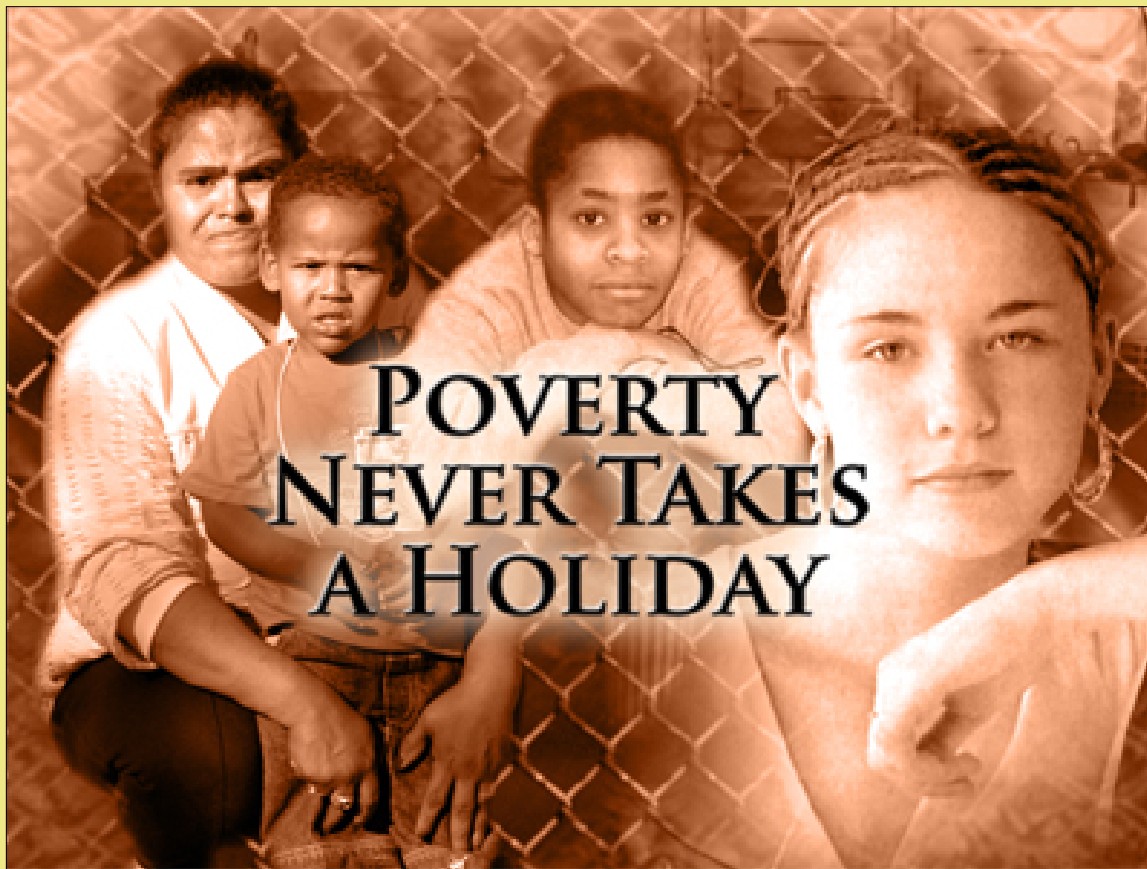


# TURN IN AND PICK UP A PAPER TO/FROM YOUR TA

**Curtis Mayfield, A New World Order** 

**Listen to the lyrics and connect them to the issues being discussed in this course. Music is one way that knowledge is transmitted and issues are discussed. Do we always use music in this way? Are we always conscious of what is happening to our minds when we listen to music?**

***We play music to focus and prepare for class.***



AFRO 100

# Class

The fundamental issue is: how do I feed and care for myself and my family? How do I work or get resources, and how do I plan to maintain a good quality of life for now and in the future? Or, was I born rich?

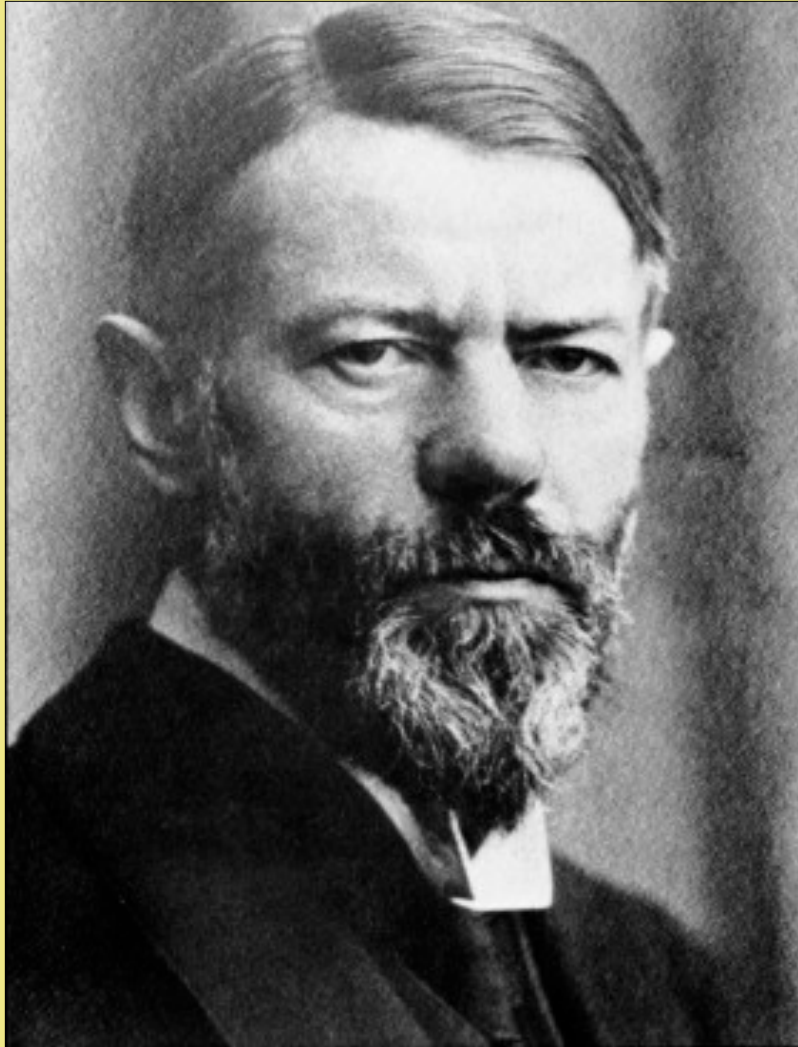
# **CLASS: two alternative approaches**

## **Social Stratification**

- a. Objective: a ranking of income, education, and occupation**
- b. Subjective: a ranking of social status based on socio-cultural values**

## **Power**

- a. Objective: ownership and control of the means of production vs labor**
- b. Subjective: control of the ruling ideas**



# **Max Weber**

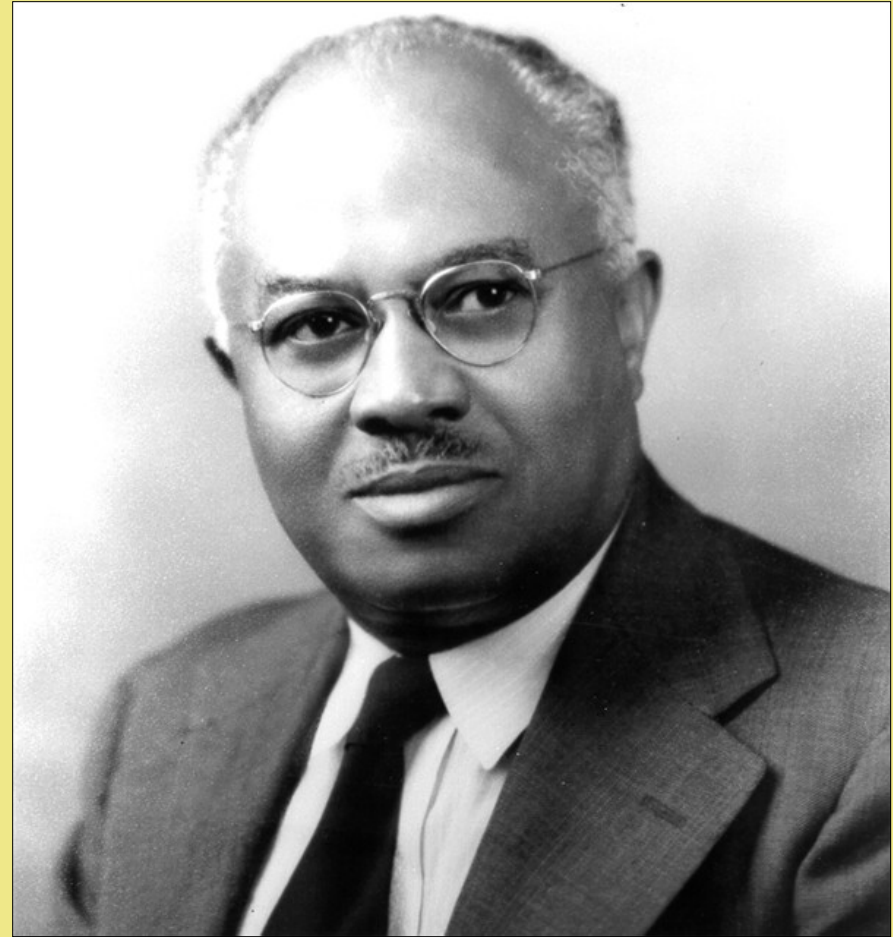
## **1864-1920**

**The systems of class, status and party are all at work. The main issue is ones market position, social standing in the community, and role in the political process.**

# **E. Franklin Frazier**

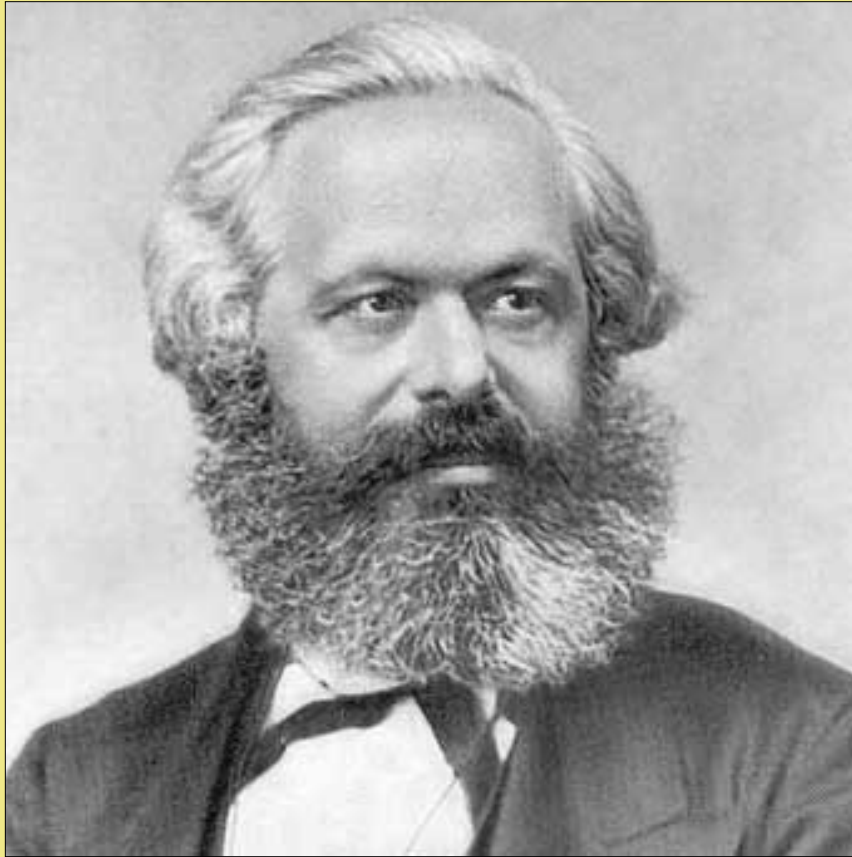
## **1894-1962**

**The stratification of the Black population can be described best by income, educational, and occupational status. In addition, the cultural values of different classes have to be considered.**



# **Karl Marx**

## **1818-1883**



**Every stage of history is shaped by technology and the struggle between the owners and the workers. The struggle is for power over the means of production to run the economy and the state, including the military and the police.**



# W. E. B. Du Bois

## 1868-1963

DuBois combined a study of political economy, sociology and history. He analyzed the Civil War and Reconstruction in terms of class struggle. In 1921 he stated he favored for Blacks what had happened in Russia in 1917.



# **Black Studies approach to class**

- 1. Use both concepts (stratification and power) when appropriate.**
- 2. All studies of class should be empirically based, replicable, and published.**
- 3. All discussion should clarify the role of different classes in their respective historical struggles.**
- 4. All discussions of class should clarify the differences, if any, between Blacks and white of the same class as well as different classes.**
- 5. All discussion of class should make comparisons throughout the African Diaspora.**



# Wiki on Social Class

Basic coverage:

- a. Global
- b. Scholars

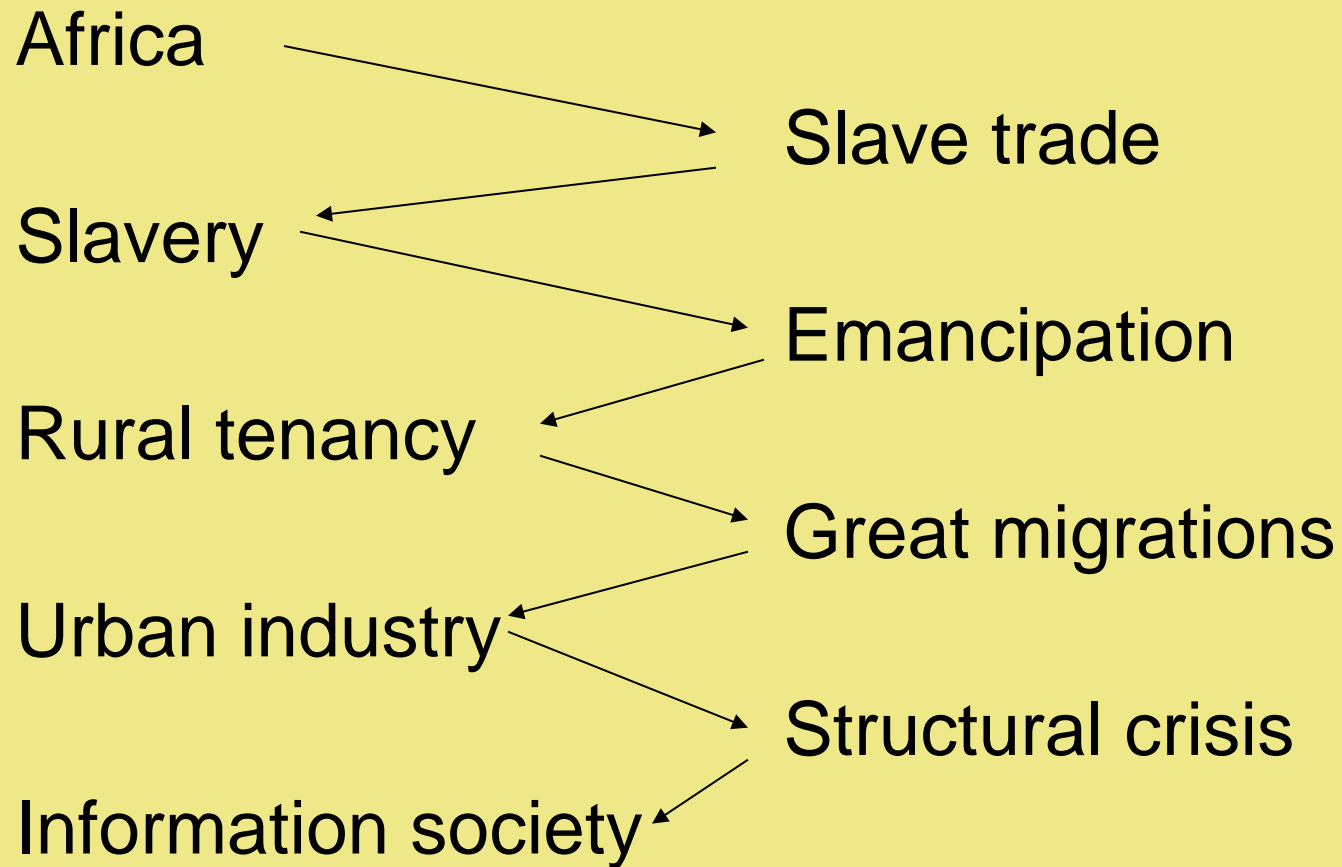


Weakness:

- a. Only focus on middle class
- b. No discussion of class struggle

# The logic of Black history:

modes of social cohesion, modes of social disruption



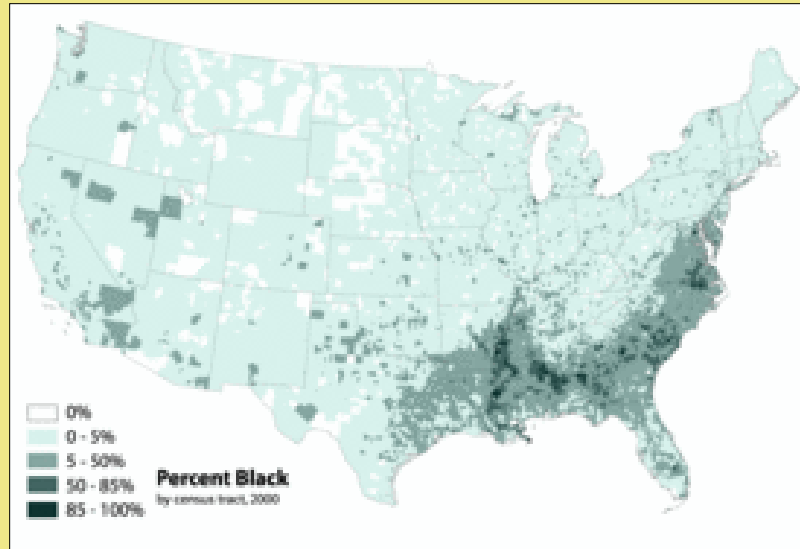
# History of class and class struggle: **Slavery and capitalism**

The main class relations were slaves and the owners of slaves. The rule of the slave master was by brutal force. The majority of slave owners had few slaves, but the power was in the hands of the big plantation owners. Slavery was an engine of the capitalist system as well as an obstacle to its development.

What was the role of technology?



# History of class and class struggle: Sharecropping and the National Question



The African American nation was formed in the Black Belt South, based on family labor, church organization, blues and African retentions. The main factors were rural isolation, concentration, and exploitation. What was the role of technology?

# History of class and class struggle: Black industrial workers and changes in the Black Middle Class



Two Great Migrations led to Black workers being concentrated in northern cities. This was a radical transformation from South to North, from rural to urban, from agricultural to industrial. Time changed, literacy requirements changed, and family structure changed. Ghetto businesses opened.

# History of class and class struggle: **The technological revolution**

African Americans were captured and brought to this country to work.

When African Americans don't work their lives degenerate and bad things happen.

What is going to happen when there is very little if any work – no jobs?



# History of class and class struggle: **Social Class and Black People 2007**

**The Black capitalist class: main income from ownership, especially stocks**

**The Black middle class: main income from professional jobs and family businesses**

**The Black working class: main income from jobs with little freedom of decision making**

**The Black anti-class: main income insecure from government and underground economy**



# The Black capitalist class

Of the “5,572 total board seats for Fortune 500 companies, 449 belong to African Americans.

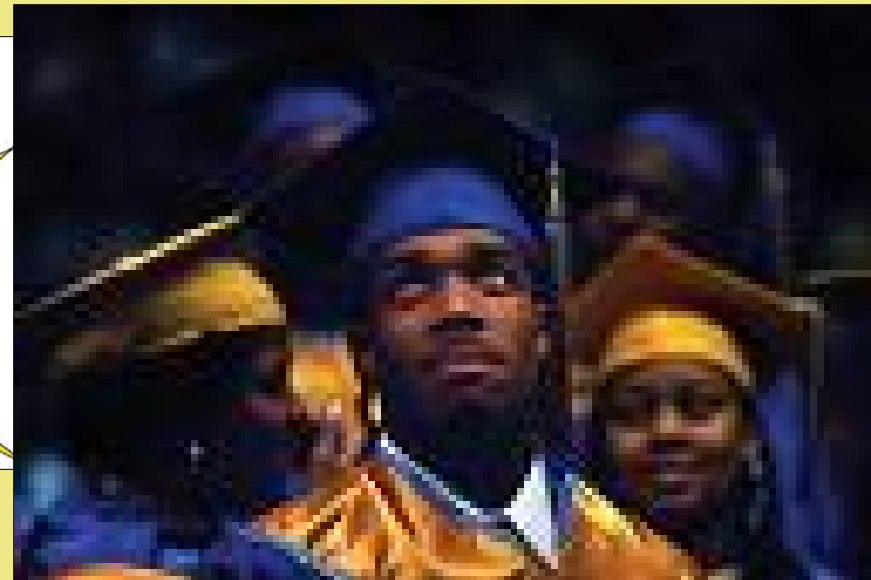
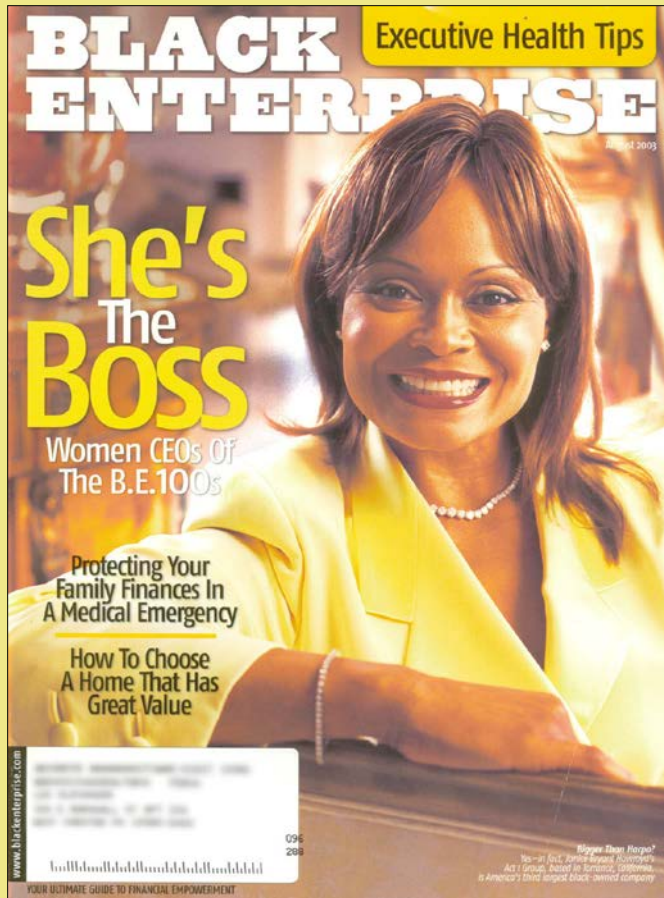
These 449 seats are distributed among 255 African Americans, many of whom serve on more than one corporate board. Forty-five serve on at least three boards, 60 are on two boards and 150 serve on one.”

<http://www.umich.edu/news/index.html?Releases/2005/Feb05/r021705>

John Johnson 1918-2005

# The Black middle class

The shift in the Black middle class: from entrepreneurship to the professions. A college education is the ticket into the middle class.

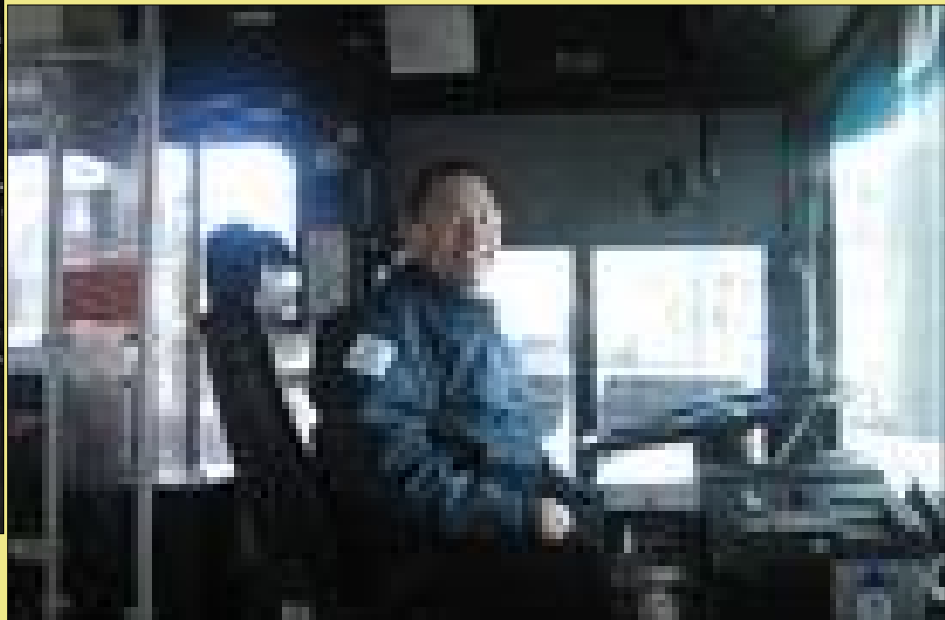


September 11, 2007

# The Black working class



**From production work to service work, but still low tech, not info tech. The danger is being left behind.**



# The “outsiders – the anti-class”

**Almost 20% of Black people will never have a good job, and will be marginalized, criminalized, and liquidated. The system has no future for this class.**



September 11, 2007

**History of class and class struggle:**

# **Reform and Revolution**

**Black people have always been victimized in the US, a great crime against humanity.**

**Reform has always been on the agenda, and people have fought on every issue.**

**Revolution, the end of our problems, has always been a dream, a vision, a hope.**

**There are few times when revolution is on the agenda, and one is now. Fundamental change is taking place everywhere.**



# A revolutionary moment is now

There is a technological revolution taking place.

There is also a social revolution taking place.

The Hacker is a technology revolutionary who creates and transforms.

Who will take information technology into Black culture and make it dance and sing?

“The hacker ethic” University of Toledo class project in Black Studies



# U.S. Census

The Bureau of the Census is in the Department of Commerce, and was written into the US Constitution

## census.gov

U.S. Census Bureau

Subjects A to Z | FAQs | Privacy Policy | Help

SEARCH:  FAQs  Census.gov

**Income, Poverty & Health Insurance Coverage**

**United States Census 2000**

**People & Households**

**Business & Industry**

**Geography**

**Newsroom**

**Special Topics**

**Data Finders**

**Population Clocks**

**U.S. 302,829,772**

World 6,617,289,957  
03:11 GMT (EST+5) Sep 10, 2007

**Population Finder**

city/ town, county, or zip  
or state  
Select a state

**Find An Area Profile with QuickFacts**

Select a state to begin  
Select a state

**Latest Economic Indicators**

- Monthly Wholesale Trade: Sales and Inventories
- Construction Spending

**Economic Indicators**

Select an indicator  
Select an indicator

U.S. CENSUS BUREAU



# Census

**The US Census is the demographic description of the US population every 10 years, from 1790.**

**This is the greatest source of empirical information about the US population, but there are problems.**

- 1. the “race problem”**
- 2. The census undercount**
- 3. the numbers game**

# Now being tested: American Community Survey questions (Is this a scientific survey?)

September 11, 2007

5

**Is Person 1 of Hispanic, Latino, or Spanish origin?**

- No, not of Hispanic, Latino, or Spanish origin
- Yes, Mexican, Mexican Am., Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, another Hispanic, Latino, or Spanish origin – *Print origin, for example, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, and so on.* ↘

6

**What is Person 1's race? Mark (X) one or more boxes.**

- White
- Black, African Am., or Negro
- American Indian or Alaska Native – *Print name of enrolled or principal tribe.* ↘

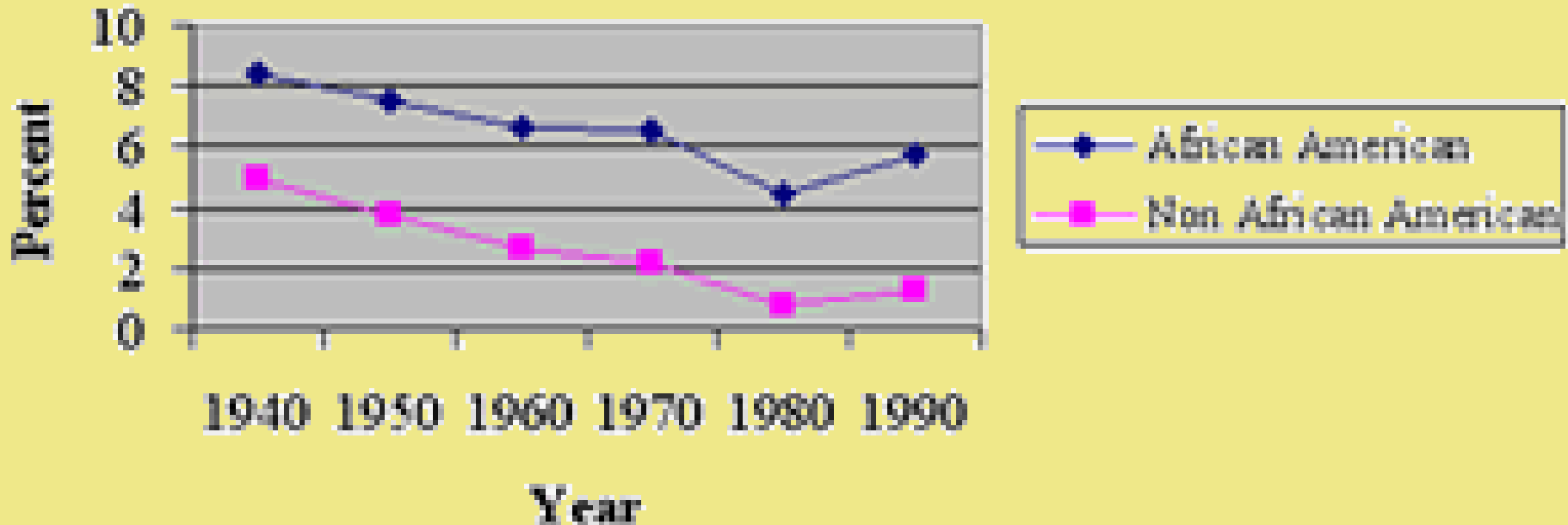
- |   |                                     |  |
|---|-------------------------------------|--|
| <input type="checkbox"/> Asian Indian   | <input type="checkbox"/> Japanese   | <input type="checkbox"/> Native Hawaiian   |
| <input type="checkbox"/> Chinese  | <input type="checkbox"/> Korean     | <input type="checkbox"/> Guamanian or Chamorro   |
| <input type="checkbox"/> Filipino   | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Samoan  |
| <input type="checkbox"/> Other Asian – <i>Print race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on.</i> ↘ |                                     | <input type="checkbox"/> Other Pacific Islander – <i>Print race, for example, Fijian, Tongan, and so on.</i> ↘ |

- Some other race – *Print race.* ↘

INFORMA

# Census undercount issues

## Percent Undercount by Race



# The Census is a numbers game

**Literacy** – knowledge and use of quantitative data, math and statistics (African Americans score lowest on math)

**Appropriation** – all government expenditures are based on census data (greatest undercount impacts whole cities and states)

**Apportionment** – all governmental units for electoral representation are redrawn based on the goal of equalizing votes (gerrymandering remains a problem)

# Household incomes for 2005: Blacks compared with Whites

<b>Income</b>	<b>% Black</b>	<b>% White</b>	<b>Difference</b>
\$0-9,999	17.7	7.1	+10.6
\$10K – 24,999	25.7	18.4	+7.3
\$25K – 49,999	28.3	26.1	+2.2
\$50K – 74,999	14.6	18.8	-4.2
\$75K and over	13.7	29.3	-15.6

What does Wiki miss by focusing on the middle?

# Educational attainment: Comparing Blacks and Whites

<b>Education</b>	<b>Black</b>	<b>White</b>	<b>Difference</b>
Less than HS	19.4	10.0	+9.4
Less than BA	82.4	69.4	+13.0
BA or more	17.6	30.6	-13.0

<http://www.census.gov/population/socdemo/race/black/ppl-186/tab7.html>

# Occupations of Blacks and Whites

<b>Occupation</b>	<b>White</b>	<b>Black</b>
<b>Management</b>	<b>16.8</b>	<b>9.0</b>
<b>Professional</b>	<b>22.3</b>	<b>17.7</b>
<b>Service</b>	<b>13.4</b>	<b><u>24.6</u></b>
<b>Sales</b>	<b>12.4</b>	<b>9.2</b>
<b>Clerical</b>	<b>14.2</b>	<b><u>16.4</u></b>
<b>Farming</b>	<b>0.5</b>	<b>0.4</b>
<b>Construction</b>	<b>5.4</b>	<b>3.4</b>
<b>Repair</b>	<b>3.8</b>	<b>2.6</b>
<b>Production</b>	<b>5.9</b>	<b><u>7.6</u></b>
<b>Transport</b>	<b>5.4</b>	<b><u>9.1</u></b>

**Detailed Occupation of the Employed Civilian Population 16 Years and Over: March 2004**



# Who is at the bottom?

<b>Ethnicity</b>	<b>HH Income</b>	<b>% Poverty</b>	<b>%Uninsured</b>
Asian	64,200	10.3	15.5
White	50,700	8.2	10.8
Latino	37,800	20.6	34.1
Black	32,000	24.3	20.5

# 2010 US Census

# Class and identity: your essay topic

1. Class is a historical and contemporary structure that society has been organized around, and everyone lives in a class context and expresses their class identity.
2. Every individual is unique.
3. We all have examples where our expectations have been correct and when we have been wrong.
4. How can we be smart, but without prejudice?

Check the course website  
[www.eblackstudies.org/urbana](http://www.eblackstudies.org/urbana)

# BlackSTUDIES

Introduction to [African American Studies](#) 100 University of Illinois

[INSTRUCTOR](#)

[SYLLABUS](#)

[TEXT](#)

[LISTSERV](#)

## LECTURES (110 minutes in length)

- 1 Introduction [VIDEO](#) [POWER POINT](#)
- 2 Black Experience: Color [VIDEO](#) [POWER POINT](#)
- 3 Black Experience: Class
- 4 Black Experience: Culture
- 5 Black Experience: Consciousness
- 6 History: Cohesion and Disruption
- 7 Ideology: Pan-Africanism
- 8 Ideology: Nationalism
- 9 Ideology: Liberation Theology
- 10 Ideology: Feminism/Womanism
- 11 Ideology: Socialism
- 12 Debate: Emancipation
- 13 Debate: Self-Determination
- 14 Debate: Liberation

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