

**Undergraduate Course Syllabus:
History 387-003: African “Black” Migration Experience
Tuesday and Thursday 12-1:15pm
Robinson A208**

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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.

COURSE REQUIREMENTS

Attendance and Participation: Students are expected to attend all meetings of the course. This course is structured to reward students who come to class, complete their reading, participate in discussions, and stay on top of their assignments. Each student will help lead a discussion and everyone is expected to participate. To do this effectively you need to have read and thought about the assigned reading before class. 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. **All assigned readings must be brought to class meetings.**

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

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. Furthermore, if you miss class on the day of quiz, you will not be permitted to make it up without prior arrangement with the instructor.

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 African 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 and Late 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

COMPOSITION OF FINAL GRADE

Your final grade will be based on

1. 10 short essays: 50%

Grading System: 0 - 59% F 60 - 69% D 70 - 79% C 80 - 89% B 90 - 100% A

Short Essays: Ten two-page essays will be assigned during the semester. These essays will be based upon questions given on the selected readings. Students are expected to critically express their reaction and answer each question in a two page, typed, and double-spaced essay. The written assignments should help you to think about the readings and develop your ability to communicate effectively in writing. Assignments must be handed in on the dates they are due and absolutely no extensions will be granted for any reason other than verifiable illness or family emergency.

REQUIRED TEXTS

1. Paule Marshall, *Brown Girl Brownstones*
 2. Irma Watkins-Owens, *Blood Relations: Caribbean Immigrants and the Harlem Community, 1900--1930*
 3. Edwin Redkey, *Black Exodus: Black Nationalist and Back-to-Africa Movements, 1890-1910*
 4. Nicolas Lemann, *Promised Land: The Great Black Migration and How it Changed America*
 5. Simon Schama, *Rough Crossings: The Slaves, the British, and the American Revolution*
 6. Chimamanda Ngozi Adichie, *The Thing Around Your Neck*
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Course Schedule

Week 1:

January 19

Family migration short essay: Find out as much of the information as you can, focusing in particular on the kinds of moves your family has made, whether rural to urban or between urban areas, to different countries or different regions; the motivations for the moves: why move away from a particular place? Why move to a particular place? Please have it completed by next Tuesday.

January 21

Migration/African Diaspora Theory Lecture

Week 2: African/Atlantic Slave Trade Migration

January 26 View "The Middle Passage"

January 28 Lecture

Read "Migrations of Africans to the Americas: The Impact on Africans, Africa, and the New World," Patrick Manning. Please bring a printed copy of the readings to class and be prepared to participate in class discussion

Week 3: Colonization and Emigration

February 2 Lecture and discussion of *Rough Crossings: The Slaves, the British, and the American Revolution*

Week 4: Back-to-Africa Movements

February 9 Lecture

February 11 Read *Black Exodus: Black Nationalist and Back-to-Africa Movements, 1890-1910* Short essay due in class

Week 5: The Great Migration

February 16 View “Up South: African American Migration in the era of the Great War” and Lecture

February 18 View “Freedom Bags” and Migration essay due by 5pm

Week 6: Caribbean Immigration (early 20th century) to the U.S.

February 23 Lecture

February 25 Read *Blood Relations: Caribbean Immigrants and the Harlem Community, 1900--1930* Short essay due in class

Week 7: Caribbean Immigration (early 20th century) to the U.S. cont.

March 2 TBD

March 4 Midterm Exam

Week 8:

Spring Break

Week 9: The Second Great Migration

March 16 Lecture and *Promised Land: The Great Black Migration and How it Changed America*, chps 1-2 due

March 18 *Promised Land*, chps 4-5 due

Promised Land short essay due in class

Week 10: Caribbean Immigration (mid-late 20th century) to the U.S.

March 23 View “My American Girls: A Dominican Story”

March 25 *Brown Girl, Brownstones* short essay due in class

Week 11: Caribbean (labor) Immigration to the U.S.

March 30 Lecture

April 1 Read “The Politics of Labor Scarcity: Expediency and the Birth of Agricultural ‘Guestworkers’” @ <http://www.cis.org/AgriculturalGuestWorkersProgram-LaborScarcity>

View H-2 Workers

Week 12: Caribbean Immigration to Great Britain

April 6 Lecture

April 8 Discussion and “Windrush” short essay due in class

Week 13: Haitian (Labor) Immigration

April 13 Lecture

Week 14: African Immigration to the U.S.

Comparative “labor” essay due in class on Tuesday

April 20 Lecture

April 22 Read “African Immigration” at <http://www.inmotionaame.org/home.cfm>

Week 15: African Immigration continued

April 27 View “Rencontrer (To Meet)”

April 29 Discuss *The Thing Around My Neck* and short essay due