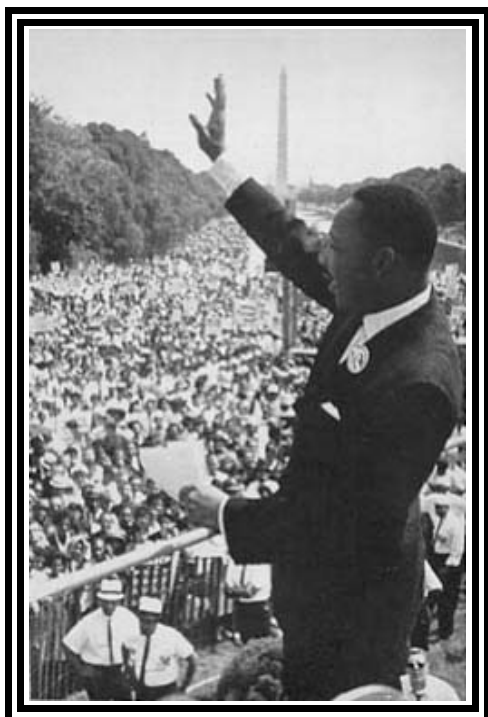


Dr. Lee D. Baker  
104 Social Science Bldg.  
Office Hours 12:30-1:30 Monday  
& by appointment

E-mail:Ldbaker@duke.edu  
Time: MWF 10:20-11:10  
Location: Old Chem 116  
Spring 2005

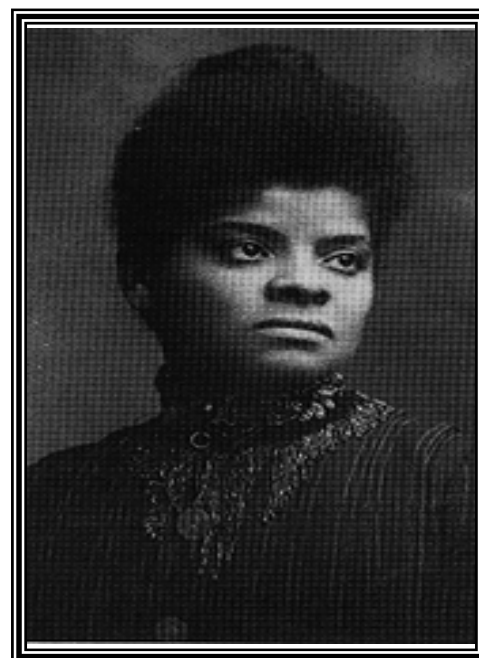
## African American Intellectual History, 20th Century

CULANTH 175



This course is framed by W.E.B. Du Bois' prophetic declaration at the dawn of the 20<sup>th</sup> Century that the problem of the century will be 'the problem of the color line.' At the beginning of this century, ideas about race, culture, and identity still shape strategies for African American empowerment while securing the ideals of democracy in the United States remains elusive.

We will read "classic" texts from most decades of the 20th century and explore the location of the authors' work within its historical and political contexts. Particular attention will be given to the texture of (debates within) African-



American intellectual heritage.

The authors that we read each addressed issues contemporary to their experiences; therefore, the student gleans a unique "insiders" perspective on U.S. history from each decade of the 20th century. During the last month, we will pay particular attention to the contemporary writers.

**Course Requirements:** You will be required to write fourteen 3-4 page analytical review essays. One review is due for each reading assignment.

The essays should address these specific questions:

1. What was the authors' historical and political context?
2. What was the general argument or point the author or editor made?
3. What major premises, themes, and concepts of culture or race, did the author employ?
4. What evidence did the author use? (i.e. scientific, ethnographic, personal experience)
5. How were ideas about "America" or the ideology of democracy engaged?
6. Who was the audience, why was that audience chosen, and how was it received?
7. What intellectuals (or schools of thought) was this author engaged in a dialogue with or drew from?

These questions do not form a template for your review essays. You may want to address other issues and some will not be particularly relevant for specific texts. These questions, however, should help structure your reading, note-taking in class, and your essays.

**Grades:** Each essay is worth 10 points. I will add up your 12 highest scores at the end of the semester and divide that number by 120 (i.e. I will drop your lowest two scores). I do not accept late papers for any reason. Don't even try it. Life is always full of surprises and during the course of the semester there may be legitimate reasons why you cannot hand in a paper. If this occurs, the 0 becomes one of your low grades that gets dropped and does not factor into your grade.

90-100	A	79-75	C+
89-85	B+	74-70	C
84-80	B	69-60	D
		No Credit: for less than 60 points	

If you consistently come prepared and participate in class, you will get a bonus point (i.e. B+ to A-). Notice: The only way you can get a letter grade increase is if you consistently come to class and participate.

### Course Protocol

**Attendance:** Students are advised not to miss class -- this is a personal responsibility. Roll will occasionally be taken to help me determine who earns a bonus point (I will tell you now, I usually take attendance on those wonderful spring days that seem so far off). Lecture material is also required for the review essays. A major consideration in grading the essays will be your ability to integrate various arguments and perspectives found in the readings, lectures, and discussions into a thoughtful statement.

**Reading Assignments:** Reading assignments are to be **completed and ready for discussion** the day of class. I will be calling on individuals to facilitate discussions using the above questions. Please keep in mind that I have selected books that build on each other. Therefore, class discussions and writing assignments should engage books previously assigned.

**Writing Assignments:** While the principal goal of this course is the acquisition of knowledge, students should be aware that clear and effective writing is an integral part of the learning process. Although these assignments will not be graded on a strict curve, they are competitive. You will be competing with your peers. You will have the option to re-write two of your essays that you earned a B or better. You must hand in both the original and the revised copy. There is a Duke community standard, and I expect that each student conform to the code. Plagiarism will not be tolerated. Write your own assignments and cite your sources thoroughly.

All assignments must be handed in (not e-mailed) the day they are due by 4:00pm.

## Assignment Schedule

Wells-Barnett, Ida B.

1991[1892] *On Lynchings: Southern Horrors, a Red Record, and Mob Rule in New Orleans*.  
Salem, NH: Ayer Company.  
Pages 1-199

**Reading Due: January 19**

**Essay Due: January 21**

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Washington, Booker T.

1965[1901] *Up From Slavery*. In *Three Negro Classics*. Pp.23-205. New York: Avon Books.

**Reading Due: January 26**

**Essay Due: January 28**

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Du Bois, W E. B.

1965[1903] *The Souls of Black Folk*. In *Three Negro Classics*. Pp.207-389. New York: Avon Books.

**Reading Due: February 2**

**Essay Due: February 4**

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Hurston, Zora N.

1990[1935] *Mules and Men*. New York: Perennial Library.

**Reading Due: February 9**

**Essay Due: February 11**

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Frazier, E. Franklin

2001[1939] *The Negro Family in the United States*. Notre Dame: University of Notre Dame Press

**Reading Due: February 16**

**Essay Due: February 18**

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Woodson, Carter G.

1990 [1933] *The Miseducation of the Negro*. Africa World Press.

**Reading Due: February 23**

**Essay Due: February 25**

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King, Martin Luther, Jr.  
1964 Why We Can't Wait. New York: Harper and Row.

**Reading Due: March 2**

**Essay Due: March 4**

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X, Malcolm  
1987[1965] Autobiography of Malcolm X. New York: Ballantine Books

**Reading Due: March 9**

**Essay Due: March 11 (*Spring Break Begins*)**

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Cleaver, Eldridge  
1991[1968] Soul on Ice. New York: Bantam Doubleday Dell Publishing Group.

**Reading Due: March 23**

**Essay Due: March 25**

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Davis, Angela Y.  
1981 Women, Race & Class. New York Vintage Books

**Reading Due: March 30**

**Essay Due: April 1**

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Rose, Tricia  
1994 Black Noise: Rap Music and Black Culture in Contemporary America:

**Reading Due: April 6**

**Essay Due: April 8**

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Kitwana, Bakari  
2003 The Hip Hop Generation: Young Blacks and the Crisis in African American Culture. New York: Basic Civitas

**Reading Due: April 13**

**Essay Due: April 15**

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Crouch, Stanley  
2004 The Artificial White Man: Essays on Authenticity. New York: Basic Books.

**Reading Due: April 20**

**Essay Due: April 22**

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Mahon, Maureen  
2004 Right To Rock: The Black Rock Coalition and the Cultural Politics of Race

**Reading Due: April 27**

**Essay Due: April 29**