

# AFR 140 Introduction to Harris Article On Black Studies

Spring 2021

# For Your Information: Other Early Twentieth-Century Black Leaders and Their Different Contributions

- **Booker T. Washington**—leading educator, orator, and advisor to multiple presidents. He pushed for the education of “The Negro” to focus on entrepreneurship and vocational skills rather than humanities and political activism. Seen as an accommodationist, putting him in opposition to W.E.B DuBois.
- **W.E.B DuBois**—leading intellectual promoter, orator, organizer, author, creator the Talented Tenth, NAACP, Pan-Africanism; more on intellectual education and direct activism.
- **Monroe Trotter**- very influential black newspaper editor, great ally of DuBois.
- **Anna Julia Cooper**— fourth black woman to receive Ph.D., black liberation and feminist activist, especially for education, author of *A Voice from the South: By a Black Woman of the South* (1892).
- **Marcus Garvey**—populist leader of black pride and back to Africa movement, founder of Universal Negro Improvement Association and African Communities League (UNIA-ACL).

# Some Key Vocabulary from the article? You can use these for your assignment

- Pathological ?
- Black Consciousness?
- Eurocentric?
- Legitimization?
- The “melting pot” thesis?
- Accommodationist?

# *Some preliminary issues leading up to the article*

- Coming out of the mid-twentieth-century social unrest and justice movements, the first contemporary initiatives toward the establishment of Black Studies began at Merritt Junior College in Oakland CA. in 1963 under the leadership of Huey Newton and Bobby Seale (Black Panthers), which failed.
- In 1968, after protesting students calling for more black representation in higher education took over a campus building at San Francisco State College, a more organized and comprehensive Black Studies program was established under the leadership of Prof. Nathan Hare.

# Continued . . .

- Between 1968-1975 over five hundred programs and departments offering Black Studies sprang up across the nation.
- There, of course, was much resistance against these developments, including all types of obstacles for instituting viable courses and liaisons with traditional courses.
- A key concern of activist students, as well as black professors, was who would teach the courses and the supposed “objectivity” of people who had been teaching traditional courses.

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- Africana Studies: An interdisciplinary analysis focused on the lives and thought of people of African ancestry.
- Black Studies research provides “distinctive angles and critical perspectives from which facts and experiences are analyzed, presented, and written about” (Bobo, et al., Introduction, *Black Studies Reader*, 2004 p 2).
- Many of the themes are derived from “the historical position of African people in relation to Western societies and dynamics of slavery, oppression, colonization, imperialism, emancipation, self-determination, liberation, and socioeconomic and political development” (2004, p. 15).

# On the Harris article: “The Intellectual and Institutional Development of Africana Studies”

Summarizing The Article, things to think about:

- What does this chapter do –subject matter (premise), focus (main themes), how (structure/layout)?
- What kinds of conclusions does it come to?

*More ways to think about how the article is written/  
practice for your own writing.*

*The What:* the broad contours. Try to discern the premise and overall structure of the reading—this might mean rapidly reading the entire thing first (seeing how it is divided up by headings), then going back to read more deeply as much as you can.

*The How* (what arguments, claims, methods of analysis does the author use?)

*Major Points:* What are some of the take-aways that help you understand the article as a whole?

○ The End ☺