



History of Black Travel

AFR 374D (30350)/HIS 350R (39440)
The University of Texas at Austin - Fall 2012

Dr. T.M. Gill

Course Description

Travel is central to the history of the people of the African Diaspora and this course will examine the various travels taken by African Americans. Starting with the forced migration of African peoples to the New World in the transatlantic slave trade to contemporary roots and heritage tours to Africa, this class will examine the meaning of travel for African Americans. We will examine various forms of travel: migration, military service, expatriation, as well as leisure journeys. While most of our readings will be focused on international travel, we will also examine the travel experiences of African Americans within the United States. Using travel diaries, letters, photographs, and historical monographs, we will address the following questions: How did the Middle Passage shape the experiences of African Americans? How did travel abroad help African Americans gain freedom and citizenship rights at home? How did segregation impact the ability of African Americans to travel? How did travel allow African Americans to disrupt racial hierarchies? While this is a history course, we will take a multi-disciplinary approach to the study of black travel.

Course Objectives

Students should leave this course with a foundation to understand many of the discussions surrounding contemporary issues about race and representation in American society. Attention will also be paid to strengthening students' oral and written communication skills. **This is a reading and writing intensive course. Students should already be familiar with the major themes and debates in African American History.**

This course carries the flag for Cultural Diversity in the United States. It also carries a Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work.

Required Texts:

All books are available for purchase at the University Coop on Guadalupe.

- Maya Angelou, All God's Children Need Traveling Shoes. New York: Vintage Books, 1986.
- Henry Louis Gates, ed. The Classic Slave Narratives. New York: Signet Classics, 2002.
- Farah J. Griffin and Cheryl Fish, eds. A Stranger in the Village: Two Centuries of African American Travel Writing. Boston: Beacon Press, 1998.
- Sadiya Hartman. Lose Your Mother: A Journey Along the Atlantic Slave Route. New York: Farrar, Straus, and Giroux, 2002.
- Jamaica Kincaid, A Small Place. New York: Farrar, Straus, and Giroux, 1988.

***There are additional required readings available on Blackboard.**

Assignments and Grade Percentages

Plus and minus grades will be used to evaluate your performance in this course.

Active Class Participation

15%

I expect that you will attend every class session and always be on time. I also expect that you will do the reading closely and come to class prepared with discussion questions and ways to engage the material. My goal is for an active and enthusiastic classroom environment; each one of us must do our part to ensure that this happens. Your participation grade will depend on your active engagement in the class which includes meaningful contributions to the class discussion, peer review activities, and in-class writing exercises. Do not underestimate the importance of this portion of your grade.

Blackboard Postings

15%

Every student must post a response to the week's readings online on Blackboard:

<http://courses.utexas.edu>. These responses must be posted to Blackboard **by Wednesday at midnight** and should address all of the readings from that week. These responses should not simply summarize the text(s). Rather, they should offer a cogent discussion of the author(s)'s main arguments and/or pose questions that you see emerging from the reading and/or the posts of your classmates. You will be evaluated on a three point system: You will earn 1 point for posting on time and the possibility for 2 additional points based on how the level of insight reflected in the question.

Response Paper

Due October 11

20%

You are required to write a 3-5 page response paper about the historical themes raised in Sadiya Hartman's Lose Your Mother. For this response paper, you must choose a particular theme addressed in the book and analyze it within the context of the material covered in class. This is not a book report. If you simply summarize the book's plot, you will not do well on this paper.

Biographical Research Paper

35%

You are required to write a research paper on an African American who travelled internationally. This paper must be based on primary and secondary sources. The first draft of the essay is due on **NOVEMBER 1**. The second draft of the essay is due on **DECEMBER 12**.

Oral Presentation

15%

One of the goals of this course is to help students develop effective oral communication skills; therefore, each student will present an oral presentation in front of their peers. The purpose of the presentation is to share your research topic and findings with the class. The presentation must be

well organized and delivered in a professional manner. It should include adequate visual aids if that is something that appeals to your topic. The presentation should exhibit your understanding of the subject at an advanced undergraduate level, and must make the topic understandable to students and faculty. These presentations will occur during the final two weeks of class.

Writing Center

I strongly encourage you to use the Undergraduate Writing Center, FAC 211, <http://www.uwc.utexas.edu/>). The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.

Class Policies

Absenteeism and Lateness

Due to the discussion format of this course, regular attendance at all class meetings is essential to your success in this course. You will only be excused from class for extreme and documented circumstances. If you have more than two unexcused absences during the semester, two points will be deducted from your final grade for each unexcused absence in excess of two. Lateness disrupts the classroom environment. If you are not in class when attendance is taken, you will be considered late. Two tardies equal one unexcused absence. Be on time.

Statement on Students with Disabilities

Students with disabilities who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before any in-class assignment is due the student should remind the instructor of any accommodations that will be needed. See following website for more information: <http://deanofstudents.utexas.edu/ssd/providing.php>

Statement on Electronic Communication

In this course e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements. In this class I use Blackboard – a Web-based course management system with password-protected access at: <http://courses.utexas.edu> – to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give you online quizzes and surveys. You can find support in using Blackboard at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly.

Policy on Late or Missed Assignments

No late assignments will be accepted. Any assignment not turned in during class on the day it is due will receive a zero. You will not be permitted to make up in-class writing assignments unless your absence is due to a verified emergency.

Statement on Religious Holidays

Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of The University of Texas at Austin that you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent to observe a religious holy day.

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building. If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>

University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. As such, scholastic dishonesty will not be tolerated in any form. Any student who violates the University's rules on scholastic dishonesty is subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. For further information visit the Student Judicial Services website: www.utexas.edu/depts/dos/sjs.

Class Conduct/ Etiquette

Please make sure that all mobile phones are turned off while you are in class so as not to disturb others. While we will not always agree with one another, you must be respectful of your classmates and their ideas. Failure to do so will negatively affect your grade.

CLASS SCHEDULE

This is a tentative schedule. The professor reserves the right to modify the syllabus at any time.

Readings on Blackboard are marked with an asterisk (*).

Week One

Course Introduction

Thursday August 30

Course Introduction

Week Two

Theorizing Travel, Tourism, and Race

- Tuesday September 4 *Hans Magnus Enzenberger, "A Theory of Tourism."
* Anthony Bogues, "The African Diaspora Today."
- Thursday September 6 *Virginia Whatley-Smith, "African American Travel Literature."
* Alasdair Pettinger, Always Elsewhere, "Introduction."
A Stranger in the Village, "Introduction," pp. xiii-xvii.

Week Three

Cruel Encounters and Forced Journeys: The Transatlantic Slave Trade, 1619-1800

- Tuesday September 11 *Jennifer Morgan, "Some did Suckle Over their Shoulders..."
Classic Slave Narratives, "The Life of Olaudah Equiano," Chapters 1 and 2.
- Thursday September 13 Classic Slave Narratives, "The Life of Olaudah Equiano," Chapters 3-6.

Week Four

Liberation Journeys: Missionaries and Abolitionists, 1800-1865

- Tuesday September 18 A Stranger in the Village, pp.57-76; 100-136.
- Thursday September 20 Classic Slave Narratives, "Narrative of the Life of Frederick Douglass," Chapters XI-end of narrative.
* Frederick Douglass, "Letter from Scotland."

Week Five

Slavery, Memory, and Returning to the Motherland

- Tuesday September 25 Sadiya Hartman, Lose Your Mother, pp.3-75.
- Thursday September 27 Sadiya Hartman, Lose Your Mother, pp.76-135.

Week Six

Slavery, Memory, and Returning to the Motherland

- Tuesday October 2 Sadiya Hartman, Lose Your Mother, pp.136-177.
- Thursday October 4 Sadiya Hartman, Lose Your Mother, pp.178-235.

Week Seven

Activist and Educational Travel, 1890-1935

- Tuesday October 9 A Stranger in the Village, pp.189-192; 215-220.
*Caroline Bressey, "A Strange and Bitter Crop..."

- Thursday October 11 **RESPONSE PAPER DUE**
A Stranger in the Village, pp.87-94; 259-265.
*Stephanie Evans, "African American Women Scholars and International Research..."

Week Eight

New Negro Migrations at Home and Abroad, 1900-1945

Tuesday October 16 *Letters from Southern African Americans to the Chicago *Defender*"
 *Letters from African Americans Printed in Southern Papers"
 *Representing the Great Migration
 * Negroes, Leave the South

Thursday October 18 *Theresa Runstedtler. "Visible Men: African American Boxers..."

Week Nine

Driving While Black and other Vacation Humiliations in the Era of Segregation

Tuesday October 23 *Cotton Seiler, "So that we as a Race Might have Something ..."
Thursday October 25 *Mark Foster, "In the Face of Jim Crow..."

Week Ten

Expatriates and Postcolonial Homecomings

Tuesday October 30 *Maureen Mahon, "Eslanda Goode Robeson's *African Journey*."
 *Kevin Gaines, "African American Expatriates in Ghana."

Thursday November 1 **DRAFT OF BIOGRAPHICAL ESSAY DUE**
 Maya Angelou, All God's Children Need Traveling Shoes, pp. 3-69.

Week Eleven

Expatriates and Postcolonial Homecomings

Tuesday November 6 Maya Angelou, All God's Children Need Traveling Shoes, pp.69-140.
Thursday November 8 Maya Angelou, All God's Children Need Traveling Shoes, pp. 140-207.

Week Twelve

Diasporic Disillusionment?

Tuesday November 13 Jamaica Kincaid, A Small Place, pp. 3-81.
Thursday November 15 *Jemima Pierre, "Beyond Heritage."

Week Thirteen

Tuesday November 20 Research Assignment
Thursday November 22 Thanksgiving Holiday - No Class

Week Fourteen

Tuesday November 27 **Class Presentations**
Thursday November 29 **Class Presentations**

Week Fifteen

Tuesday December 4 **Class Presentations**
Thursday December 6 **Class Presentations**