

Summer Institute 2022: July 11 - 14
AAS 112: Introduction to African American Studies

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SCHEDULE

Welcome Reception: Sunday, July 10, 5:00 - 6:00 pm – Sheraton University Hotel (Optional)

SESSION 1

Monday, July 11: Concepts: People, Identities, & the Meanings of Diaspora

Read and view Session 1 material below before the Institute begins. Locate it via Blackboard.

- 1. Review core syllabus** for AAS 112, and prepare questions about issues that are unclear.
- 2. Instructor Resource** (Optional): Rogers Brubaker “The ‘diaspora’ diaspora,” *Ethnic and Racial Studies* 28:1(2005): 1-19
- 3. Read:** Colin Palmer, “Defining and Studying the Modern African Diaspora,” *Journal of Negro History* 85 (Winter 2000): 27-32
- Robin D. G. Kelley, “How the West was One: On the Uses and Limitations of Diaspora” *Black Scholar* 30 (Fall 2000): 31-35
- 4. View Documentaries:** Type a one-page reflection about each film.
-- Katrina Browne, *Traces of the Trade: A Story from the Deep North*, California Newsreel, 2008 (87 minutes) (**Access to Kanopy films requires SU Libraries login.**)
-- Tim Carrier, *Family Across the Sea*, SCETV Commission, 1990. *Folkstreams*, <https://www.folkstreams.net/films/family-across-the-sea> (57 minutes)

AGENDA

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| 8:00 - 10:00 | SUPA Welcome Breakfast, History, & Overview, Sheraton SU Hotel |
| 10:00 - 10:50 | Pedagogy - Curriculum AAS 112 Syllabus Review, 219 Sims Hall
- Learning Objectives
- Required and Optional Topics & Supplemental Readings
- Required and Optional Assignments
- Syllabus Calendar
- Navigating Blackboard
- Teaching Resources: PowerPoints, Lecture Outlines |
| 11:00 - 1:00 | SUPA Session: Library Overview – Bird Library, Room 046
- Facilitator: Patrick Williams, Humanities Librarian |
| 1:00 - 1:50 | Lunch Break |

2:00 - 3:00

Concept: African Diaspora

- What is the modern African Diaspora? How did it develop? Who comprises it? Why does the Diaspora matter?
 - Discuss Palmer and Kelley readings:
- For whom does the African Diaspora matter?
 - Discuss documentary reflections

3:10 - 4:00

Pedagogy: Navigating 'Trauma-Porn' & Wakanda

- Teaching against the grain: "Can there be a history of a slave?" (Isaak Markus Jost, *General History of the Israelite People*, 1832)
 - **Primary Source Exercise:** [Observations by] "Stranger," *South Carolina Gazette*, September 17, 1772 in Peter H. Wood, *Black Majority*, 1996, Appendix D, pp. 342-3

HOMEWORK

1. Post an outline of lesson plan ideas on the Blackboard Discussion Board to introduce students to conceptions of the African Diaspora.

2. Read: Edward Reynolds, *Stand the Storm: A History of the Atlantic Slave Trade*, NY: Ivan R. Dee, 1993, Chapter 2 (28-46)

- Randy Sparks, "Two Princes of Old Calabar: An Atlantic Odyssey from Slavery to Freedom," *William & Mary Quarterly* 59 (July 2002): 555-584
- Alexander Falconbridge, *An Account of the Slave Trade on the Coast of Africa*, Second Edition, London, 1788 (excerpt)
- "Views of the King of Asante, 1820" in David Northrup, ed. *The Atlantic Slave Trade*, Lexington: DC Heath, 1994, pp. 92-94

SESSION 2

Tuesday, July 12: Slave-Trading and Slavery as Global Imperialist Developments

8:30 - 9:45

SUPA Registration Session and General Administrative Items
Melanie Carroll and Emily Beck, Life Sciences Building (LSB) 001

10:00 - 11:30

Content: What caused the Atlantic slave trade? How did it work? What were its ethical dimensions? Did Africans sell their own people to Europeans?

- Discuss Sparks, "Two Princes of Old Calabar"
- Discuss Falconbridge & Asante King with Primary Source Analysis Guidelines

11:40 - 1:00

Pedagogy: Adaptations & Lessons from Year 1

- What worked? What failed? What needs repair? Syllabi & Assignments
 - **Rikki Saperstein** (Pleasantville High School, NY)
 - **Jesse Brennan** (South Kent School, CT)

1:00 - 2:00

Lunch Break

2:00 - 3:00

Pedagogy: Resources & Exercises

- SU Databases: Newspapers, Journals, Ancestry, Digital Collections, SCRC
- Open Sites & Materials (Appendix forthcoming)
 - **Exercise:** Seek & Cite

- 3:00 - 3:30 **Debrief & Brainstorm:** What do you want to explore and/or clarify?
 4:00 SUPA Barbecue, Panasci Lounge, Schine Student Center

HOMEWORK

1. **Read:** ACT XVI. Act for suppressing outlying slaves, April 1691, in William Hening, ed. *Statutes at Large; Being a Collection of all the Laws of Virginia*, Vol. 3, Richmond, 1809-23, pp. 86-88
 - “The Cameleon Lover,” *South Carolina Gazette*, March 11, 1732
2. **Review** Lecture Outline and PowerPoint for “Evolution of African Labor in British Colonies”
3. **View:** Karen Marks Mafundikwa, *The Price of Memory* (2014) (80 minutes)
 - **Post** your response to the film and discussion prompts for students on the Discussion Board.

SESSION 3

Wednesday, July 13: Topics & Logistics: From Servitude to Reparations

- 8:00 - 9:45 **Pedagogy & Content:** Adapting Diaspora Topics
 - **Jesse Brennan:** How I taught...
 - **Rikki Saperstein:** How I incorporated foodways into the course
- 10:00 - 11:30 **Pedagogy:** Making Commonplace Books
- 11:30 - Noon **Content:** How Societies with Slaves became Slave Societies and Cultures
 - Discuss Homework reading: VA Act XVI (1691) and Cameleon Lover (1732)
 - **Exercise:** Stages of Servitude
- 12:00 - 12:50 Lunch Break
- 1:00 - 1:45 **Content:** Reparations as a Diaspora Matter
 - Discuss *The Price of Memory* film responses and discussion prompts
- 1:45 - 3:00 **Content:** Lecture Review for Colonialism & Contested Stories of Africa
- 3:00 - 3:30 **Debrief & Brainstorm:** What do you want to explore and/or clarify?
- 4:00 - 5:00 SU College Learning Strategies Seminar: Thriving beyond the Pandemic (Optional)

HOMEWORK

1. **Prepare and submit a draft of your local syllabus to Blackboard.**
2. **Read:** Daniel Racine, “Concepts of Diaspora and Alienation as Privileged Themes in Negritude Literature,” in Joseph Harris, ed. *Global Dimensions of the African Diaspora*, Washington, DC: Howard U. Press, 1982, pp. 94-105
3. **Review** Lecture Outline and PowerPoint for Negritude: Reconstructing Black Humanity

SESSION 4

Thursday, July 14: Beginning & Ending: Diaspora Studies as Interdisciplinary Journey

- 8:30 - 9:30 **Pedagogy & Content:** Review Analytic Essay Questions using Negritude topic
- 10:00 - 10:30 **Pedagogy:** Discuss adapting core exam questions and format

- 10:30 - 11:00 **Pedagogy & Content:** Reflections on closure
- Presentation: Nardia Lipman, The Black Lives Matter Movement & the
Literary Imagination (tentative)
- 11:15 - 12:00 **Pedagogy:** Discuss draft syllabi
- Noon Closing Lunch

Optional: Poetic Reflections: Diaspora and Blackness

Discuss: Countee Cullen, "Heritage," (1925), PoemHunter.com, <https://www.poemhunter.com/poem/heritage/>

- Langston Hughes, "Afro-American Fragment," (1930) in *Collected Poems of Langston Hughes*, ed.
A. Rampersad, NY: Random House, 1995, p. 82

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### **Requirement for the Completion of Training**

In order to be certified to teach AAS 112 (and receive graduate credit, if requested), SUPA instructors must complete the following items and post the completed work to Blackboard before **August 1, 2022**.

- A complete syllabus containing all information regarding course policies and requirements as specified in the Syracuse University template
- A completed comprehensive lesson plan with a weekly (or daily) calendar that includes all readings and assignment due dates