Course Description
This one semester, introductory-level survey course provides an overview of the major events and developments in African-American history, from 1860 to the present. At its core, this course explores the diverse, complicated, and consistent efforts of African Americans to attain full freedom in the United States. This course explores the experiences of African Americans on this quest for freedom from emancipation, through Reconstruction, the Jim Crow Era, World War I, the Great Migration, the Great Depression, and World War II. It then examines key political, social, and cultural developments of the post-war period focusing on social movements such as the Long Civil Rights Movement, the Black Power Movement, Black Feminism, the Welfare Rights Movement, Black electoral power, and mass incarceration. This course ends with a discussion on of the presidency of Barack Obama and the Black Lives Matter Movement.

Learning Goals:
1. Develop a grasp of broad patterns and major historical events within African American history from the Civil War era to the present.
2. Be able to identify connections between these key events and current social, cultural, and political events.
3. Be able to interpret and critically engage with written primary sources.
4. Be able to identify, review, and analyze the main arguments, themes, and purposes of historical writing through written and verbal communication.

Required Texts:

**All other readings will be uploaded to the course Canvas site**

**General Course Information, Attendance Policy:**
This course combines asynchronous online work with synchronous online meetings. Each component includes readings and writing requirements.
Weekly assignments generally consist of:
1. Asynchronous work (writing and submitting weekly blog posts)
2. Preparation for synchronous meetings
3. Attend synchronous discussion sections

**I expect you to attend all synchronous class meetings, participate consistently in class discussion, and submit all assignments by their respective due date.** University policy defines an “excused” absence as an illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions. Per History Department policy, any student who misses eight or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw to avoid getting an F.

A note about COVID and attendance, as we navigate this semester amidst the COVID-19 pandemic things will come up. I encourage students to reach out if there is an emergency that means a student will not make it to one of our synchronous meetings or submit an assignment on time. **That being said, in the case of a last-minute emergency please let me know as soon as you can as to why you missed class or an assignment.**

**Technology Remote Learning Expectations**
**Attendance at synchronous online sessions** is treated the same as attendance for in-person sessions. For synchronous online sessions, you should generally join a few minutes early to ensure that you can take care of any tech difficulties that arise while still being on time. My preference is for you to have your camera turned on during the synchronous class period so that we can interact with each other, but I also know that there are a multitude of reasons as to why everyone can’t always do that. I would prefer you turn the camera on or off as necessary for the duration of class.

**Zoom**: We will be using Zoom for synchronous class meetings and I will provide the links for these meetings each week. You can access Zoom on a computer, tablet, or cellphone. If there is a need to change platforms I will let you know. All meeting times will be on eastern time.

**Technology Resources**
RU-N “Technology LaunchPad” ([https://runit.rutgers.edu/technology-launch-pad/](https://runit.rutgers.edu/technology-launch-pad/)).
OIT-Newark Help Desk [https://runit.rutgers.edu/hd/](https://runit.rutgers.edu/hd/)

**Materials and Note Taking**: You will generally need nothing beyond your computer (with webcam, audio/headphones, and strong internet connection) and any individual curriculum materials that will help you apply the learnings from class to your own work. If you prefer taking
notes by hand, that is just fine, but you may also take notes in a separate doc on your computer screen.

**Office Hours:** Office hours will be conducted via zoom on Tuesdays between 2:00-3:30pm or by appointment.

**Assignments**

*Why Classroom Participation Matters:* This can only work if we all help each other. It is an exercise in collective action. Please come to class prepared, having read, and ready to participate in discussions as well as any group activities. I am interested in what you have to say, even if your ideas differ from my own. While we all have to respect each other, including and especially me, I want this to be a space where ideas can be debated in a critical way. The success of our in-class discussion will depend upon your careful reading and thoughtful participation. To achieve this, we will need to give each other and the material our undivided attention. **Cellphone use and online activity unrelated to the class are not permitted for any reason and will result in a lowering of your participation grade.** Disrespectful behavior will not be tolerated in any way.

**Blog Posts:** Each student will submit a 1-2 pages **Blog post every week to Canvas.** There are 12 responses in total. Each post should engage some of the week’s readings to provide a critical analysis that draws on larger themes from the course. Because we only meet once a week, this will allow me to see how each student is grasping the material covered in class. Due dates are listed below. 25% of your grade

**Blog Post Guidelines and Tips**
The goal of the blog post is for you to reflect on what you have read that week. I am interested in your thoughts on the material. I will provide prompts for each week’s post, but you also have the option to free write. Below are a few questions to help you think about your post. We will discuss this on the first day of class and periodically as needed.

1. **Identify the source**
   - Is this a primary source or a secondary source?
   - When was it written?
   - Who wrote it and who did they write this for?

2. **Summarize your source**
   - Briefly summarize what you read.
   - What is the argument or main idea?
   - What historical event does this source highlight
   - How does this connect to other sources you’ve read for class?

3. **What are your thoughts?**
   - What did you learn from this source?
   - What questions do you have?
   - How does this source contribute to what we have been discussing in class?
   - What themes does this source emphasize?

**Midterm & Final:** There will be two exams: a midterm and a final. The exams will cover assigned readings and class lectures. Students will be expected to identify and link common themes we have covered in the course. The exam will consist of identification terms and short answer responses.
We will discuss the content and composition of each exam in the class periods before each exam. The exams will be posted on Canvass and submitted online as well. While you are welcome to work in groups to study for the exam, students should not be working together on the exam. There will be two parts of each exam. One half of these exams will be identifications of key terms and the other half will be an essay addressing broad themes of the course. The final exam will be comprehensive, covering the entire semester. 30% each, 60% total.

**Grading**

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**Academic Integrity:**

Academic integrity is of the utmost importance to this class and plagiarism are unacceptable. For the University’s policies, which you are responsible for reading and abiding by, go to: [http://academicintegrity.rutgers.edu/](http://academicintegrity.rutgers.edu/)

If you commit Academic Dishonesty, I will not be understanding. All papers will be checked for plagiarism. Any assignment in which a student engages in Academic Dishonesty will receive a grade of “0”. And as a standard minimum penalty, students who are suspected of cheating or plagiarism are reported to the Office of Academic Integrity. Pending investigation, further penalties can include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University.

All written work must be your own original work. Any references to other sources within your own paper must be properly cited according to the Chicago Manual of Style, which is available at Rutgers libraries and online at the Purdue Online Writing Lab (OWL): [https://owl.english.purdue.edu/owl/resource/717/01/](https://owl.english.purdue.edu/owl/resource/717/01/).

The History Department requires the following Rutgers Honor Code Pledge on all examinations and major course assignments submitted for grading: “On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment). (Name) (Signature – typing your name is fine) (Date)”.

**Accommodation and Support Statement**

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

**For Individuals with Disabilities:** The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each
course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to University Policy 10.2.7 for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: https://temporaryconditions.rutgers.edu.

For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University’s Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/.

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a confidential resource and does not have an obligation to report information to the University’s Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to
schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out TAO at Rutgers-Newark for an easy, web-based approach to self-care and support: https://tinyurl.com/RUN-TAO.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

The Writing Center
The Writing Center (http://www.ncas.rutgers.edu/writingcenter), located in Room 126 of Conklin Hall, offers writing tutoring and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers-Newark campus. Their tutors work to help students become more independent readers and writers capable of responding well to the demands of writing within the university. Please inform your students that The Writing Center is available to them free of charge and encourage them to take advantage of their services to strengthen their reading, writing, and research skills.

Course Schedule
This syllabus is subject to change throughout the semester

Week One

Tuesday, January 19: Course Introduction
Synchronous- See Canvas for Zoom link

Thursday, January 21: Slavery, Civil War and Emancipation
Asynchronous
Read: Mary’s Apron and the Demise of Slavery, 1860-1876 from A Black Women’s History of the United States, by Daina Ramey and Kali Gross
The 13th, 14th, 15th amendments
**Blog Post due Friday 1/22 by 7:30 pm to Canvas

Week Two

Tuesday, January 26: Black Reconstruction Part I: A Social Revolution
Synchronous
Read- Freedom on My Mind Chapter 8: pages 298-310
Frederick Douglass, “What the Black Man Wants,” 1865
Listen- Fisk Jubilee Singers- https://www.youtube.com/watch?v=ylD4zvvN79Y

Thursday, January 28 Black Reconstruction Pt II: A Political and Economic Revolution
Asynchronous
Read- Freedom on My Mind Chapter 8:312-329
**Blog Post due Friday 1/29 by 7:30pm to Canvas

Week Three
Tuesday, February 2: The New South, Redemption, and the rise of the Jim Crow South
Synchronous
Read - Freedom on My Mind Chapter 9: 342-379
Watch: Slavery by Another Name” from 13:00-35:46
https://www.youtube.com/watch?v=UcCxsLDma2o
(watch from the beginning for a refresher on the end of Reconstruction)

Thursday, February 4: Strategies for Survival
Asynchronous
Read - Ida B. Wells, Excerpts from “Lynching: Our National Crime” (1909)
Booker T. Washington, The Atlanta Exposition Address (1895)
W.E.B. Du Bois, Of Mr. Booker T. Washington and Others (1903)
**Blog Post due Friday 2/5 by 7:30pm to Canvas

Week Four

Tuesday, February 9: The Great War & the Great Migration
Synchronous
Read: Freedom on My Mind Chapter 10: 390-402
Isabel Wilkerson, The Warmth of Other Sons, Part Four: 223-260
(Optional) watch “The Harlem Hellfighters”
https://www.youtube.com/watch?v=3VBh_qNCz5U

Thursday, February 11: The Rise of the New Negro
Asynchronous
Read: Freedom on My Mind Chapter 10: 402-413
Langston Hughes - The Negro Artist and the Racial Mountain.pdf
Optional Watch:” The Harlem Renaissance” https://www.youtube.com/watch?v=9gboEyrj02g
**Blog Post due Friday 2/12 by 7:30pm to Canvas

Week Five

Tuesday, February 16: The Great Depression and 1930’s Radicalism
Synchronous
Read: Freedom on My Mind Chapter 10, pages 414-427
Barbra Ransby, Chapter 3 “Harlem During the 1930s from Ella Baker and the Black Freedom Movement: A Radical Democratic Vision

Thursday, February 18: Victory at Home and Victory Abroad
Asynchronous
Read Freedom on My Mind Chapter 11, 438-466
A. Philip Randolph, "Call to Negro America to March on Washington for Jobs and Equal Participation in National Defense," (1941)
**Blog Post due Friday 2/19 by 7:30pm to Canvas

Week Six:

Tuesday, February 23: Midterm Review
Thursday, February 25: Midterm Due

Week Seven:

Tuesday, March 2: **Anticommunism and the Black Freedom Struggle**
**Synchronous**
Read: *Freedom on My Mind* Chapter 12
Read or Listen to Paul Robeson, “You are the Un-Americans, and You Ought to be Ashamed of Yourselves
Robeson: https://www.youtube.com/watch?v=kmFjqjFNHko

Thursday, March 4:
**Asynchronous**
**The Southern Civil Rights Movement**
**Synchronous**
Read Danielle McGuire, *At the Dark End of the Street*, Chapter 3: Walking in Pride and Dignity
**Blog Post due Friday 3/5 by 7:30 pm to Canvas**

Week Eight

Tuesday, March 9: **The Struggle Transforms**
**Synchronous**
*Freedom on My Mind* chapter 13 524-538
Read: Barbara Ransby, *Ella Baker and the Black Freedom Movement*: Chapter 10 Mississippi Godman
Watch: Ella Baker https://www.youtube.com/watch?v=McneFCdHUn0

Thursday, March 11:
**Asynchronous**
Read: MLK, “My Pilgrimage to Nonviolence” (1958)
Malcolm X, “Message to the Grassroots” (1963)
Fannie Lou Hamer Testimony Before the Credentials Committee, Democratic National Convention(1964)
**Blog Post due Friday 3/12 by 7:30 pm to Canvas**

Week Nine
March 13 – March 21: Spring Break

Week Ten

Tuesday, March 23: **Black Power Pt. I**
**Synchronous**

Thursday, March 25: **Black Power Pt II**
Asynchronous
*Freedom on My Mind* chapter 13 538-556
**Blog Post due Friday 3/26 by 7:30pm to Canvas**

**Tuesday, March 30:** Black Feminism

Synchronous
Read Sherie M. Randolph, “Women’s Liberation or . . . Black Liberation, You’re Fighting the Same Enemies”: Florynce Kennedy, Black Power, and Feminism
The Combahee River Collective Statement, 1977 Freedom on my Mind: pg 604-605
(optional watch) Black Feminism In 2 Minutes
https://www.youtube.com/watch?v=oOFk7YEAh2g

**Thursday, April 1:** Welfare Rights Organizing

Asynchronous
Read: We Do Whatever Becomes Necessary by Premilla Nadasen, from *Want to Start a Revolution?: Radical Women in the Black Freedom Struggle*,
Johnnie Tillmon, “Welfare is a Woman’s Issue”

**Blog Post due Friday 4/2 by 7:30pm to Canvas**

**Week Eleven**

**Tuesday, April 6:** Black Political Power

Synchronous
Donna Murch, *Living For the City*: Chapter 6, “A Chicken in Every Bag”

**Thursday, April 8:** The Rise of Conservatism

Asynchronous
*Freedom on My Mind* Chapter 14
Ronald Reagan’s States Rights Speech in Philadelphia, Mississippi

**Blog Post due Friday 4/9 by 7:30pm to Canvas**

**Week Twelve:**

**Tuesday, April 13:** The New Jim Crow

Synchronous
Excerpts from *The New Jim Crow* by Michelle Alexander.

**Thursday, April 15:** Black Americans In the New Century

Asynchronous
Read: *Freedom on My Mind* Chapter 15

**Blog Post due Friday 4/16 by 7:30pm to Canvas**

**Week Thirteen**

**Tuesday, April 20:** A Post Racial America?

Synchronous
Read or Listen to Barack Obama “A More Perfect Union” Speech

**Thursday, April 22:** #BlackLivesMatter
Asynchronous
Read: TBA
**Blog Post due Friday 4/23 by 7:30pm to Canvas

Week Fourteen

Tuesday, April 27: TBA
Synchronous

Thursday, April 29
Synchronous
Final Reflections and Exam Review

Final Exam due: Tuesday, May 11th to Canvas by 9:00pm