

“Man is by nature a migratory animal, a born traveler” – Frederick Douglass

Course Learning Outcome: *Identify and analyze connections between individual events and national historic events.*

You might be surprised and pleased to learn how regular people help to drive/generate historical events, and how the problems they were able to solve might help you solve problems of your own!

OPTION #1

Long Interviews as main resource

Six million African Americans escaped or ran away from their homes in the South to seek refuge in the North as a solution to a host of challenges in the south. Explore your individual interviewees’ descriptions of problems (lack of opportunities, racial terrorism, personal reasons, etc.) they faced in the South or their original location, and how they used migration as a tactic to escape these problems. Explore how the individual migration stories connect to or compare with the general Great Migration “push” and “pull” factors, that motivated so many African Americans to leave the South. To help draw these micro-to-macro connections consider the following course themes: resisting enslavement (i.e., escape), leadership tactics, and African American socio-economic status and demographics.

OPTION #2

Isabel Wilkerson’s book as main source

Six million African Americans escaped or ran away from their homes in the South to seek refuge in the North, and Isabella Wilkerson’s book, *The Warmth of Other Suns: The Epic Story of America’s Great Migration*, tells the stories of hundreds of them, with emphasis on the detailed migration stories of 3 individuals: Gladney, Sterling and Foster in particular. *Analyze* the socio-economic problems (racial terrorism, limited opportunities, etc.) faced by these 3 individuals and their families, and how they orchestrated and achieved an escape/migration out of the south. How do any one of these 3 migration stories connect to or compare with the general trends of the Great Migration’s “push” and “pull” factors that drove many other African Americans out of the South and pulled/attracted them to North. What lessons do these three, and other, stories teach us about, or help explain, any of the current challenges (judicial or economic) facing African Americans today. Do any of these three stories ring familiar to you in any way? To help draw these micro-to-macro connections consider the following course themes: resisting enslavement (i.e., escape), leadership tactics, and African American socio-economic status and demographics.

METHODOLOGY for Long Interview (OPITON #1)

The **Long Interview** is a qualitative research method/technique/procedure for creating and asking questions which help effectively gather personal knowledge and insight from persons. Wilkerson used the Long Interview method for her book.

Long Interview procedure begins with very broad, general, conversational questions (called “**grand tour**”) which will guide and ease your interviewees into the process, allowing them to relax, open up and eventually “spill their guts” when you follow up with more specific questions!

Mind you, many folks do not like to be interviewed (or interrogated); therefore, be diplomatic, polite and appreciative of their time. Also, some people have taboos which they are uncomfortable discussing, so do respect their boundaries. You might create a **release form/contract** stating that information and views they provide will be held confidentially and shared only with Dr. Giddings.

Long Interview Sample Questions

<i>Samples</i>	<i>Your Questions...</i>
<p>How are you today? Thanks for agreeing to be interviewed! (Please be reminded that information gained from this interview will be shared only with my Professor, Dr. Giddings; Would you like to sign a contract specifying this promise?) Before migrating, where did you live, & how was life there ...? -What about living there was satisfying and what was dissatisfying? What were some socio-economic problems you faced? -Why, when, and how did you decide to move? -What caused (pushed) you to move...? -What attracted/pulled you to ...? -Who/what stayed behind ...? -Did anyone move there before you did ...? -What were your first impressions of ...? -How were things (racism, etc.) different or similar? -What is the significance of (this/these document/picture)? -Is there anything else you would like to share with me about migrating? Thanks very much for your time and help and I will let you know how the project turns out!</p>	

ANALYSIS PAPER GUIDELINES

Complete progress report assignments on time for feedback from Dr. Giddings and classmates.

Proofread your write before you submit; use TurnItIn anti-plagiarism tool.

Analysis Paper Structure/outline

Title: should be descriptive and suggest your focus; i.e., “More push than pull: Walker’s protest movement out of the South”

Introduction: Thesis statement and summary of your process and focus. Draw your readers (think beyond Dr. Giddings!) in and make them interested to read your entire paper.

Body:

Answer the following questions: What is the Great Migration and what was its impact on the migrants? What were specific pull and push factors you identified; and how do they compare with general push and pull factors? How do the following course themes connect to the migration stories: resisting enslavement (i.e., escape), leadership tactics (accommodation, radical-protest, nationalist), and African American socio-economic status and demographics; how do these migration stories help explain any of the current challenges (judicial or economic) facing African Americans?

Conclusions: Describe the overall value of the assignment; what challenges did you face in completing the assignment; were the resources you used helpful; could your analysis paper have been better, and if yes then how so; would you want to do even more research in the vein of this assignment?

Sources/References/Works Cited:

Davis, Eugene. Personal Interview, November 10, 2020. Detroit, MI. (Long Interview)
Wilkerson, I. The Warmth of Other Suns: The Epic Story ... NY: Random House, 2010. (book)
Hyperlink (website)
List and describe each object and the date of creation (family document)