Instructor: Dr. M. Cooper  
Email: melissa.cooper@rutgers.edu  
Class Meeting Time: Thursdays, 6:00PM-9:00PM  
Class Location: Conklin 445  
Office Hours: Thursdays, 1:00PM-2:00 PM, 330 Conklin Hall; or by appointment

**Course Description:**  
This course explores foundational and groundbreaking historical monographs in African American history and histories that explore the intersection of race and “place” in America. Examining the multiple meanings of “place” (from the geographical concept to the strata marker) we will grapple with the myriad of ways that race has been imagined in American history—from the colonial period through the Civil Rights era. Paying close attention to methodological approaches and strategies, this course also examines the making of historical monographs about race and place in the nation’s past.

**Requirements:**  
**Attendance & Participation**  
Students are expected to complete weekly readings. Moreover, each reading should be carefully analyzed: you should interrogate each book by grappling with the scholar’s arguments and evidence, as well as the analytical and narrative strategies employed in the monograph. You are also expected to participate in class conversations and attend each class meeting. Students who accumulate more than three absences during the course of the semester will not pass the class. Participation is an important part of the rigorous discourse that enhances graduate studies—be prepared to engage.  
Each student is required to compose a short response paper/question derived from each reading; you should hand in your typed reaction paper at the start of the class meeting. You will not receive credit for your response paper/question if you are absent. During class, one or more students will be asked to raise their paper topics/questions for discussion.

**Academic Integrity**  
Please review Rutgers University-Newark’s Academic Integrity Policy and Policy on Plagiarism (https://spaa.newark.rutgers.edu/phd-university-policy-plagiarism). Students who violate this policy will be subject to academic penalties and disciplinary sanctions.

**Classroom Expectations**  
Please set your cell phones to the "silent" notification mode during class sessions. Do not use your cell phone during class meetings. While I understand that many students use laptops and tablets to take notes, I expect that these devices will be used for those purposes only. **Please do not audio or video record class meetings.**

**Students With Disabilities**  
If you have a disability and may need accommodations to fully participate in this class, contact the Office of Student Disability Services at the semester’s start. Please review the University’s statement below:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the
appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form. For more information please contact Kate Torres at (973) 353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting odsnewark@rutgers.edu.

**Final Historiographical Essay**
Students will complete a 15-20-page essay that focuses on one of themes that emerges from our readings during the semester. The historiographical essay requires that students read and analyze at least three monographs that examine a specific theme or explore a particular history (focusing on “race” and “place”)—putting these works in conversation with the assigned reading that inspired your investigation. Please meet with me to discuss the theme that you intend to examine before you submit your one paragraph paper proposal. This paper, and all writings submitted for review, are to be double-spaced, in 12-pt font, with sources cited in the Chicago format. Extensions will not be granted except for health and family emergencies.

***GRADING:***

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<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance/Participation/ Discussion/Papers Questions</td>
<td>50%</td>
</tr>
<tr>
<td>Final Essay</td>
<td>50%</td>
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**Books to Purchase:**


**Week 1. Course Introduction: January 24**

**Week 2. January 31**

**Week 3. February 7**

**Week 4. February 14**

**Week 5. February 21**

**Week 6. February 28**

**Week 7. March 7, NO CLASS**

**Week 8. March 14**


*Selected chapters*
Week 9. March 21, SPRING BREAK—NO CLASS

Week 10. March 28

Week 11. April 4

Week 12. April 11—Independent Reading/Final Paper Prep
Week 13. April 18—Independent Reading/Final Paper Prep
Week 14. April 25—Independent Reading/Final Paper Prep
Week 15, May 2, LAST CLASS FINAL PAPER DISCUSSION/PRESENTATION/PAPER SUBMISSION