



History of Black Travel

AFR 374D (30170)/HIS 350R (39415)

The University of Texas at Austin – Fall 2011

Tuesdays and Thursdays 11:00am-12:30pm GAR 1.122

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Course Description

Travel is central to the history of the people of the African Diaspora and his 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. **This is a reading and writing intensive course.**

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.

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 **20%**

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. Postings are not due on dates when a writing assignment is due.

Response Paper **Due October 13th** **15%**

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.

Primary Source Essays (Essay One- 20% Essay Two- 30%) **50%**

You are required to write two primary source essays. The first essay due on **November 3rd** must analyze and interpret two primary sources related to black travel (3-5 pages). The second essay due on **the day of your presentation** must analyze and interpret five primary sources (5-7 pages). You may choose documents that have been assigned in class, however you must use at least one outside primary source for the first essay and at least three outside primary sources for the second essay. For the second essay, part of your grade will be based on an oral presentation of your work.

Writing Center

I strongly encourage you to use the Undergraduate Writing Center, FAC 211, 471-6222: <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/Examinations

If you fail to turn in an assignment during class time on the date on which it is due, you will lose five (5) points for every calendar day it is late. Any assignments more than two (2) calendar days late will not be graded and you will receive a zero (0) for the assignment. Late Blackboard postings will not be accepted.

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.

You will be expelled from the classroom:

- if your phone rings during class
- if you disturb others by holding a conversation while the professor is speaking
- if you send text messages, play games, or do any non-class related computer activities
- if you read any materials not pertaining to this class.

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 25 Course Introduction

Week Two

Theorizing Travel, Tourism, and Race

Tuesday August 30 *Hans Magnus Enzenberger, "A Theory of Tourism"

* Anthony Bogues, "The African Diaspora Today."

Thursday September 1 *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 6 *Jennifer Morgan, "Some did Suckle Over their Shoulders..."

Classic Slave Narratives, "The Life of Olaudah Equiano," Chapters 1 and 2

Thursday September 8 Classic Slave Narratives, "The Life of Olaudah Equiano," Chapters 3-6

Week Four

Liberation Journeys: Missionaries and Abolitionists, 1800-1865

Tuesday September 13 A Stranger in the Village, pp.57-76; 100-136

Thursday September 15 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 20 Sadiya Hartman, Lose Your Mother,

Thursday September 22 Sadiya Hartman, Lose Your Mother,

Week Six

Slavery, Memory, and Returning to the Motherland

Tuesday September 27 Sadiya Hartman, Lose Your Mother, pp.3-75

Thursday September 29 Sadiya Hartman, Lose Your Mother, pp.76-135

Week Seven

Slavery, Memory, and Returning to the Motherland

Tuesday October 4 Sadiya Hartman, Lose Your Mother, pp. 136-177

Thursday October 6 Sadiya Hartman, Lose Your Mother, pp.178-235

Week Eight

Activist and Educational Travel in the Era of Segregation, 1890-1935

Tuesday October 11 A Stranger in the Village, pp.189-192; 215-220

*Caroline Bressey, "A Strange and Bitter Crop..."

Thursday October 13 **RESPONSE PAPER DUE**

A Stranger in the Village, pp.87-94; 259-265

*Stephanie Evans, "African American Women Scholars and International Research..."

Week Nine

New Negro Migrations at Home and Abroad, 1900-1945

- Tuesday October 18 *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
- Tuesday October 20 *Theresa Runstedtler. "Visible Men: African American Boxers..."

Week Ten

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

- Tuesday October 25 *Cotton Seiler, "So that we as a Race Might have Something ..."
Tuesday October 27 *Mark Foster, "In the Face of Jim Crow..."

Week Eleven

Expatriates and Postcolonial Homecomings

- Tuesday November 1 *Maureen Mahon, "Eslanda Goode Robeson's *African Journey*"
*Kevin Gaines, "African American Expatriates in Ghana"
Thursday November 3 **PRIMARY SOURCE ESSAY #1**
Maya Angelou, All God's Children Need Traveling Shoes, pp. 3-69

Week Twelve

- Tuesday November 8 Maya Angelou, All God's Children Need Traveling Shoes, pp.69-140
Thursday November 10 Maya Angelou, All God's Children Need Traveling Shoes, pp. 140-207

Week Thirteen

Diasporic Disillusionment?

- Tuesday November 15 Jamaica Kincaid, A Small Place, pp. 3-81
Thursday November 17 *Jemima Pierre, "Beyond Heritage Tourism"

Week Fourteen

Diasporic Disillusionment

- Tuesday November 22 **Class Presentations and Primary Source Essay #2**
Thursday November 24 Thanksgiving Holiday

Week Fifteen

- Tuesday November 29 **Class Presentations and Primary Source Essay #2**
Thursday December 1 **Class Presentations and Primary Source Essay #2**