



AFRICAN AMERICAN HISTORY 1865-PRESENT, SECTION 01

21:512:234

SPRING 2019 MONDAY & WEDNESDAY 4:00 P.M. – 5:20 P.M.

ROOM: ENGLEHARD 209

Welcome! My name is Prof. Joseph Williams and my contact info is below. If you run into any problems throughout the semester, please do not hesitate to reach out.

EMAIL: jtw89@history.rutgers.edu

OFFICE HOURS:

Mondays 2:30pm-4:00pm OR by appointment in Conklin Hall 326.

COURSE DESCRIPTION: This course focuses on the black American's role in the United States from the end of slavery (1865) to the present.

LEARNING GOALS: By the end of this course, students will:

- 1) Be familiar with the broad patterns and major historical events related to the role of African Americans in the United States from the late nineteenth century 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.

TEXTBOOKS:

- 1) Deborah Gray White, Mia Bay, and Waldo E. Martin Jr. *Freedom on My Mind: A History of African Americans with Documents* 2nd Edition (Boston; New York: Bedford/St. Martins, 2013; 2017). ISBN: 9781319021337. \$77.00
- 2) Henry Louis Gates and Jennifer Burton. *Call and Response: Key Debates in African American Studies* (New York: WW Norton and Company, 2012). ISBN: 9780393975789. \$24.00
- 3) Please find all other readings on Blackboard.

COURSE ASSIGNMENTS: This course consists of weekly response papers, two exams, and primary source analysis paper.

- 1) Weekly response papers (25%): these papers are short, brief summaries based on class readings for the day. There are ten in total, due at the beginning of class where noted in the syllabus. **In your paper, please be sure to include at least one question**, which we will use to facilitate class discussion. Please adhere to the following guidelines: 1-2 paragraphs, double-spaced, Times New Roman and 12-point font. Although format is important, please note that I am mostly concerned with the extent to which you grasp the material, your initial thoughts, and any insights you have that will enhance our discourse. Please note again that you must submit these papers in-person and at the beginning of each class. Late response papers will not be accepted. In other words, you must attend class and be on time in order to receive credit for this assignment.
- 2) Midterm Exam (25%): Your midterm exam will consist of twenty IDs from the readings and lectures.
- 3) Final Exam (25%): Your final exam will consist of twenty IDs from the readings and lectures.
- 4) Primary Source Analysis Paper (25%): The goal of this paper is to engage in a critical debate topic and draw on primary sources from the field of African American History. All materials needed for this paper are in *Call and Response*. You will identify a key debate outlined in the textbook, make an argument about the debate, and build a case for your argument using the primary sources related to the debate. Your paper should adhere to the following guidelines: 8 pages, double-spaced, Times New Roman and 12-point font. You must choose a debate topic by **March 2** and you will submit this assignment in two installments: **April 8 (first half of paper due)** and **April 29 (second half of paper due)**.

GRADING SCALE

A	90 or higher
B+	87 – 89.99
B	80 – 86.99
C+	77 – 79.99
C	70 – 76.99
D	60 – 69.99
F	59.99 and lower

ATTENDANCE POLICY: Please plan on regular, timely attendance to all sessions. I provide a grace period of five minutes, after which you are considered tardy. Four tardies equate to one absence. Should you arrive more than twenty minutes late to class, I will mark you absent. Official Rutgers policy states that excused absences 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.” Excused absences will not count against your attendance grade. However, any student who misses eight or more sessions through any combination of excused and unexcused absences risks not earning credit in this class. These students are encouraged to withdraw from the course to avoid a failing grade.

*Please note that it is impossible to pass the midterm and final exams without regular, engaged attendance as much of the content for both exams will come directly from readings *and* lectures*

STATEMENT ON ACADEMIC INTEGRITY: The work that you submit in this course should always be your own, and contributions from other authors and sources must always be properly cited. The History Department requires that the following honor pledge is written and signed on examinations and major course assignments submitted for grading: “On my honor, I have neither received nor given any unauthorized assistance on this assignment.” For more information, please see the Rutgers Academic Integrity Policy: <http://academicintegrity.rutgers.edu/academic-integrity-policy/>.

DROP AND WITHDRAWAL DEADLINES: The last day to drop this course without it appearing on your transcript is Wednesday, January 29. The last day to withdraw from this course for a “W” is Monday, March 30.

RUTGERS NEWARK WRITING CENTER: Writing is an important component of this course, and an important skill to develop for your academic and professional future. The Writing Center of Newark, located in Room 126 of Conklin Hall, offers free individual tutoring and writing workshops for all students currently enrolled in courses on the Rutgers-Newark campus. You are encouraged to make at least one appointment at the Writing Center during the semester to take advantage of these services.

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

- **Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. In order to receive consideration for reasonable accommodations, a student with a disability must contact ODS, register, have an initial appointment, and provide documentation. Once a student has completed the ODS process (registration, initial appointment, and documentation submitted) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided to the student. The student must give the LOA to each course instructor, followed by a discussion with the instructor. This should be completed as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS: (973) 353-5375 or ods@newark.rutgers.edu.

- **Religious Holiday Policy and Accommodations:** Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule. The Division of Student Affairs is available to verify absences for religious observance, as needed: (973) 353-5063 or DeanofStudents@newark.rutgers.edu.
- **Counseling Services:** Counseling Center Room 101, Blumenthal Hall, (973) 353-5805 or <http://counseling.newark.rutgers.edu/>.
- **Students with Temporary Conditions/Injuries:** Students experiencing a temporary condition or injury that is adversely affecting their ability to fully participate in their courses should submit a request for assistance at: <https://temporaryconditions.rutgers.edu>.
- **Students Who are Pregnant:** The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy: (973) 353-1906 or TitleIX@newark.rutgers.edu.
- **Gender or Sex-Based Discrimination or Harassment:** Students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, should know that help and support are available. To report an incident, contact the Office of Title IX and ADA Compliance: (973) 353-1906 or TitleIX@newark.rutgers.edu. To submit an incident report: tinyurl.com/RUNReportingForm. To speak with a staff member who is confidential and does **NOT** have a reporting responsibility, contact the Office for Violence Prevention and Victim Assistance: (973) 353-1918 or run.vpva@rutgers.edu.

SCHEDULE OF ASSIGNMENTS

WEEK 1

1/22: INTRODUCTIONS

- 1) *Before Class:*
 - a. Consider your learning philosophy and your motivation behind taking this course.
- 2) *In Class:*
 - a. We will review the syllabus, discuss our varied interests in African American History, and discuss learning philosophies.

WEEK 2

1/27: THE CIVIL WAR AND EMANCIPATION

- 1) *Before Class:*
 - a. Read *Freedom on My Mind* Chapter 7: 260-287.
- 2) *In Class:*
 - a. Discuss Readings.

1/29: RECONSTRUCTION

- 1) *Before Class:*
 - a. Read *Freedom on My Mind* Chapter 8: 298-330.
 - b. Complete *Response Paper 1* (remember to include a question about the readings in your summary, and please prepare to turn the summary in at the beginning of class).
- 2) *In Class:*
 - a. Submit *Response Paper 1*.
 - b. Discuss readings.

WEEK 3

2/3: RECONSTRUCTION CONT.

- 1) *Before Class:*
 - a. Read *Call and Response* Part Two: 173-194
 - b. No response paper due, but please be sure to bring your copy of *Call and Response* to class.
- 2) *In Class:*
 - a. Discuss readings.

2/5: THE NEW SOUTH, THE NADIR, AND THE RISE OF JIM CROW

- 1) *Before Class:*
 - a. Read *Freedom on My Mind* Chapter 9: 342-347
 - c. Complete *Response Paper 2* (remember to include a question about the readings in your summary, and please prepare to turn the summary in at the beginning of class).
- 2) *In Class:*

- a. Submit *Response Paper 2*.
- b. Discuss readings.

WEEK 4

2/10: STRATEGIES FOR SURVIVING THE NADIR

- 1) *Before Class:*
 - a. Read *Call and Response* Part Two: 195-217.
 - b. No response paper due, but please be sure to bring your copy of *Call and Response* to class.

- 2) *In Class:*
 - a. View *An Outrage* (2017), a very short documentary film about lynching in the south.
 - b. Discuss film and readings.

2/12: THE GREAT MIGRATION AND THE RISE OF THE NEW NEGRO

- 1) *Before Class:*
 - a. Read *Call and Response* Part Three: 249-274
 - b. No response paper due, but please be sure to bring your copy of *Call and Response* to class.

- 2) *In Class:*
 - a. Discuss reading.

WEEK 5

2/17: FROM THE GREAT MIGRATION TO THE GREAT DEPRESSION

- 1) *Before Class:*
 - a. Read *Freedom on My Mind* Chapter 10: 390-427
 - b. Complete *Response Paper 3* (remember to include a question about the readings in your summary, and please prepare to turn the summary in at the beginning of class).

- 2) *In Class:*
 - a. Submit *Response Paper 3*.
 - b. Discuss readings.

2/19: FROM THE GREAT MIGRATION TO THE GREAT DEPRESSION CONT.

- 1) *Before Class:*

- a. Read *Call and Response* Part Four: 375-378; 392-411
- b. No response paper due, but please be sure to bring your copy of *Call and Response* to class.

- 2) *In Class:*
 - a. Discuss readings.

WEEK 6

2/24: **THE DOUBLE V CAMPAIGN AND WWII**

- 1) *Before Class:*
 - a. Read *Freedom on My Mind* Chapter 11: 438-466
- 2) *In Class:*
 - a. View *African Americans in World War II: Struggle Against Segregation and Discrimination*.
 - b. Discuss readings and film.

2/26: **THE EARLY CIVIL RIGHTS MOVEMENT**

- 1) *Before Class:*
 - a. Read *Freedom on My Mind* Chapter 12: 480-515
 - b. Complete *Response Paper 4* (remember to include a question about the readings in your summary, and please prepare to turn the summary in at the beginning of class).
- 2) *In Class:*
 - a. Submit *Response Paper 4*
 - b. Discuss readings.

WEEK 7

3/2: **MIDTERM EXAM REVIEW. ALSO, PLEASE COME PREPARED TO SUBMIT THE DEBATE TOPIC FOR YOUR PRIMARY SOURCE ANALYSIS PAPER.**

3/4: **MIDTERM EXAM**

WEEK 8

3/9: **THE EARLY CIVIL RIGHTS MOVEMENT CONT.**

- 1) *Before Class:*
 - a. Read *Call and Response* Part Five: 511-515; 559-573

- b. No response paper due, but please be sure to bring your copy of *Call and Response* to class.

2) *In Class:*

- a. Listen to speeches by Martin Luther King, Jr. and Malcolm X
- b. Discuss speeches and readings.

3/11: BLACK WOMEN'S ACTIVISM AND GENDER POLITICS IN THE CIVIL RIGHTS MOVEMENT

1) *Before Class:*

- a. Read Charles Payne, "Men Led, But Women Organized: Movement Participation of Women in the Mississippi Delta" in *Women and the Civil Rights Movement: Trailblazers and Torchbearers*: 1-12
- b. Read Mamie E. Locke, "Is This America? Fannie Lou Hamer and the Mississippi Freedom Democratic Party," in *Women and the Civil Rights Movement: Trailblazers and Torchbearers*: 27-39.
- c. Complete *Response Paper 5* (remember to include a question about the readings in your summary, and please prepare to turn the summary in at the beginning of class).

2) *In Class:*

- a. Submit *Response Paper 5*.
- b. Discuss reading.

WEEK 9

3/16: **NO CLASS. SPRING BREAK.**

3/18: **NO CLASS. SPRING BREAK.**

WEEK 10

3/23: **BLACK WOMEN'S ACTIVISM AND GENDER POLITICS IN THE CIVIL RIGHTS MOVEMENT CONT.**

1) *Before Class:*

- a. Read Danielle McGuire, "'It Was like All of Us Had Been Raped': Sexual Violence, Community Mobilization, and the African American Freedom Struggle." *The Journal of American History* 91, no. 3 (2004): 906-31.

2) *In Class:*

- a. Discuss reading.

3/25: **THE RISE OF BLACK POWER**

1) *Before Class:*

- a. Read *Freedom on My Mind* Chapter 13: 524-555

- b. Complete *Response Paper 6* (remember to include a question about the readings in your summary, and please prepare to turn the summary in at the beginning of class).

2) *In Class:*

- a. Submit *Response Paper 6*.
- b. Discuss readings.

WEEK 11

3/30: **BLACK FEMINISTS ORGANIZE**

1) *Before Class:*

- a. Read Kimberly Springer, *Living for the Revolution: Black Feminist Organizations, 1968-1980* Chapter 4: 88-112
- b. Complete *Response Paper 7* (remember to include a question about the readings in your summary, and please prepare to turn the summary in at the beginning of class).

2) *In Class:*

- a. Submit *Response Paper 7*.
- b. Discuss readings.

4/1: **BLACK WOMANIST THEOLOGY EMERGES**

1) *Before Class:*

- a. Read *Call and Response* Part Five: 614-622; 626-637
- b. Read "Roundtable Discussion: Must I Be Womanist? [with Response]." *Journal of Feminist Studies in Religion* 22, no. 1 (2006): 85-134.
 - i. *Please read the selections from *Call and Response* first. Then read pages 85-96 of the Roundtable Discussion. Only read the entire article if you have time*

2) *In Class:*

- a. Discuss readings.

WEEK 12

4/6: **BLACK CULTURE AND COMMUNITIES IN TRANSITION**

1) *Before Class:*

- a. No Readings.

2) *In Class:*

- a. View *Wattstax* (1973)

- b. Discuss film.

4/8: **BLACK CULTURE AND COMMUNITIES IN TRANSITION CONT.**

- 1) *Before Class:*
 - c. No Readings. Please work on the first half of your primary source analysis paper.
- 2) *In Class:*
 - a. Submit first half of primary source analysis paper.
 - b. Discuss any difficulties or challenges in writing first half of paper.
 - c. View and discuss Black America Since MLK: And Still I Rise S1E2: “Move on Up” (2016).

WEEK 13

4/13: **THE POST CIVIL RIGHTS ERA**

- 1) *Before Class:*
 - a. Read *Freedom on My Mind* Chapter 14: 570-603
 - b. Complete *Response Paper 8* (remember to include a question about the readings in your summary, and please prepare to turn the summary in at the beginning of class).
- 2) *In Class:*
 - a. Submit *Response Paper 8*
 - b. Discuss reading.

4/15: **THE POST CIVIL RIGHTS ERA CONT.**

- 1) *Before Class:*
 - a. Read *Call and Response* Part Six: 837-839; 936-951
- 2) *In Class:*
 - a. Discuss reading.

WEEK 14

4/20: **THE RISE OF HIP HOP CULTURE**

- 1) *Before Class:*
 - a. Analyze and read Angela Davis and Ice Cube, “Nappy Happy: A Conversation with Ice Cube” from *Call and Response*: 1015-1027
- 2) *In Class:*

- a. Please also bring your copy of *Call and Response* to class as we will explore more primary sources focused on rap music and the black experience in the 80s and 90s.
- b. Debate.

4/22: **AFRICAN AMERICANS IN THE NEW CENTURY**

1) *Before Class:*

- a. Read *Freedom on My Mind* Chapter 15: 614-631
- b. Complete *Response Paper 9* (remember to include a question about the readings in your summary, and please prepare to turn the summary in at the beginning of class).

2) *In Class:*

- a. Submit *Response Paper 9*
- b. Discuss readings.

WEEK 15

4/27: **AFRICAN AMERICANS IN THE AGE OF OBAMA**

1) *Before Class:*

- a. Read *Call and Response* Part Six: 1114-1120
- b. Read *Freedom on My Mind*: 634-650
- c. Complete *Response Paper 10* (remember to include a question about the readings in your summary, and please prepare to turn the summary in at the beginning of class).

2) *In Class:*

- a. Submit *Response Paper 10*
- b. View Boondocks S3E1: “It’s a Black President, Huey Freeman”
- c. Discuss readings and clip.

4/29: **SAME PROBLEMS, NEW PERSPECTIVES: MASS INCARCERATION AND THE #METOO MOVEMENT**

1) *Before Class:*

- a. Read Donna Murch, “The Many Meanings of Watts: Black Power, *Wattstax*, and the Carceral State,” *OAH Magazine of History*, Volume 26, Issue 1, 1 (January 2012): 37–40. You can access the reading here:
- b. Read Kali N. Gross and Cheryl D. Hicks. “Introduction—Gendering the Carceral State: African American Women, History, and the Criminal Justice System.” *The Journal of African American History* 100, no. 3 (2015): 357-65.
- c. Please work on the second half of your primary source analysis paper.

2) *In Class:*

- a. Listen to The Call EP 021: Tarana Burke. <https://soundcloud.com/man-repeller-the-call>
- b. Discuss readings and podcast.
- c. Submit second half of primary source analysis paper.

WEEK 16

5/4: **REFLECTIONS AND FINAL EXAM REVIEW**

5/6: **READING DAY**

WEEK 17

5/12: **FINAL EXAM**