

History 21:512:234:72
T/TH 6:00 – 7:20 pm
Spring 2016
Conklin Hall 237

Kendra Boyd
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Office Location: TBD
Office Hours: by appointment

AFRICAN-AMERICAN HISTORY II



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, the history of African-Americans has been connected to attempts to gain freedom. Starting with the Civil War, the course traces African Americans' quest for freedom 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, the Welfare Rights Movement, and the Prisoners' Rights movement. We will end with a discussion on race in the Obama years and the Black Lives Matter movement.

Learning Goals:

- Develop a grasp of the basic chronology and topics of African-American history from the Civil War era to the present.
- Analyze a range of primary and secondary sources.
- Practice writing interpretive essays, using primary and secondary sources to support a clear thesis.

Required Texts:

- White, Deborah Gray et. all, *The Freedom on My Mind, Volume 2: A History of African Americans with Documents*. Bedford/St. Martin's, 2012 (ISBN: 9780312648848).

*Additional readings and primary sources will be posted on the BlackBoard course site.

Readings

Students are expected to do all of the readings, and be prepared to discuss them in class. For the readings on BlackBoard, you should print these, read them, and bring them with you to class for discussion.

Requirements:

Reading responses: Part of your preparation for class discussion will involve a one-paragraph response to the sources assigned for that class. This open-ended writing assignment presents an opportunity for you to reflect on what you read, connect the sources to previous class discussions and primary source materials, or express your confusion about any aspect of the reading. Your response should demonstrate that you have done the reading and have taken some time to think about it. All thoughtful responses will receive full credit. There will be a total of ten (10) responses due throughout the course, which will be submitted through BlackBoard **by 2:00 PM** on the date it is due. No late submissions will be accepted. The course schedule outlines the due dates for the writing responses.

Class participation: This course places a strong emphasis on discussion of assigned readings as well as collective analysis of documents, videos, and images presented in the classroom. Your participation is, therefore, necessary. You are required not only to complete the readings, but also to verbally express your responses to them in class. A rubric outlining participation expectations will be provided on the first day of class.

Essay: You will write a 5-page essay (double-spaced, Times New Roman-12, 1-inch margins). I will present you with historical documents and ask you to provide a critical analysis that draws on larger themes from the course. The essays will be submitted electronically through the course website on BlackBoard. The essay will be due on **Saturday, April 9**.

Midterm & Final exam: These will be written exams comprised of two parts: identification of key terms (short essays of 3 to 5 sentences) and a larger essay that draws together themes from the course. Students will participate in creating the study guide for the final by submitting a list of key terms they would like to see on the exam. Submission of key terms will be due on **Saturday, April 23 at 7:00 PM** and will count for 10% of the final exam grade.

Grading:

Class participation	15%
Reading responses	15%
Essay	20%
Midterm exam	25%
Final exam	25%

I use the following percentage breakdown for course grades:

A	90-100	C+	77-79	F	0-59
B+	87-89	C	70-76		
B	80-86	D	60-69		

Course Policies:

- Students are expected to have read and absorbed the reading assignments *before* class.
- Cell phones should be turned off or on silent mode during lecture. Laptops are allowed for note taking only. Internet surfing unrelated to the class is not permitted during class.
- Students are required to acquaint themselves with university policies on academic dishonesty and to abide by them. The official Rutgers University Policy on Academic Integrity can be found at: <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every assignment must have your signature under the following phrase: “On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.”

- Attendance is mandatory and will be taken each class. To do well in the course, please, aim to attend all class meetings. If you miss class for any reason, it is your responsibility to find out what you missed from a fellow classmate.

Excused vs. Unexcused absences: According to the undergraduate 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.” (http://catalogs.rutgers.edu/generated/nwk-ug_0608/pg23613.html).

If you plan to take an excused absence due to a religious holiday, you must inform me of this fact within the first two weeks of class.

If you have more than four unexcused absences, your overall course grade will be lowered by a partial grade (for example, from A to B+). If you have more than six unexcused absences, your grade will be lowered by a full grade (B+ to C+). Anyone who misses eight or more sessions through any combination of excused and unexcused absences will not earn credit in this class. If this occurs, students should withdraw from the course to avoid an F.

Disability Services:

Students requiring assistance and/or accommodation should speak with the Office of Disability Services in a timely manner to set up appropriate accommodations. More information on Rutgers’ Office of Disability Services can be found at: <https://ods.rutgers.edu/our-office/ods-about>

Writing Center:

The Writing Center, <http://www.ncas.rutgers.edu/writingcenter>, offers writing tutoring and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers-Newark campus. I encourage everyone to utilize its services for the essay assignment.

Subject and Course Schedule:

Week 1

January 19 Introduction/Anticipating Emancipation

Assigned Readings:

- Frederick Douglass, “Fourth of July Speech” (BlackBoard)

January 21 Fighting for Freedom in the Civil War

Assigned Readings:

- Glymph, Thavolia. “Rose’s War and the Gendered Politics of a Slave Insurgency in the Civil War.” (BlackBoard)

Week 2

January 26 The Politics of Reconstruction

Assigned Readings:

- *Freedom on my Mind* ch. 8

January 28 A Reconstructed Economy

Assigned Readings:

- Abraham Lincoln’s 2nd inaugural address (BlackBoard)
 - Frederick Douglas speech, “What the Black Man Wants” (BlackBoard)
 - The 13th, 14th, 15th amendments (BlackBoard)
- * *Reading response due*

Week 3

February 2 The Jim Crow South

Assigned Readings:

- *Freedom on my Mind* ch. 9

February 4 Fighting Jim Crow

Assigned Readings:

- Ida Wells, “Southern Horrors” excerpt (BlackBoard)
 - Booker T. Washington, “Atlanta Compromise Speech” (BlackBoard)
 - W.E.B. Du Bois, “Of Mr. Booker T. Washington and Others” (BlackBoard)
- * *Reading response due*

Week 4

February 9 African Americans and World War I

Assigned Readings:

- Onishi, “The New Negro of the Pacific” (BlackBoard)

February 11 Forging Diaspora

Assigned Readings:

- Guridy, Frank. *Forging Diaspora: Afro-Cubans and African Americans in a World of Empire and Jim Crow*, excerpt (BlackBoard)

Week 5

February 16 New Negroes

Assigned Readings:

- *Freedom on my Mind* ch. 10
- Claude McKay, “If We Must Die”

February 18 The Great Migration

Assigned Readings:

- Wilkerson, Isabel. *The Warmth of Other Suns: The Epic Story of America’s Great Migration*, excerpt (BlackBoard)
- * *Reading response due*

Week 6

February 23 The Great Depression and the New Deal

Assigned Readings:

- Ira Katznelson, “Welfare in Black and White” (BlackBoard)
- *Down and Out in the Great Depression: Letters from the Forgotten Man* (BlackBoard)
- * *Reading response due*

February 25 The Arsenal of Democracy

Assigned Readings:

- *Freedom on my Mind* ch. 11
- Yvonne Latty, *We Were There: Voices of African American Veterans*, excerpt (BlackBoard)

Week 7

March 1 Victory at Home

Assigned Readings:

- A. Philip Randolph, “Call to the March on Washington of 1941” (BlackBoard)
- Franklin Delano Roosevelt, “Executive Order 8802, Fair Employment Practice Commission” (BlackBoard)
- * *Reading response due*

March 3 Midterm Exam

Week 8

March 8 Cold War Civil Rights

Assigned Readings:

- *Freedom on my Mind* ch. 12
- Paul Robeson, “You Are the Un-Americans, and You Ought to be Ashamed of Yourselves” (BlackBoard)

March 10 Southern Civil Rights Movement

Assigned Readings:

- Film: *Brother Outsider*
- Fannie Lou Hamer, Testimony Before the Credentials Committee, DNConvention
- *Reading response due*

March 15-17 SPRING RECESS

Week 9

March 22 A Nationwide Freedom Struggle

Assigned Readings:

- *Freedom on my Mind* ch. 13

March 24 The Long Hot Summer

Assigned Readings:

- Malcolm X, “The Ballot or the Bullet” (BlackBoard)
- Martin Luther King, Jr. Letter from a Birmingham Jail (BlackBoard)
- Kerner Commission Report, excerpt (BlackBoard)

* *Reading response due*

Week 10

March 29 Black Power and the Black Anti-War Movement

Assigned Readings:

- Mathews, “No One Ever Asks What a Man’s Role in the Revolution Is” (BlackBoard)

March 31 Prisoners’ Rights and the Welfare Rights Movement

Assigned Readings:

- Heather Ann Thompson, “Why Mass Incarceration Matters” (BlackBoard)
- Angela Davis reading (BlackBoard)
- Whitney M. Young, Jr. “To Be Equal: Poor People are not ‘Chiselers’” (BlackBoard)

* *Reading response due*

Week 11

April 5 Black Political Power

Assigned Readings:

- David R. Colburn, “Running for Office: African-American Mayors from 1967 to 1996” (BlackBoard)

April 7 Writing Day

Saturday April 9th **Essay due on BlackBoard by midnight******

Week 12

April 12 Black Americans and Conservatism

Assigned Readings:

- *Freedom on my Mind* ch. 14
- Ronald Reagan’s States Rights Speech in Philadelphia, Mississippi (BlackBoard)
- *Reading response due*

April 14 The New Jim Crow

Assigned Readings:

- Michelle Alexander, *The New Jim Crow* excerpt (BlackBoard)
- * *Reading response due*

Week 13

April 19 Black America during the Bush Years

Assigned Readings:

- *Freedom on my Mind* ch. 15

April 21 A “Post-Racial” society?

Assigned Readings:

- Johnson, Walter. “Ferguson’s Fortune 500 Company.” (BlackBoard)

Saturday, April 23 *Submit key terms for final exam by 7:00 PM*****

Week 14

April 26 #Black Lives Matter

April 28 Summary/In-class Review

FINAL EXAM

Tuesday, May 10: 6:20-9:20pm

* The syllabus is subject to change at the discretion of the instructor