek, "Documenting Displacement: An Introduction," in *Displaced: Life in the Katrina Diaspora*, excerpt [Blackboard]

Quiz #8

Week 13: African Immigration

November 19 Watch *Dollars and Dreams: West Africans in New York*

Readings: Chimamanda Ngozi Adichie, *Americanah*, excerpt [Blackboard]

November 21 Lecture

Readings: "African Immigration" at <http://www.inmotionaame.org/home.cfm>; Ira Berlin, *The Making of African America*, "Global Passages"

Quiz #9

Week 14: Final Project Preparation

November 26 Meetings with Professor

November 28 NO CLASS - Holiday Break

Week 15: Migration Project Presentations

December 3

December 5