

African American History II (21:512:234)

Thursdays 6:00-9:00 PM
Conklin Hall 455
Professor Beatrice J. Adams
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Office Hours: TBD
Office Location: Conklin 326

Course Description

This course covers the African American historical experience from the moment of emancipation to the Post-President Barack Obama moment. Through deep and sustained reading assignments, it highlights key episodes in African American History during the period as well as how and why historical thought about these periods has changed. Through broader and narrative class lectures and discussions, it seeks to detail how the narrative of African American history both adds to and challenges the generally understood narrative of American History.

With particular interest to providing students with new chronological frames of history and knowledge of lesser-known events in African American history, the course covers the challenges to and advancements of African Americans strivings for freedom from the moment of emancipation to Post-President Barack Obama.

Course Goals

1. For students to be able to reproduce a detailed outline of the key events in African American History from emancipation to the present.
2. For students to be able to identify connections between these key events and current social, cultural, and political events.
3. For students to be able to relate how historical understandings of these key events has changed over time.
4. For students to be able to identify, review, and analyze the main arguments, themes, and purposes of historical writing through written and verbal communication.

General Course Information

Attendance- Your attendance and participation makes up 10% of your grade. The best way to succeed in this class is to simply attend class and be an active participant. Please arrive on time and ready to discuss the assigned readings. **Arriving more than 15 minutes late to class will be considered a half-absence and after one unexcused absence each unexcused absence will result in a 1% reduction of your final grade.**

As detailed in the Rutgers catalog "the recognized grounds for absence are 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". The Rutgers Catalog can be found at http://catalogs.rutgers.edu/generated/nwk-ug_0608/index.html.

Additionally per the policies of the Department of History, "Any student who misses **four** 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."

And in general, if you plan to miss class or be late to class for any reason, please notify me through email before the start of class if at all possible.

Students with Disabilities: 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 the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or contact odsnewark@rutgers.edu.

Honor Pledge: The history department requires all students to write and sign the Rutgers University Honor Pledge on all assignments. To receive credit, you must write "On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment." and sign your name below this statement on every assignment submitted for this class.

Academic Integrity: Plagiarism and cheating are unacceptable. For the University's policies, which you are responsible for reading and abiding by, go to: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>. If you commit Academic Dishonesty, I will not be very understanding. All papers will be submitted to Blackboard and will be reviewed 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.

Grading Scale & Weighting

100%-90%=A

89%-87%=B+

86%-80%=B

79%-77%=C+

76%-70%=C

69%-60%=D

59%-0%=F

Class Participation	10%
4 Reading Responses Papers	20%
Evaluations of Primary Sources	20%
Midterm Exam	25%
Final Exam	25%

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 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. 10%

Reading Response Papers- Each student will submit four (500 word) response papers. They should be uploaded to Blackboard by midnight the day after our final classroom discussion of each book. Each paper should summarize the key argument, or arguments, of the book, and how the author tries to prove their argument. Additionally each paper should creatively and concisely critique the author's success in proving their argument. Lastly each paper should be mindful of connecting each book to key themes and events discussed in class. Late papers will be penalized a grade. 5% each, 20% total

Primary Source Evaluation Quizzes- On days when a primary source reading assignment is due to be discussed, class may begin with an evaluation quiz. Each primary source quiz will consist of the following types of questions: a. Summarize the information in the source. b. Who produced the source? Why do you think they produced it? c. Who do you think was the original audience for the source? Why? d. How could this source have been useful to the authors we have read in this class thus far? Could it be used to support their arguments? Does it challenge their arguments? e. How does the source add to your historical understanding of the period?

These quizzes are meant to guide your critical reading of the primary sources and provide you with the skills needed to critically analyze how the circumstances under which a source is produced effect how and why it is useful. 20%

Midterm & Final Exam- 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. We will discuss the content and composition of each exam in the class periods before each exam. The exams will be posted on Blackboard 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. 25% each, 50% total

Extra Credit-I will provide a few opportunities for extra credit throughout the semester; however, the best way to do well in my class is to attend regularly and communicate clearly about challenges you encounter to your success in the course. If you cannot attend regularly and show up on time, this may not be the class for you.

Course Books

Many of these books may be found used online, but be sure to order well in advance of the beginning of classes.

Baldwin, Davarian L., *Chicago's New Negroes: Modernity, the Great Migration, Black Urban Life*. Chapel Hill: University of North Carolina Press, 2007.

Hunter, Tera, *To 'Joy My Freedom: Southern Black Women's Lives and Labors after the Civil War* (Harvard University Press, 1998)

Jefferies, Hasan Kwame, *Bloody Lowndes: Civil Rights and Black Power in Alabama's Black Belt*. New York: New York University Press, 2009.

Orleck, Annelise, *Storming Caesar's Palace: How Black Mothers Fought Their Own War on Poverty* (Beacon Press, 2006)

Course Schedule & Weekly Reading Assignments

***= Denotes the reading being available on Blackboard

Italics=Primary source

Week One: Why Study African American History?

Thurs. Jan. 18th -Course Introduction & In-class reading of Ta-Nehisi Coates "The Case for Reparations" *The Atlantic*

Week Two: Reconstruction

Thurs. Jan. 25th- To 'Joy My Freedom, Prologue-Chapter 3

Week Three: Jim Crow

Thurs. Feb 1st- To 'Joy My Freedom, Chapters 4-7

Week Four: The Nadir, or a Turn Inward

Thurs. Feb 8th- To 'Joy My Freedom, Chapters 8-10, *** *W.E.B DuBois, The Souls of Black Folks, Chapter I*

Week Five: Gender & Black Progressives

Thurs. Feb. 15th- Chicago's New Negroes, Introduction & Chapters 1

Week Six: The Great Migration

Thurs. Feb 22nd- Chicago's New Negroes, Chapters 2-4

Week Seven: The Negro Renaissance "

Thurs. March 1st Chicago's New Negroes, Chapters 5-6, *** *Langston Hughes, "The Negro and the Race Mountain"*

Week Eight: A New Deal for Blacks

Thurs. March 8th- Bloody Lowndes, Introduction-Chapters 2

*****Week Nine: Spring Break*****

Week Ten: The Long Civil Rights Movement, Part I

Thurs. March 22nd- Bloody Lowndes, Chapters 3- 5

Week Eleven: The Long Civil Rights Movement, Part II

Thurs. March 29th- Bloody Lowndes, Chapters 6-7, *** "*Fight Racism with Solidarity*", James Goodrich, *Jet Magazine, Jan. 15. 1970*

Week Twelve: Re-Imagining the South

Thurs. April 5th Storming Caesar's Palace, Chapters 1- 3

Week Thirteen: The Welfare State

Thurs. April 12th- Storming Caesar's Palace, Chapter 4-6, ****The Negro Family: The Case for National Action, section of Chapter IV*

Week Fourteen: The Rise of Conservatism

Thurs. April 19th- Storming Caesar's Palace, Chapters 7-9

Week Fifteen: The New Nadir?

Thurs. April 26th- Watch 13th documentary, ***"*A More Perfect Union*", *President Barack Obama 2008 Speech on Race*

Final Exam: