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Rutgers University-Newark  
Spring 2013  
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## **AFRICAN AMERICAN AND AFRICAN STUDIES 21:014:112 INTRODUCTION TO AFRICAN-AMERICAN AND STUDIES**

### **COURSE DESCRIPTION**

This course is a survey of the African-American experience from the end of the US Civil War to the present day. Because this a social history of African America, we will focus on the collective and individual life experiences of African Americans, with particular emphasis on the struggle for racial justice and equality. We will begin with an exploration of African-American responses to *de facto* and *de jure* Emancipation, and the black experience during the US Civil War and Reconstruction. We shall proceed by examining the rise of Jim Crow segregation in the late 19th century South, the development of racist and white supremacist discourse and laws, and the racial politics of "redemption," touching upon key historical moments in 20th century African-American history such as the "great migration" to Northern cities that begins after World War I, the African-American experience during and between both World Wars, and the rise of black resistance to segregation and discrimination we commonly know as the "Civil Rights Movement." We shall devote the final weeks of the course to the Civil Rights and Black Power movements, concluding with a discussion of late 20th and early 21st century issues in African-American history and culture. Along the way, we will be attentive to a range of concepts, including gender, sexualities, class, regionalisms, religion and faith, and the intersectionalities through which African-Americans live and embody these identifications alongside that of "race."

### **COURSE REQUIREMENTS**

#### **Readings**

The weekly readings required in this course average between 100 to 200 pages. Some of the texts will be easier to get through than others, but you should budget your time, because you are expected to complete *all of the reading*, and be prepared to discuss readings in class. (Please bring readings to class.)

#### **Reading Commentaries**

To facilitate discussion, all students in the class will join one of **FIVE** groups (A-E), and based on your group's assigned date, you will *individually* write **FOUR** one-page (200-word) commentaries on the readings preceding the due date. The commentaries are due on designated **DISCUSSION** days (see calendar below). As informal written assignments, your commentaries can either be clearly handwritten or typed, and should summarize and discuss the assigned readings. You should not regurgitate exactly what is in the texts, but compress and draw out what you see as the most salient points, as well as

what your thoughts on them. Again, these commentaries should not exceed a page, and you must submit them **IN HARDCOPY FORM**. No email submissions will be accepted. There are **five DISCUSSION** days; and you must submit written responses to the readings on **four** of those days, based on the group to which you sign up. Your comments will be graded with a check (if completed and focused on the readings), a check plus (if especially well done and written), or a check minus (if barely passable or unreadable). An extraordinarily good record on the commentaries (many check pluses) will elevate your *course* grade by half a grade (from B to B+, for example). Barely passable commentaries (many check minuses) will lower your *course* grade by ONE FULL GRADE (from C to D). Turning in fewer than four commentaries will also lower your *course* grade by ONE FULL GRADE (from C to D), and late comments will not be accepted without a signed doctor's note (or an equivalent form of excused late submission, such a personal family tragedy or a tropical storm like Sandy; broken printers, feeling blah, forgot the date, etc. are not acceptable).

Be sure to place your name and date on your commentary pages. It is your responsibility to identify who you are and that you are submitted required work.

### **Exams**

In addition to the reading and commentaries, course participants will have to successfully pass **a mid-term and a final exam**.

### **Attendance**

Attendance is mandatory. Please note that everyone must ensure that she or he signs in for every class. Beginning the second week, you are expected to attend the entire class. More than three (3) unexcused (medical, family emergency, etc.) absences will lower your *course* grade ONE LETTER GRADE (e.g., B to C). Six (6) unexcused absences will result in failure. Please come to class. If you cannot attend this class regularly and on time because of a schedule conflict, do not enroll in this class.

### **Classroom Etiquette**

Everyone enrolled in the class is expected to behave in a polite, thoughtful, agreeable manner. If you behave rudely or are inconsiderate to your classmates (excessive domination of the discussion, cutting people off, name-calling, etc.) you will be asked to leave the room. (Repeated disruptions may result in a failing grade.) You should be ready to participate in every discussion. You may *not* keep a laptop computer open or a tablet computer running for note-taking unless you have spoken first with and gotten permission from me. You must shut off all cellphones; texting, Tweeting, Facebooking, Instagramming, Pinteresting, listening to your cellphone, mp3 player or similar device, and above all, cellphone conversations, as well as any other similar form of behavior, are unacceptable. If you are caught do any of these more than once, your *course* grade will fall by ONE LETTER GRADE (e.g., C to D).

### **Course Grade**

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The course grade will be tallied as follows:

Written commentaries = 30%

Mid-term exam = 30%

Final exam = 30%

In-class participation & attendance = 10%

(\*Please note all of the possible grade deductions noted above.)

## **COURSE TEXTS**

### **Books**

We will be using three books in this course. They should be available at Rutgers University-Newark's main bookstore, but you can also find used copies all three of them online, on Amazon.com, Barnes & Noble (bn.com), ABE.com, Powell's, and other sites, for lower--sometimes considerably lower--prices. Please buy all three *promptly*. You may purchase the hardcopy, Kindle or Nook versions of these texts. I will not be posting these books online (for legal copyright reasons).

Robin D. G. Kelley and Earl Lewis, editors, *To Make Our World Anew: A History of African Americans since 1880* (Vol. 2). New York: Oxford University Press, 2005.

**ISBN-10:** 0195181352

James Weldon Johnson, Booker T. Washington, and W. E. B. DuBois, *Three Negro Classics*. New York: Avon, 1999. **ISBN-10:** 0380015811

Nelson George, *The Death of Rhythm and Blues*. New York: Penguin, 2003. **ISBN-10:** 0142004081

### **Other Readings**

All other readings listed on the syllabus will be available on Blackboard or on the online address listed on the syllabus.

As I note above, I expect you to complete the readings before class, and bring copies with you. You should not hesitate to underline, mark up, annotate, and take notes on the readings, either on the printed pages themselves, or in a notebook. They will be very helpful to you both with your commentaries and your exams.

### **PLAGIARISM:**

Simply put, plagiarism, which entails the unattributed copying of someone else's work, is unacceptable. This includes copying passages of someone else's work—published, unpublished, in a book, from a newspaper, from a blog, from Google, anywhere--without attributing the copied material either in the text or in footnote or endnote as a quote, with adequate citation. It is *always* better to write a flawed draft that you can strengthen and revise than to submit someone else's work. *Always*.

Even if you are pressed for time, do not copy someone else's work and submit it as your own without proper attribution. I will devote one of our class sessions towards

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the end of the term, before your paper draft is due, to discussing matters such as research, endnotes, and so forth. You may also always schedule a session at the Writing Center in Conklin 126 to discuss your paper; the Writing Center is not just for students who may be struggling with their writing, but also for everyone who wants to improve her or his work. They are there to help you.

There are programs that faculty members can access which can scan for plagiarized texts, so please, do not do so.

Please note that Rutgers takes breaches of code of academic integrity very seriously, and if you plagiarize, you will be putting your college future in jeopardy. Violations of the University academic integrity policy will be prosecuted.

Also, please note that the State of New Jersey has very serious penalties, including a substantial fine and potential prison time, for students who purchase and submit papers from online academic paper mills. I am not making this up: it is *very serious business*. So again, do your own work, come talk with me and also visit the writing center if you are experiencing any issues with your papers, and absolute *do not* plagiarize someone else's material.

**ACADEMIC INTEGRITY AGREEMENT:**

As per the rules of Rutgers University, students should sign the Academic Integrity Agreement, which can be found on the CMS Blackboard site.

**COURSE SCHEDULE**

<b>DATE</b>	<b>READING</b>	<b>ASSIGNMENT</b>
<b>Th 1/24</b>	Introduction & Overview: What Is/Are African American and African Studies?	
<b>Mon 1/28</b>	<b>Week 1: Reconstruction</b> Reconstruction	READ: Ira Berlin, "Who Freed the Slaves?" (BL); Eric Foner, <i>Forever Free</i> , Chapters 3 and 5 (BL); Booker T. Washington in <i>Three Negro Classics</i> 29-71, Jourdan Anderson, letter to his former master (BL)
<b>Thu 1/31</b>	Reconstruction	
<b>Mon 2/4</b>	<b>Week 2: Redemption</b> Redemption and the New South	READ: Booker T. Washington in <i>Three Negro Classics</i> 71-205
<b>Thu 2/7</b>	The Strange Career of Booker T. Washington	
<b>Mon 2/11</b>	<b>NO CLASS</b>	
<b>Thu 2/14</b>	<b>Week 3: Segregation</b> The Betrayal of the Negro	<b>COMMENTARY PAPER DUE (Groups A, B, C, D) - 2/4/2013</b>
<b>Mon 2/18</b>	Life Under Jim Crow	READ: W. E. B. DuBois in <i>Three Negro Classics</i> , Chapters 1, 3, 5
<b>Thu 2/21</b>	<b>Week 4: Black Politics and Culture During the Nadir</b> The Niagra Movement	READ: W. E. B. DuBois in <i>Three Negro Classics</i> , Chapters 7-11 and 14, Kelley & Lewis, Chapter 2, "Though Justice Sleeps"; Amiri Baraka, <i>The Blues People</i> , Chapters 6 & 7 (BL)
<b>Mon 2/25</b>	New Cultural Politics: the Blues, Jazz and Jooks	
<b>Thu 2/28</b>	<b>Week 5: The Great Migration</b> The Great Migration: Movement of Black People	<b>COMMENTARY PAPER DUE (Groups B, C, D, E) - 2/28/2013</b>
<b>Mon 3/4</b>	Community and Confinement: Origins of the Ghetto	Kelley & Lewis, Chapter 3; Darlene Clark Hine, "Black Migration to the Urban Mid-West: the Gender Dimension, 1915-1945" (BL); Baraka Chapters 8 and 9 (BL); Isabel Wilkerson, "The Great Migration, 1915-1970" (BL)
<b>Thu 3/7</b>	<b>NO CLASS</b>	
<b>Mon 3/11</b>	<b>Week 6: New Negroes, New Cultures</b> The Harlem Renaissance	READ: Marcus Garvey, selected writings (BL); Alain Locke, "The New Negro" (BL); Langston Hughes, selected poems (BL); Nelson George, Chapter 1; David L. Lewis, "Harlem Renaissance" (BL)
<b>Thu 3/14</b>	New Cultural Productions and the City	
		<b>COMMENTARY PAPER DUE (Groups C, D, E, A) - 3/14/2013</b>

<b>Mon 3/18 - Thu 3/21</b>	<b>NO CLASS: SPRING BREAK WEEK</b>	
<b>Mon 3/25</b>	<b>Week 7: The Great Depression</b> The Great Depression	Kelley & Lewis, Chapter 3
<b>Thu 3/28</b>	Changes in Black Politics	
<b>Mon 4/1</b>	<b>Week 8: MID TERM EXAM</b>	
<b>Thu 4/4</b>	<b>World War II Era</b> African Americans During World War II and the 2nd Migration and the Ghetto	READ: Kelley, "Congested Terrain: Resistance on Public Transportation" (BL); Nelson George, Chapter 2; Thomas Sugrue, <i>The Origins of the Urban Crisis</i> , Chapters 2 and 3 (BL)
<b>Mon 4/8</b>	<b>Week 9: Civil Rights Movement</b> Origins of the Civil Rights Movement	READ: Morris, Chapters 3 and 10 (BL); Rev. Dr. Martin Luther King Jr., "Letter from Birmingham Jail" (BL); Malcolm X, "Liberation by Any Means Necessary" (BL) <b>COMMENTARY PAPER DUE (Groups A, B, D, E) - 4/11/2013</b>
<b>Thu 4/11</b>	From Protest to Politics	
<b>Mon 4/15</b>	<b>Black Power</b> Black Power	READ: The Platform and Philosophy of the Black Panther Party (BL); Rev. Dr. Martin Luther King, Jr., "The Impasse in Race Relations" (BL); Nelson George, Chapters 3 and 4; Amiri Baraka, "Black Art" (BL); Nikki Giovanni, "The True Import of Present Dialogue, Black vs. Negro (for Peppe, Who Will Ultimately Judge Our Efforts) (BL)
<b>Thu 4/18</b>	Black Culture	
<b>Mon 4/22</b>	<b>Since the Civil Rights Movement</b> Into the Urban Crisis	Kelley & Lewis, Chapter 5; Nelson George, Chapters 4-6; William Rhoden, <i>The 40 Million Dollar Slave</i> (BL); <b>COMMENTARY PAPER DUE (Groups A, B, C, E) - 4/25/2013</b>
<b>Thu 4/25</b>	Integration Without Power	
<b>Mon 4/29</b>	<b>Where We Are Now</b> Class, Crisis and Diversity	READ: William Julius Wilson, "The Declining Significance of Race" (BL); Jeff Chang, <i>Can't Stop, Won't Stop</i> , Chapters 1 and 8 (BL); Tricia Rose, selected text (BL)
<b>Thu 5/2</b>	Hip Hop: The Early Years	
<b>Mon 5/6</b>	<b>Hip Hop Conquers the World &amp; the Obama Factor</b> Hip Hop Conquers the World	READ: Barack Obama, "Speech on Race" and 2004 Democratic Convention Speech (BL);
<b>Tu 5/7- Wed 5/8</b>	READING DAYS	

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<b>Fri 4/15</b>	<b>EXAM WEEK – FINAL PAPER DUE</b> by 5 pm
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