

African American History I: Transatlantic Slave Trade to 1900

21:512:234

Fall 2016

Instructor: Dr. M. Cooper

Email: melissa.cooper@rutgers.edu

Mondays: 10:00 am-11:20

Room: Bradley Hall 410

Office Hours: Mondays, 11:40 AM-12:40 PM, 330 Conklin Hall; or by appointment

Course Description:

This course explores the history of African Americans from the end of Reconstruction to the present day. Using primary and secondary source material to trace the social, political, economic and cultural transformations that mark significant episodes in the African American past, this course unearths the historical changes that shape the black experience in America.

Course Objectives:

By the end of this course:

- Students should be able to identify and chart specific events and circumstances central to the black American experience.
- Students should be able to identify and describe significant events in African American history from the inception of the Transatlantic slave trade through 1900.
- Students will be able to interpret and analyze a variety of primary and secondary source materials.
- Students will be able to compose "synthetic essays" that analyze, compare and contrast multiple scholarly interpretations and studies.

Requirements:

Discussion Response Papers/Questions & Attendance

The completion of weekly readings is mandatory. You are expected to bring required readings to class meetings: please print out, and bring to class, readings posted on Blackboard. Each student is required to compose one response paper/question per week derived from the readings. Your typed response paper/question should be linked to a specific passage—please quote directly from the text. Your response paper/question should be submitted at the start of class on Wednesdays. You will not receive credit for your response paper/question if you are absent from the class meeting. Each class meeting, several students will be asked to raise their paper topics/questions for discussion. Your response paper/questions, and contributions to class conversations will constitute your participation grade.

Students are expected to attend each scheduled class meeting, to be on time, and to be prepared for each class session. The University attendance policy specifies that students are allowed four absences, excused or unexcused, with each further unexcused absence resulting in a deduction of a portion of a letter grade (i.e., B+ dropping to a B). **IMPORTANT:** If you miss more than 8 classes, *through any combination of excused or unexcused absences*, you will not earn credit for this course. Such students should withdraw from the class. An illness that requires 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 are “excused” absences. Class absences will inevitably affect your class participation grade. Repeated tardiness (more than three) will lower your participation grade.

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 to send "text messages," etc. 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 or lectures.** You are also expected to refrain from distracting and disruptive behaviors (i.e. "chatting" during lectures/discussions, consuming a full meal in class, etc.).

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 <<mailto:odsnewark@rutgers.edu>>.

Papers

Students must complete one paper during the semester—the midterm assessment. Students will write a *synthetic* essay of 5-10 pages that analyzes a theme that emerges from three or more of the secondary source course readings and primary source readings. All writings 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.

Exams

Students will also complete a final examination that will assess content explored in course readings and lectures.

**Rubrics for all assessments will be posted on Blackboard.*

Classroom Expectations:

Students are expected to respectfully engage in all class activities. Please set your cell phones to the "silent" notification mode during class sessions. Do not use your cell phone to send "text messages," etc. 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 or lectures. You are also expected to refrain from distracting and disruptive behaviors (i.e. "chatting" during lectures/discussions, consuming a full meal in class, etc.).

***GRADING:**

Category	Percentage
Attendance/Participation/ Discussion Questions	20%
Midterm Exam Paper	40%
Final Exam	40%

Grading System:

- 100-94%=A
- 93-90%=A-
- 89-87%=B+
- 86-84%=B
- 83-80%=B-
- 79-77%=C+
- 76-74%=C
- 73-70%=C-
- 69-67%=D+
- 66-60%=D
- 59 and below=Failure

Books to Purchase:

Bay, Waldo & White. *Freedom on My Mind: A History of African Americans with Documents*. Bedford/St. Martin's Press, Volume 2, 2012.

Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (The New Press, 2012)

*Additional course readings/chapter excerpts will be available on Blackboard or accessible via Dana Library's websites.

Week 1, Course Introduction: January 18

Week 2, January 23 &25, The End of Black Reconstruction, Redemption and the Making of Jim Crow

Monday:

Gilmore, Glenda. *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920*. (1996) **excerpt on Blackboard**

Wednesday:

Primary Source Analysis/Document Sets: "Letters to the Freedmen's Bureau;" "Race, Sex, and the Vote" (in text book or on Blackboard)

Week 3, January 30 & February 1, Black America and "Racial Uplift" During the Progressive Era

Monday:

Freedom on Mind, chapter 9

Wednesday:

Primary Source Analysis/Document Sets: “Debt Peonage” (textbook); DuBois, W.E.B., excerpts from *The Souls of Black Folk Essays and Sketches* (1903) (Blackboard); Washington, Booker T., excerpts from *Up From Slavery: An Autobiography* (1901) (Blackboard).

Week 4, February 6 & 8, Fighting Jim Crow Violence and Ida B. Wells’ Anti-Lynching Campaign**Monday:**

-Bederman, Gail, *Manliness and Civilization: A Cultural History of Gender and Race in the United States, 1880-1917* (University of Chicago Press, 1995), 45-77. (Chapter 2- "The White Man's Civilization on Trial": Ida B. Wells, Representations of Lynching, and Northern Middle-Class Manhood)

- Wells-Barnett, Ida Bell, excerpts from *On Lynchings, Southern Horrors, and A Red Record* (1892-1895) .

Wednesday:

Primary Source Analysis/Document Sets: “Lynching,” read “Booker T. Washington: A Protest against the Burning and Lynching of Negroes, 1904,” “Mary Church Terrell: Lynching from a Negro’s Point of View, 1904”

Week 5, February 13 & 15, Quitting the South and the Death of the Old Negro: The Great Migration, The New Negro, and the Harlem Renaissance**Monday:**

Freedom on Mind, chapter 10

Wednesday:

Primary Source Analysis/Document Sets: “ W.E. B. DuBois, “We Return Fighting” (p. 503 textbook); Ella Baker and Marvel Cooke, “The Bronx Slave Market” (p.520); Locke, Alain Leroy, *The New Negro: An Interpretation.*(1925) (Blackboard); “Explorations of Black Identity” (textbook)

Week 6, February 20 & 22, New Deal or Raw Deal?**Monday:**

Poole, Mary. *The Segregated Origins of Social Security: African Americans and the Welfare State* (2006), (excerpts on Blackboard)

Wednesday:

Primary Source Analysis/Document Sets: “Black Socialism and Communism” (textbook)

Week 7, February 27 & March 1, “Double V” Campaign and Black Life During World War II**Monday:**

Freedom on Mind, chapter 10

Wednesday:

Primary Source Analysis/Document Sets: “African Americans and the Tuskegee Experiments” (textbook); Mary McLeod Bethune “What are We Fighting For?” (1942) (Blackboard)

Week 8, March 6 & 8, The Freedom Struggle Continued—Civil Rights in the North and South**Monday:**

Freedom on Mind, chapter 12

Visual Sources Analysis: “The Media and the Civil Rights Movement” (textbook)

Wednesday:

Hall, Jacqueline Dowd. “The Long Civil Rights Movement and the Political Uses of the Past” *Journal of American History*

Primary Source Analysis/Document Sets: “Murder of Emmett Till,” and “We Are Not Afraid” document sets (textbook); Dr. Martin Luther King, Jr. King, Martin L. *Letters from a Birmingham Jail* (1963) (Blackboard).

Week 9, March 13 & 15 *SPRING BREAK—No Class

Week 10, March 20 & 22, The Movement Broadens

Monday:

Freedom on Mind, chapter 13

-Jeffries, Hassan. *Bloody Lowndes: Civil Rights and Black Power in Alabama’s Black Belt* (2009) chapter 5

Wednesday:

Primary Source Analysis/Document Sets: Pauli Murray, “Protest against the Legal Status of the Negro” (1965) (Blackboard); Malcolm X, “The Ballot or the Bullet,” (Blackboard); Combahee River Collective Statement (Blackboard); A Conversation Between Elaine Brown and Angela Davis: “Angela Davis: A Black Woman in the Liberation Struggle” (1972) (Blackboard); “The FBI, COINTELPRO, and the Infiltration of the Black Freedom Movement” and “The Black Arts Movement” document sets (textbook)

Week 11, March 27 & 29, Black America During the Post-Civil Rights Years

Monday:

Freedom on Mind, chapter 14

Wednesday:

Primary Source Analysis/Document Sets: “Black Americans Debate Affirmative Action” and “The Million Man and Million Woman Marches” document sets (textbook)

Week 12, April 3 & 5, Subversive Verses—The Emergence of Rap Music and Hip Hop Culture

Monday:

Au, Wayne “Fresh out of School: Rap Music’s Discursive Battle With Education” *Journal of Negro Education* (2005)

Primary Source Analysis/Document Sets: Rap lyrics document set (Blackboard)

Visual Sources Analysis: “Hip-Hop Culture” (textbook p.764-771)

Wednesday: No Class

Week 13, April 10 & 12, African Americans and the New Century Part I—The New Jim Crow

Monday:

-*Website Exploration:* Visit and prepare a review of the www.sentencingproject.org site.

-Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (The New Press, 2012) Chapters 1-3

Wednesday:

Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (The New Press, 2012) Chapters 4-6

Week 14, April 17 & 19, African Americans and the New Century Part II—Hurricane Katrina, the Unnatural Disaster

Monday:

Dyson, Michael Eric. *Come Hell or High Water: Hurricane Katrina and the Color of Disaster* (Basic Civitas, 2007) (excerpts on Blackboard)

Wednesday:

Documentary Analysis: Spike Lee’s “When the Levees Broke: A Requiem in Four Acts” (2006)

Week 15, April 24 & 26, African Americans and the New Century Part III- Barack Obama, The Black President and the Myth of Post-Racial America

Monday:

Freedom on Mind, chapter 15

Wednesday:

-Ikard & Tasey. "Barack Obama and the Politics of Race: Black Activism in Barack Obama's Post-Racial America" (2010) *Journal of Black Studies*

Primary Source Analysis/Document Sets: "The Trayvon Martin Case" document set (textbook)

Week 15, May 1 * Last Class

Monday:

Exam Review

Final Exam Date: Monday, May 8, 2017, 8:30 AM-11:30 AM

** This syllabus may be revised during the course of the semester*