

**NEW YORK CITY COLLEGE OF TECHNOLOGY**

**THE CITY UNIVERSITY OF NEW YORK**

**African American Studies Department**

**AFR 3000: Black New York**

**US Experience in its Diversity**

**Tuesdays 2:30 – 5:00pm**

**INSTRUCTOR: Professor Effinger-Crichlow**

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**OFFICE HOURS:**

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**Course Description**

Using history, literature, the arts, politics, and sociology, this interdisciplinary course seeks to trace the Africana presence in New York City from the 1600s to the present. This localized course will enable students to examine the varied ways in which people of African descent in the Diaspora have helped to shape the complex identity of New York City over time.

**Credits: 3**

**Hours: 3 Class Hours, 0 Lab Hours**

**Prerequisite: ENG 1101 and an AFR 1000 or 2000 level-course**

**Required Text**

Since this course relies on readings from across the disciplines, a course packet is needed. All required reading excerpts are included in the course packet. Students must purchase the required course packet through the College's bookstore. While a digital version of the Course Packet will be available, students must also purchase a printed version of the Course Packet for classroom usage.

**Recommended Readings and Films**

Alexander, Michelle. *The New Jim Crow*

Brent, Linda. *Incidents in the Life of a Slave Girl*.

Burns, Ken and Sarah Burns, *The Central Park Five*

Chisolm, Shirley. *Unbought, Unbossed*.

Cleage, Pearl. *Blues for an Alabama Sky*.

Cronon, E. David and John Hope Franklin. *Black Moses: The Story of Marcus Garvey and the Universal Negro Improvement Association*.

Ferrell, Monique. *Unsteady*.

Fire.

Freeman, Lance. *There Goes the Hood: Views on Gentrification from the Ground Up*

Jackson, Jr., John L. *Harlemworld: Doing Race and Class in Contemporary Black America*

Johnson, James Weldon. *Black Manhattan*.

Harris, Leslie M. *In the Shadow of Slavery: African Americans in New York City, 1626-1863*

Haulsey, Kuwana. *Angel of Harlem*.

Lee, Spike. *Do the Right Thing*.

Lorde, Audre. *Zami: A New Spelling of My Name – A Biomythography*.

Lewis, David Levering. *When Harlem was in Vogue*.

Marshall, Paule. *Brown Girl, Brownstones*.

Nottage, Lynn. *Intimate Apparel*.

Pollard, Sam. *Zora Neale Hurston: Jump at the Sun*

Sacks, Mary. *Before Harlem: The Black Experience n New York Before World War I*.

Waters, Mary C. *Black Identities: West Indian Immigrant Dreams and American Realities*.

Weeksville Heritage Center. *The City Concealed: Weeksville, Brooklyn*

Wilder, Craig Steven. *In the Company of Black Men: The African Influence on African American Culture in New York City*.

Wilkerson, Isabel. *The Warmth of Other Suns*.

X, Malcolm. *The Autobiography of Malcolm X*.

*Wild Style: The Sampler*

### **CityTech's Blackboard and Open Lab**

Students are required to access Blackboard and the Open Lab on a regular basis. The course syllabus, course documents not included in the Course Packet, assignments, and announcements will appear on Blackboard. In addition, students will contribute to discussions and group activities through the Open Lab.

## **CONTENT LEARNING OUTCOMES AND ASSESSMENT METHODS**

Use different sources from history, literature, the arts, politics and sociology to understand the experiences of Africana people in New York City.	Students will be required to respond to course materials during in-class and Blackboard discussions. Response papers, field journals, and examinations, which rely on the short answer question format, will enable students to offer analyses.
Examine the extent to which the microcosmic history of Blacks in New York City reflects the macrocosmic experiences of Black people in the United States.	Students will be required to respond to course materials during in-class and Blackboard discussions. They will also complete response papers, field journals, and examinations, which rely on the short answer question format.

Use archival and field research to trace the movement and activities of Africana people to New York City and through its neighborhoods.	As they visit local cultural and research institutions, students will record their findings and reflections in a field journal. Students will use the field journal entries to prepare for their research presentations on a selected topic or issue.
Access information from a variety of sources, such as maps, databases, and newspapers, in order to further develop students' critical thinking, research, and collaborative learning skills.	In response papers, students will individually identify and evaluate how multiple learning resources address topics about Blacks in New York. Group activities in-class and through the Open Lab will also enable students to demonstrate how they process information in a community with their peers.

### **GENERAL EDUCATION LEARNING OUTCOMES AND ASSESSMENT METHODS**

Skills: Acquire and use the tools needed for communication, inquiry, analysis, and productive work.	Students will be required to visit cultural and research institutions to access their materials on Black New York. Students must collect, organize, and analyze research materials. They will also be expected to prepare oral presentations as well as research papers.
Integration: Work productively within and across disciplines.	Students will be expected to evaluate both primary and secondary sources from a variety of disciplines during both class discussions and an oral presentation. They will be required to access and analyze materials from local cultural and research institutions through on-line searches and actual site visits.

#### **Class Structure**

The Black New York course will be in a lecture-discussion format. Students will also be expected to prepare responses to the readings, films, music, information literacy sources, and local cultural and research institutions. Online tools, such as Blackboard and the Open Lab will also be used as supplemental support for the class. In addition, site visits to communities within the New York area are required.

#### **Grading Procedure and Assignments**

Attendance & Participation (discussions, group exercises)

15%

Response Papers and In-Class, Blackboard, and Open Lab Written Assignments	25%
Field Research Visits, Field Journals and Research Presentation	25%
Midterm Examination	15%
<u>Final Examination</u>	<u>20%</u>
<b>Total</b>	<b>100%</b>

Various methods will be used to evaluate students' work throughout the semester. Attendance will be taken each day of class. Each student will be expected to complete all required texts on time and to make thoughtful contributions to the discussions. In-class group exercises will also be used to evaluate student participation. Students must take notes during class. The writing assignments, such as response papers, in-class exercises, Blackboard and Open Lab discussions, examinations, and field journals are all designed to help students strengthen critical thinking and writing skills. In addition, each student will select a local cultural or research institution to visit throughout the semester. Students must maintain this journal for their field research visits and other field work experiences. The visits and journals, in part, are designed to help students strengthen communication and research skills. Students must date and record their findings and reflections in the journals, which will be discussed and evaluated on a regular basis. Further details will be provided for all assignments.

A student may be absent without penalty for 10% of the number of scheduled class meetings during the semester as follows:

#### **Class Meets Allowable Absence**

1 time/week 2 classes  
2 times/week 3 classes  
3 times/week 4 classes

#### **Academic Integrity at City Tech**

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

— **NYCCT statement on  
academic integrity**

New York City College of Technology, like all academic institutions, encourages and thrives on the open exchange of ideas. At City Tech, we expect everyone to conduct their intellectual work with honesty and integrity. With this goal in mind, and in response to the Report of the CUNY Committee on Academic Integrity (<http://web.cuny.edu/academics/info->

[central/policies/academic-integrity-report.pdf](#)), the NYCCT College Council approved a new academic integrity policy in May 2007. City Tech's academic integrity policy aims to deter academic dishonesty by students, and allow the college to process cases of academic dishonesty more effectively. This policy has been in effect as of August 27, 2008.

### **What is academic dishonesty?**

Academic dishonesty occurs when individuals plagiarize or cheat in the course of their academic work.

**Plagiarism is the presenting of someone else's ideas without proper credit or attribution.**

**These ideas could come from:**

1. Information obtained from books, journals or other printed sources.
2. The work of other students or of faculty.
3. Information from the Internet.
4. Software programs or other electronic material.
5. Designs produced by other students or faculty.

**Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include:**

1. Copying from another student during an examination or allowing another to copy your work.
2. Unauthorized collaboration on a take-home assignment or examination.
3. Using notes during a closed-book examination.
4. Taking an examination for another student, or asking or allowing another student to take an examination for you.
5. Changing a graded exam and returning it for more credit.
6. Submitting substantial portions of the same paper to more than one course without consulting each instructor.
7. Preparing answers or writing notes in an exam manual before an examination.
8. Allowing others to research and write assigned papers or do assigned projects, including the use of commercial term paper services.
9. Giving assistance to acts of academic misconduct/dishonesty.
10. Fabricating data (in whole or in part).
11. Falsifying data (in whole or in part).
12. Unauthorized use during an examination of electronic or wireless, handheld devices, including computers or other technologies to retrieve or send information during an exam.

### **Weekly Course Outline (Subject to Change)**

#### **WEEK ONE**

**Lecturer: Professor Effinger-Crichlow**

#### **Topics**

- Introduction and discussion of course syllabus
- What are African American and Interdisciplinary Studies?

- What is Black New York?

## **WEEK TWO**

**Lecturers: Professor Anne Leonard and Professor Effinger-Crichlow**

### **Topics**

- Methodologies
  - Information Literacy Workshop: Accessing CityTech's African American Studies and other related databases for essays, maps, reports, images, pamphlets, and charts
  - Examining the digital holdings of the New York City Library, Brooklyn Public Library, and the Brooklyn Historical Society
- Slavery, resistance, and emancipation in Colonial New York

## **WEEK THREE**

**Lecturers: Professor Effinger-Crichlow and Professor Dionne Bennett**

### **Topics**

- Slavery, resistance, and emancipation in Colonial New York
  - Understanding the Black presence in New York through the African Burial Ground
- Guidelines for Field Research Visits and Field Journals
  - Possible Sites: Weeksville Heritage Center (Brooklyn), Sandy Ground Historical Museum (Staten Island), Schomburg Center for Research in Black Culture (Manhattan), Caribbean Cultural Center (Manhattan), Louis Armstrong Museum (Queens), Bronx Museum (The Bronx)

## **WEEK FOUR**

**Lecturer: Professor Effinger-Crichlow**

### **Topics**

- Institution and Community Building in New York City: Black Churches, The Black Press, Black Clubs, and Black Theatre
  - Liberation Theology
  - The First African American Newspaper *The Freedom's Journal* is published in New York City, 1827-1829
  - T. Thomas Fortune's *New York Age*

- The African Grove Theatre

## **WEEK FIVE**

**Lecturer: Professor Christine Thorpe and Professor Kofi Barima**

### **Topics**

- Black Feminism: Social and Political Activism - Then and Now
  - Victoria Earle Matthews – Social Reform in New York Then and Now
- Pan-Africanism - Then and Now
  - Marcus Garvey – Universal Negro Improvement Association (UNIA)

## **WEEK SIX**

**Lecturers: Professor Monique Ferrell and Professor Effinger-Crichlow**

### **Topics**

- Culture Travels
  - Black Migrations from the American South
  - Black Immigrations from the Caribbean
  - Harlem and Brooklyn Renaissances

## **WEEK SEVEN**

**Guides: Professor Susan Phillip and Professor Effinger-Crichlow**

### **Topic**

- Class field trip – TBA
  - A Contemporary Exploration of Harlem or Brooklyn Renaissances

## **WEEK EIGHT**

**Lecturer: Professor Effinger-Crichlow**

### **Topics**

- Dreams vs. Reality: Urban America
  - Modern Civil Rights in New York
  - Black Power Movement in New York
- Midterm Review

## **WEEK NINE**

**Lecturer: Professor Effinger-Crichlow**

### **Topics**

- In-class Midterm Exam
- Update(s) on Field Research Visits and Field Journals

## **WEEK TEN**

**Lecturer: Professor Bennett**

### **Topic**

- Hip-Hop Culture in Spike Lee's New York

## **WEEK ELEVEN**

**Lecturer: TBA**

### **Topics**

- Policed Communities
  - Reading Ken Burns and Sarah Burns, *The Central Park Five*
  - Behind the Veil: Black and Gay in New York

## **WEEK TWELVE**

**Lecturers: Professor Phillip and Professor Effinger-Crichlow**

### **Topics**

- There is No Place Like Home: Gentrification
- Updates Field Research Presentations

## **WEEK THIRTEEN**

### **Topic**

- Field Research Presentations

## **WEEK FOURTEEN**



## **Topic**

- Field Research Presentations

## **WEEK FIFTEEN**

### **Topics**

- Take-Home Final Exam Due
- What is Black New York?: Conclusion