Zoom wait music: “Get Up, Get Into It, Get Involved” by James Brown from *Star Time*

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Week 5 Agenda: Wednesday March 3, 2021

• Introduce agenda
• Course announcements
  • Book reminder
  • Website update (Zoom audio posted) + comments reminder
• College announcement: grad school advising
• BRIEF REVIEW: last week’s topics
• DISCUSSION: Introduction to Black Studies first half of chapter 4
• BREAK: Listening: “Walking in Space” by Qunicy Jones
• CONTINUE DISCUSSION: Introduction to Black Studies chapter 4
• Intro next week’s topic
• END
• Individual Q&A

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Week 5 announcement: Wednesday March 3, 2021

Lehman graduate school advising events: all 3:30-5 PM via Zoom

• Wednesday March 10: Personal statement writing
• Wednesday March 24: grad school admissions interviews

Keith Happaney and Suzanne Yates
Pre-Graduate School Advisors
Office hours on Thursdays/Fridays

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Week 4 Review: some key points

*African background*

- Nile Valley Civilizations: achievements/importance
- Cheikh Anta Diop
- Decline/conquest

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3 Major Modal Periods of African History (151)

1 Classical period of Nile Valley Civilization
African commitment to knowledge; moral and spiritual grounding and cultural excellence; introduces basic disciplines of human knowledge; definitive contribution to forward flow of human history

2 Holocaust of Enslavement (Maafa)
Tests & tempers African people; demonstrates adaptive vitality & capacity to prevail; reinforces commitment to human freedom & dignity* (Key point! Shapes role in US, Caribbean, Central/South Am)

3 1960s Reaffirmation
Re-affirms Africanness and Black social justice tradition with commitment to struggle at core.

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Section 4.1: Intro

- Focus on *modal approach* to history: major experiences which defined African America life with Africans in the roles of both producers and products of history, those who make and are made by these historical experiences. (105)
Key Concepts:

Enslavement
Colonialism
Integrationism vs Nationalism
Pan Africanism
Self Determination
Migration

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Section 4.2: Egypt, Mali, and Olmecs

Ivan Van Sertima *They Came Before Columbus* (1992), *Early America Revisited* (1998)

projected trips: 1200 BCE, 800-700 BCE, 1311, 1312 CE

Evidence:
1 cultural/linguistic influence
2 social/religious practices
3 architecture
5 botanical evidence
6 eyewitness reports
7 skeletal remains
8 technical ability for successful voyage (108)

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Basis of Enslavement: (113)

- Profitability
- Practicality
- Basis in racist European thought
- (Capitalism)

System of Enslavement:

- Brutality
- Genocide
  - Cultural
  - Physical
- Machinery of control

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Process of Underdevelopment

Resources from Africa > Europe/US

African continent stripped of
- population
- Natural resources
- culture

Europe/ US gains
- population
- wealth
- Technological superiority

Enslavement finances Industrial Revolution

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Reconstruction: (131)

- Rebuilding South’s economy on free labor & national re-integration
- Southern Political subjugation & transformation
- Integration and protection of freed Africans

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The Great Migration, 1916–1930

Many of the Exodusters eventually left Kansas, and Oklahoma for California.

MIGRATION CORRIDORS
- South West to Midwest & Far West
- South Central to Midwest
- Southeast to Northeast

Map by Michael Siegel
Rutgers Cartography 2005


Source: Schomburg Library Digital Resources: http://www.inmotionaame.org/gallery/detail.cfm?migration=8&topic=10&id=8_003M&type=map
Booker T Washington (1856-1915)

Key contextual points shaping Washington’s worldview: (Karenga 137)
1 Enslavement
2 Hampton education
3 Tuskegee Institute
4 Analysis of time/place

Key points of Washington’s program: (Karenga 138)
1 Vocational Education
2 Social Separation of races
3 Accommodation to social inequality
4 Black-white *economic* co-operation

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WEB DuBois (1868-1963)

Key Concepts:
Pan Africanism
Socialism/ Co-operative economics

DuBois’s Plan: (140)

1 “Talented Tenth” leadership: intellectual/political vanguard
2 Multidimensional education
3 Cultural nationalism
4 Confrontational political activity
5 Pan Africanism

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Listening: “Walking in Space” by Quincy Jones

From Walking in Space, A&M Records
1969

Personnel: Quincy Jones: conductor, arranger; Valerie Simpson: vocals; many others.

Break:

Approx. 13 minutes

15 minutes

(Be right back! 7:50 PM)

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WEB DuBois (1868-1963)

DuBois’s Critique of Washington (140)

1 Lack of struggle for political rights to defend Black business/property
2 “silent submission to civil inferiority”
3 Focus on industrial training w/o attention to schools to train teachers

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WEB DuBois (1868-1963)

“Talented Tenth” leadership: intellectual/political vanguard

“The Negro race, like all races, is going to be saved by its exceptional men. The problem of education, then, among Negroes must first of all deal with the Talented Tenth; it is the problem of developing the Best of this race that they may guide the Mass away from the contamination and death of the Worst.” “The Talented Tenth” 1903

“[M]y own panacea of an earlier day was a flight of class from mass through the development of the Talented Tenth; but the power of this aristocracy of talent was to lie in its knowledge and character, not in its wealth." From Dusk of Dawn: Toward an Autobiography of a Race Concept, 1940

Du Bois revises the “Talented Tenth” idea over time. It’s critiqued for an elitist view of social action vs Garvey’s approach more rooted in mass participation

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Marcus Mosiah Garvey (1887-1940)

Key contextual points: (Karenga 143)
1 “Race First”
2 Economic autonomy
3 Race-specific God
4 Cultural Nationalism

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Marcus Mosiah Garvey (1887-1940)

Garvey’s Institutions/Organizations (Partial List)

**UNIA:** Universal Negro Improvement Association

**Black Cross Nurses**
Paramilitary Org with officer corps

**Black Star Line**

**Negro World** Newspaper

**ACL:** African Communities League

“Garveyism is about the “Nation” concept: something we had lost during slavery and colonialism.” (200) From Dr. Clarke’s “Marcus Garvey and the Concept of African Nation Formation” essay

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Ida B. Wells-Barnett (1862-1931)

Key contextual points: (Karenga 146-147)

“Race First” but rejects both Washington’s accommodationism and Garvey’s goal of a separate nation

**Advocates:**

- Strong community institutions
- Crucial role of education
- Economic strength

Wells correctly sees/analyzes flaws in the approach of Washington, Garvey, and Du Bois

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