

Syracuse University

Project Advance

Summer Institute 2021

AAS 112: Introduction to African American Studies

Faculty: Joan Bryant, Associate Professor, Syracuse University

Administrative Contact: Melanie Nappa-Carroll, Assistant Director, Project Advance

Prepare for Monday: Read syllabus thoroughly
Read and watch documentary required for Unit 1: Type a brief reflection about the documentary (one-page maximum)

UNIT 1 Introducing the Concepts: Identity and the Meanings of Diaspora

Colin Palmer, "Defining and Studying the Modern African Diaspora," *Journal of Negro History* 85 (Winter 2000): 27-32

Documentary: Katrina Browne, *Traces of the Trade: A Story from the Deep North*, California Newsreel, 2008 (87 minutes, Kanopy)

Instructor's Resource: Robin D. G. Kelley, "How the West was One: On the Uses and Limitations of Diaspora" *Black Scholar* 30 (Fall 2000): 31-35

Monday, July 12

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|-------------|---|
| 8:30-10:00 | SUPA Introduction and Program Overview |
| 10:00-10:30 | SUPA History: Melanie Carroll |
| 10:30- Noon | AAS Introductions
Discussion of departmental/curricular/writing guidelines
Google Classroom/BB
Syllabus Overview Required and Supplemental Readings
Optional Topics
Syllabus Calendar
Primary Source Analysis
Quizzes, Exams, Analytic Essay
Diaspora Illustrated: Pop-Up Gallery (Samples)/Other Research Projects
Grading Rubrics |
| 1:00-2:00 | Workshop: Introducing Concepts: Identity and the Meanings of Diaspora

- Discussion: Palmer, Kelley
- What is the modern African Diaspora? How did it develop? Who comprises it? What is its significance in explorations of experiences and identities of people of African descent? How is diaspora different from migration?

- How/Why does the African diaspora matter today? For whom does it matter? Discuss documentary reflections. |

- 2:00-2:30 - Analyzing Primary Sources: Falconbridge, *Account of the Slave Trade*
- 2:30 - 3:00 Debrief: What do you want/need to know?
- Homework:
1. Write a rough draft of a one-week lesson plan that serves to introduce and instruct Unit 1. Post responses on Blackboard
 2. Read:
 - Sparks, "Two Princes of Old Calabar: An Atlantic Odyssey from Slavery to Freedom," *William & Mary Quarterly* 59 (July 2002): 555-584
 - "Royal African Company: Minutes of the Committee of Trade"

Tuesday, July 13 Introducing Slave-Trading and Slavery as Global Developments

- 9:00 - 11:00 am Curriculum/Pedagogy: How did the slave trade work? Did Africans sell their own people to Europeans?
- Discussion: Homework readings (Sparks, RAC)

- 11:00 - Noon SU Resources to support instruction
- Databases: Newspapers, Ancestry, Book Reviews, Films
 - Research Guides
 - Websites: Documenting the American South, Donnan
- Group Exercise: Electronic Treasure Hunt

- 1:00 pm - 2:30 pm SU Libraries: Patrick Williams

- 2:45 - 3:30 Debrief: What do you want/need to know?
- Homework:
- 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 *
 - Read "The Cameleon Lover," *South Carolina Gazette*, March 11, 1732 *

Wednesday, July 14 Logistics: Blackboard / Content: Evolution of servitude

- 8:30 - 9:30 am Registration Processes: Emily Beck & Melanie Carroll, SUPA
- 9:45 - 11:00 Curriculum/Pedagogy: How did servitude become Black slavery?
- Discuss Homework reading
- 11:15 - Noon Workshop: Local Syllabus Development
- Primary Resources/Research Questions
- 1:00 - 3:00 Selected Topic - Options:
- Black American Freedom & the Founding of Liberia
 - W. E. B. Du Bois, Media Photography, & Jim Crow
 - Africa & Spirituality in the Americas

Homework: Draft local Syllabus; upload to Blackboard

Thursday, July 15	Analytic Essays & Exams / Teaching Diaspora with Art
9:00 - 10:45	African Diaspora in Literature: colonialism, Negritude, Renaissance
11:00 - noon:	Guest Speaker: Romita Ray, Associate Professor of Art History The African Diaspora in Art
1:00 - 2:00	Workshop: Essay topics and Exam questions
2:15 - 3:00	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 <i>Collected Poems of Langston Hughes</i> , ed. A. Rampersad, NY: Random House, 1995, p. 82

Homework: Read Daniel Racine, "Concepts of Diaspora and Alienation as Privileged Themes in Negritude Literature," in *Global Dimensions of the African Diaspora*, Washington, D.C. Howard University Press, 1982, pp. 94-105 for tomorrow and write a prompt for an assignment, following related the concept of diaspora. Be as creative as possible. Once you have a draft of your assignment, please write your instructional and assessment plan. Upload your assignment draft and assessment plan to BB.

Friday, July 16 Final Questions

8:30 - 9:30 Feedback

Expectations for the Completion of Training

In order to be certified to teach AAS 112 (and get graduate credit, if desired), SUPA instructors must complete the following and post completed work to Blackboard before _____.

- All materials posted to Blackboard and the class Google Doc must be complete prior to the deadline
- A completed syllabus, using the syllabus template, for all policies for the class posted to Blackboard.
- A completed comprehensive lesson plan/weekly (or daily) calendar that includes all readings, and assignment due dates, posted to Blackboard.