

**Last Updated** - January 21, 2010

(Syllabus subject to change. Latest syllabus will be posted on blackboard)

## **SYLLABUS**

Pan-African History through Transnational Travel Encounters  
Introduction to Historical Methods (HIST 300-001)  
Research I 201  
TR 10:30 am - 11:45 am

### **INSTRUCTOR INFORMATION**

Dr. Yvette Richards

Phone: 703-993-2896 or 4167

E-mail through Blackboard ([courses.gmu.edu](http://courses.gmu.edu))

Office Location: Johnson Center Room 240C

Office Hours: (Tuesdays 2-4, Thursdays 12-1)

### **Course Description**

This course introduces students to the process of historical inquiry, methodology and writing through examinations and analyses of primary and secondary documents relating to the 20th century transnational activism of people of African descent. The course will explore the writings and activism of people of African descent who looked toward Africa in search of racial links to a homeland, a connection to a shared cultural past and present, an opportunity to build working-class solidarity, or a political landscape on which to build pan-African political movements. The course will examine the ethnic, national, gender and class dimensions of Caribbean and African American interactions with Africans through analyses of documents detailing the interconnections through travel. The class will interrogate the underlying basis of these interactions as a way of understanding the extent to which solidarities were attempted on the basis of romantic, essentialist notions of a shared past or with a realization of the economic, political, and social complexities of transnational encounters on a diverse African continent. The course will examine these links between the diaspora and Africa within the context of the Cold War, and US civil rights and African anti-colonial movements.

History 300 fulfills part the writing-intensive requirement for the History major. It is a prerequisite for History

499. Throughout the semester, the course will explore the elements of historical research and analytical historical writing.

### **Required Course Texts**

Thomas Borstelmann, *The Cold War and the Color Line: American Race Relations in the Global Arena*, Harvard Univ. Press, 2003

Mary L. Dudziak, *Cold War Civil Rights: Race and the Image of American Democracy*, Princeton Univ. Press, 2002

Yevette Richards, *Conversations With Maida Springer: A Personal History Of Labor, Race, and International Relations*, Univ. of Pittsburgh Press, 2004

Kevin K. Gaines, *American Africans in Ghana: Black Expatriates and the Civil Rights Era*, Univ. of North Carolina Press, 2007

James T. Campbell, *Middle Passages: African American Journeys to Africa, 1787-2005*, Penguin Press, 2006

Some of the books are also available to read at the Women and Gender Studies Center (240K, Johnson Center)

Other Texts blackboard or e-journal finder

### **Course Requirements and Methods of Instruction and Evaluation**

Students are expected to read before coming to class, except when otherwise noted, and to bring reading material to class, particularly on days marked for in-class writing assignments. Only a doctor's excuse can be used to make up missed assignments.

1. In-class writing assignments (analyses of sources) - 20%

Students will read primary and secondary sources and analyze how the authors used them.

2. Leading class discussion on readings - 10%

Students will lead a class discussion during the semester, which includes turning in a one-page assessment of the major themes or arguments in the readings. Students should come prepared with at least 4 broad questions concerning the reading. They should open up the discussion by stating briefly the thesis or argument of the reading before proceeding to the questions.

3. Library of Congress Visit, Research outline, four-page draft and bibliography - 20%

Students' draft should have an introduction that states clearly the research question, a middle part that elaborates on your thesis, and a preliminary conclusion.

4. Oral Presentation - 10%

Students should post their presentations on blackboard at least 24 hours before class meets. Students will present their research to the class and entertain questions.

5. In class written responses to student presentations on research topic - 10%.

Students will make written comments on students presentations

6. Final paper - ten pages, double-spaced with one-inch margins and 12-point font - 30%

With the professor's consent students may explore a topic of interest related to the course. Your research paper will show evidence of your understanding of how to use primary and secondary resources to state a thesis, build an argument and provide a contextual framework and supportive evidence. See blackboard for possible paper topics or historical figures to research.

For paper citations students should follow the Chicago style for bibliography and endnotes (not footnotes).  
[http://www.chicagomanualofstyle.org/tools\\_citationguide.htm](http://www.chicagomanualofstyle.org/tools_citationguide.htm)  
1

The class will also have two visits to libraries. On February 11 students will meet with Melissa Johnson, GMU

Librarian Liaison of History and Public and International Affairs. She will instruct the class about how to find primary and secondary resources specific to our course topic. She will also introduce the class to sites for doing bibliographies and endnotes. We also will travel to the Library of Congress to meet there as a class. Students who cannot come that day must make alternative arrangements to go within the week.

Students may also conduct research in the National Archives in DC and at the George Meany Memorial Archives in Silver Spring Maryland.

### **Grading Policy**

All course work is due on the appointed day. Late assignments will lose a third of a letter grade per day, unless students have a doctor's excuse. There is no makeup for in-class writing assignments unless students have a doctor's excuse.

#### Grading Scale

100-95 A+  
94-93 A  
92-90 A -

89-87 B+  
86-83 B  
82-80 B-

79-77 C+  
76-73 C  
72-70 C-

69-60 D

59 and below F

### **About Blackboard**

This course management system is a very important tool for this class. I will post on blackboard the syllabus, instructions for all course assignments, selected class notes, recommended readings, and links to relevant web sites, photographs and selected campus resources. If any

changes occur in the syllabus I will post an updated document. I will announce in class any changes to the syllabus and also alert you through the blackboard message board. I prefer blackboard email for correspondence. I will check it often so please avoid sending me an email through the George Mason email system.

### **About Writing Skills**

Students may elect to visit the Writing Center on their own to get help with writing strategies. After your first writing assignment I may recommend students who would benefit from improving their writing skills to visit the writing center. These services are valuable and free.

The Writing Center will not proofread your work for you, but we will work with you to develop revision and editing strategies that can last a lifetime. Our tutors want to emphasize positive attitudes and helpful ways of thinking about writing. We want you to become more confident and effective writers across the curriculum and in your personal and professional lives.

<http://writingcenter.gmu.edu/>  
703-993-1200 [wcenter@gmu.edu](mailto:wcenter@gmu.edu)

### **Other sources**

1. You also may schedule individual consultations with librarians.

E-mail Reference Service

<http://library.gmu.edu/research/email/>

or call Fenwick Library 703/993-2210

or call Johnson Center Library 703/993-9070

2. The library conducts ongoing workshops that can help you with your research. You have to register.

<http://library.gmu.edu/education/classes.html>

3. Two general scholarly sources sites:

<http://www.worldcat.org/>

<http://scholar.google.com/>

4. To find journal articles on E-Journal:

- Go to <http://library.gmu.edu/phpzone/ej.php>
- Put the title of the journal in the top box and do a search
- Some databases may only have the abstract so try another one if you have a choice

In your search with the E-Journal Finder, do not include "The" or "A" at the beginning. If the journal has a hyphen (-) or an ampersand (&) in its name you may have to do the search with or without the hyphen or with the & instead of "and".

## **PLEASE NOTE: COURSE POLICIES**

### **1. George Mason University Honor System and Code**

#### **Honor Code**

George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. All violations of the Honor Code will be reported to the Honor Committee.

#### **Plagiarism** (statements from Mason Web Site)

Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit.

<http://mason.gmu.edu/~montecin/plagiarism.htm#plagiarism>

Please familiarize yourself with the Honor System and Code, as stated in the George Mason University *Undergraduate Catalog*. When you are given an assignment as an individual, the work must be your own. Some of your work may be collaborative; source material for group projects and work of individual group members must be carefully documented for individual contributions.

<http://mason.gmu.edu/~montecin/plagiarism.htm>

### **2. Class Registration**

Students are responsible for verifying the accuracy of their own schedules. Students need to check PatriotWeb regularly to verify that they are registered for the classes that they think they are. This is particularly

important since students are no longer dropped for nonpayment. Faculty may not allow a student who is not registered to continue to attend class and may not grade the work of students who do not appear on the official class roster.

Deadlines each semester are published in the Schedule of Classes available from the Registrar's Website [registrar.gmu.edu](http://registrar.gmu.edu)

**The add and drop deadlines for classes:**

Feb 2 Last day to drop with no tuition penalty  
Feb 9 Last day to drop with a 33% tuition penalty  
Feb 19 Last day to drop with a 67% tuition penalty  
Feb 19 **Last day to drop**

After the last day to drop a class, withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons. Undergraduate students may choose to exercise a selective withdrawal. See the Schedule of Classes for selective withdrawal procedures.

**3. Accommodations for students with disabilities:**

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Resources at 703-993-2474. All academic accommodations must be arranged through that office.

The need for accommodations should be identified at the beginning of the semester and the specific accommodation has to be arranged through the Office of Disability Resources. Faculty cannot provide accommodations to students on their own (e.g. allowing a student extra time to complete an exam because the student reports having a disability).

**Course Schedule**

**January 19**

Introduction

**January 21**

Discussion on intellectual validity and authority of sources

(Assignment below to be read and analyze in class)

Gerald Horne, "Labor Will Rule?", *Mau Mau in Harlem?* 162-165 (handout to be given in class)

Richards, *Conversations With Maida Springer*, 178, 162, 164, 194, 195, 202

### **January 26**

**In class writing analysis** on how authors used primary sources to write about D. N. Pritt

Gerald Horne, "Labor Will Rule?", *Mau Mau in Harlem?*, 168-169 (blackboard)

Richards, *Maida Springer, Pan-Africanist and Labor Leader*, 198-204 (blackboard)

Various letters about Pritt (blackboard)

### **January 28**

Aptheker, *Writings by Du Bois*, vol. 2:  
"Liberia and Rubber," 272-276;  
"Liberia, The League and the United States," 322-332.  
(blackboard)

### **February 2**

**In class writing assignment**

Campbell, *Middle Passages*,  
"The Spell of Africa," 226-250

### **February 4**

Borstelmann, *The Cold War and the Color Line*  
"Race and Foreign Relations before 1945," 19-37 and 40-44.

**February 9**

Dudziak, *Cold War Civil Rights*  
"Introduction" and "Coming to Terms with Cold War and Civil Rights," 1-46

**February 11**

**Meet at Fenwick Library**, Instruction Room (214-A)  
Melissa Johnson, History, Public and International Affairs  
Liaison

**February 16**

Campbell, *Middle Passages*, "Black Star," 315-341

**February 18**

Campbell, *Middle Passages*, "Black Star," 341-364

**February 23**

Murray, *The Autobiography of a Black Activist, Feminist, Lawyer, Priest and Poet*  
"A Question of Identity," 318-332,  
"Teaching in Ghana," 333-343 (blackboard)

**February 25**

No class due to Library of Congress visit on Friday

**February 26 (Friday)**

Visit to the Library of Congress - Noon to 3PM

-Students must bring a driver's license or a passport.  
-Report to the Reader Registration Room 140 (Madison Building) at least by 12 noon

Take the Metro blue or orange line to Capitol South  
Directions: <http://www.loc.gov/visit/directions.html>  
Maps  
<http://www.loc.gov/loc/maps/>

<http://www.loc.gov/loc/maps/images/map.gif>

**March 4**

**In class writing analysis**

Richards, *Conversations With Maida Springer*, 211-228

Gaines, *American Africans in Ghana*,  
"Pauli Murray in Ghana," 110-135

**March 8-14** Spring Break

**March 16**

Borstelmann, *The Cold War and the Color Line*,  
"Jim Crow's Coming Out," 48-53, 67-84

**March 18**

Dudziak, *Cold War Civil Rights*,  
"Telling Stories about Race and Democracy," 47-78

**March 23**

**In class writing assignment**

Selected primary sources for George F. McCray, African  
American labor leader working in Africa (blackboard)

**March 25**

Dudziak, *Cold War Civil Rights*,  
"Fighting The Cold War with Civil Rights Reform," 79-114

**March 30**

Borstelmann, *The Cold War and the Color Line*,  
"The Last Hurray of the Color Line," 93-134

**April 1**

Dudziak, *Cold War Civil Rights*,  
"Losing Control in Camelot," 152-203

**April 6**

Richards, *Conversations With Maida Springer*, 162-167; 192-205

**April 8**

*Maida Springer, Pan-Africanist and Labor Leader*, 176-188  
(blackboard)

Documents of the All African People's Conference  
(blackboard)

**April 13**

Richards, *Conversations With Maida Springer*, 206-235

**April 15**

Gaines, Gaines, *American Africans in Ghana*,  
"Projecting the African Personality," 77-109

**April 20**

**Draft of Papers due**

Presentations (five students)

**April 22**

Presentations (five students)

**April 27**

Presentations (five students)

**April 29**

Presentations (five students)

**May 6**

**Final Paper due.** Pass into the Women and Gender Studies Center by 1PM. (Johnson Center 240K)