

HISTORY 204: AFRICAN AMERICAN HISTORY II
SPRING 2015
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NOTICE: This is NOT a contract. It is *my* syllabus. I made it. I can change it.

COURSE DESCRIPTION

This is an introductory survey course on African-American history with emphasis on the period since the Civil War. Students may take this course without having previously taken History 203 (African American History I). We will discuss Lincoln and Emancipation, Reconstruction (1865-1877) and post-Reconstruction. We will also examine lynching, sharecropping, the segregation era (which lasted to 1964), the role of Booker T. Washington and W.E.B. Du Bois, and the great migrations of Afro-Americans to the North, and the era of World War I. The course will also examine Marcus Garvey, the impact of the Great Depression and New Deal and World War II, the civil rights era, and some events since the 1960s. The course also pays attention to the African *diaspora*, including the migration of people of color from Jamaica, Haiti, Trinidad, other parts of the Caribbean, and Latin America.

This course examines a history of persecution and resistance to persecution. It examines the inequities that have existed in American society and how for many decades America failed to produce a society that was just, egalitarian and collaborative. It seeks to illuminate the ways in which racial subordination, and *efforts* at racial subordination, *continue even into the present*. This course discusses the **contributions** that Afro-Americans have made to a diverse, pluralistic, multiethnic, multiracial, multicultural American society. This course also discusses how African Americans and progressive white allies have on occasion triumphed over adversity and injustice, and have managed to come up out of slavery, segregation, poverty and ghettoization to throw open the doors to opportunity, upward mobility, and prosperity, and to a more just, egalitarian and collaborative society.

In this course we will also seek to integrate literature with history. Continuing from the first half of the course, one of the fundamental issues we will revisit is the question “**where did racism (white supremacy) come from?**” **How was the idea of race constructed** in Europe, especially in England and the English colonies in North America and the Caribbean? We focus on England because it was the mother country of what is now the United States. And we will explore the meaning of the ideas of America, in relationship with the wider world, in view of the contradiction of slavery and racism in a nation that claimed to cherish “liberty and justice for all,” and freedom and equality. This course will explore the major personalities, events and

developments from the Civil War to the civil rights era of the 1960s. The lectures will be supplemented with video material.

REQUIRED READINGS

Douglas Blackmon, *Slavery By Another Name*

Philip Dray, *At the Hands of Persons Unknown: The Lynching of Black America*

Langston Hughes, *The Ways of White Folks* (short stories)

Toni Morrison, *The Bluest Eye* (novel)

Wayne Glasker, *Black Students in the Ivory Tower*

All of these books are available in paperback

I will not require a textbook. You don't really need a textbook (that's why you have me). However, if you would like a textbook I suggest Darlene Clark Hine, *African Americans: A Concise History, Volume II* or *African American Odyssey, Volume II*. You may use either the 4th or 5th edition. Just order it from amazon.com. I do not object to a textbook, I simply cannot in good conscience ask students to pay more than \$66 for a mere paperback textbook. Several chapters from the Hine textbooks are being placed on electronic reserve.

There will be articles in **sakai** and on **electronic** reserve at the library as well. Ordinarily, **to access sakai, type sakai.rutgers.edu and then enter your username and password. We will use sakai extensively.**

EXAMS AND PAPERS

There will be at least three in-class exams, and the Final Exam (but more if I determine that more are needed). **The Multiple Choice section of the Final Exam will be cumulative. All dates are tentative and subject to change.** The exams (including the Final Exam) will count as 50% of the course grade. Class attendance will count as 5% of the course grade, and class participation will count for at least 10%. There will be **at least five short papers (book reports) worth 30% of the course grade. Short means 5-10 pages.**

COMMUNITY SERVICE-CIVIC ENGAGEMENT

Part of what we study in the course is the **persistence** of racism (prejudice and discrimination), poverty, unequal schooling, ghettoization, homelessness and inequality in contemporary American society. While we study it, read about it, and theorize about it, rarely do we **DO** anything about it. In the spirit of promoting civic engagement (or engaged civic learning and responsibility) and taking action to ameliorate social conditions, this course will include a **mandatory service/civic engagement component**. While the details remain to be worked out, we will most likely participate in a food drive once or twice this semester. Each person will be asked to donate a canned or boxed food item from an approved list for a local food pantry

COMPONENTS OF THE GRADE

Exams	50%
Writing Assignments and ProQuest	30%
Community Service-Civic Engagement	5%
Class Attendance	5%
Class Participation	10%

All exams will include essay questions and multiple choice questions. However, to do well in this course it will not be enough to perform well on the in-class exams.

In addition to exams you will have to write. There will be **FIVE papers** (book reports) in which you reply to questions that I give you. And in these papers you will learn how to use **page citation** to document sources. There will also be a ProQuest assignment.

Attendance will be taken at every class using a sign-in sheet. If you do not attend regularly you will be penalized for poor attendance. **No more than four absences are expected (that is one per month).** After the fourth absence you will lose points for each additional absence.

Perfect attendance equals 5 points out of 5 (A)

One to four absences equals 4 points out of 5 (B)

Five unexcused absences equals 3 points out of 5 (C+)..

Six unexcused absences equals 2 points out of 5 (C)

Seven unexcused absences equals 1 point out of 5 (D)

Eight or more unexcused absences (why are you even enrolled?) equals 0 points (F)

Class participation will be ten percent of the grade. This means, at the very least, that when I call on you and ask you a question you have a reply, or you raise your hand to volunteer to give an answer, or to ask an original question of your own or offer an interpretation. **Department** will count in the participation grade. This means that you are paying attention and you are taking the course seriously. Poor department occurs when you can't answer a question or don't know where we are in a reading or in the lecture because you were busy playing a video game on your cell phone, or busy texting, or busy laughing, joking and/or chatting with a classmate, or otherwise distracted. Disruptive or combative behavior, including "word-for-word," is also poor department.

If you are here, you will know exactly when the exams will be given. **If you are absent it is your responsibility to get notes from a classmate.** Every student should have a partner in the class (a teammate) so that you can get notes.

You should check your email before class for announcements in Sakai. The reserve readings can be accessed through sakai; click on Library e-Reserves in the left hand column in sakai.

THE GRADING SCALE

In general, an average of	00-59 = F	Failing
	60-69 = D	Poor
	70-74 = C	Satisfactory (average)
	75-79 = C+	A bit more than Satisfactory
	80-84 = B	Good
	85-89 = B+	Very Good
	90-100 = A	Excellent/Outstanding

PLAGIARISM AND ACADEMIC INTEGRITY

The papers are not collaborative exercises. Each person should do his or her own independent, individual work. The papers will be submitted with BOTH a paper hard copy and you will upload it to sakai, where it will be filtered through TURNITIN, which detects Internet copy-and-paste plagiarism. If you copy and paste someone else's work and do not cite the source this is plagiarism. It might be as small as a sentence or two, but if you do not use quotation marks and cite the source it is still plagiarism. "I didn't know" and "I forgot" are not acceptable excuses.

If two or more people turn in papers that are entirely or substantially identical, this suggests cheating or collusion. The person who shared the file or notes with the person who turned in someone else's work as his or her own is equally guilty of violating the Code of Academic Integrity. The consequences can be severe.*

Obviously students should not cheat on exams or attempt to use notes stored on cellphones or other devices during an exam. The Code of Academic Integrity can be found at <http://academicintegrity.rutgers.edu/integrity.shtml#I>

NORMS OF BEHAVIOR

CONSPICUOUS, REPEATED CHATTING IS INTOLERABLE

You should not be "chatting" while I am lecturing. If you need to chat during the lecture, please take your conversation outside. Conspicuous, repeated chatting is rude. Your classmates cannot hear the lecture if you are chatting and disturbing them. Chatting marks you as an uncouth, lower class person who has not been adequately socialized. Such behavior might be tolerated in high school. But all of you should know better by now. If not, be assured that it will not be tolerated here. **People who "chat" repeatedly will be asked to withdraw from the course and referred to the Advising Office.*** Chatting will be regarded as negative participation for the purposes of class participation (which is ten percent of the course grade).

Likewise, as a responsible adult, you are here in class to take notes and **pay attention** to the lecture, not text, sext, play with Facebook, play with your lap top, play with your email, and play

with your ipods, smartphones, blackberries and other toys, or watch television on your smart devices. If any of this happens, I will ask you to desist. Beyond that, I will ask you to leave the classroom or drop the course.

DISCUSSION MUST BE CIVIL

The view that I take in this course, in general, is that there is not one view that is the one and only "correct" view. We are not Stalinists. **Rather, there are multiple points of view competing in the marketplace of ideas; and no one has a monopoly on "truth;" and "truth" is in the eye of the beholder.** We can discuss our differing views, but our discussion should be polite and civil. That means that students do not engage in name-calling with one another, personal attacks, shouting, "talking over" people, interrupting, jeering, threats, and other forms of combative speech. We can disagree without being disagreeable. Sometimes we just have to agree to disagree.

LATE EXAMS

Late exams are entirely at the discretion of the professor. I am NOT obligated to allow a late exam. I will consider a late exam if there is a credible doctor's note documenting illness, accident or hospitalization; or an auto repair receipt documenting that "my car broke down"; or an obituary documenting that "my grandmother died again." Some students, without fail, get sick on the day of the exam, every exam, every semester; or suffer the loss of a family member (at every exam) or sustain some injury (at every exam). **If you are enrolled in this class, we expect you to be here. If you are not going to attend, you should not be enrolled.** This is not an online course, nor is it an absentee course.

PROLONGED ABSENCE

Sometimes events occur that require prolonged absence from class. If, for example, you are in a car accident and are hospitalized and are going to be absent for weeks at a time, contact the Student Advising Office (856-225-6043). That office will then send a notice to all of your professors, making them aware of your situation. The same procedure should be followed if any type of illness (such as mono or strep throat) or emergency occurs that will cause you to be absent for an extended period of time. In this class, if you are absent for weeks at a time without explanation, you will be referred to the Student Advising Office, and you will not be allowed to take exams* until the Student Advising Office provides a satisfactory explanation and documentation.

ALL RIGHTS RESERVED

All of the rights, privileges and immunities of the tenured faculty are reserved.

WEBSITE WITH NOTES

Also, I will make an effort to place lectures on a website. You can access the website at **crab.rutgers.edu/~glasker**. (sometimes it works better if you do not type the www, just start with crab). The ~ symbol is to the left of the number 1, using the shift key. Typing in crab.rutgers.edu should take you directly to the index page. **Scroll down to SPRING 2002**. Click on Afro-American History (NOT Lyndon Johnson, that was my other course, that semester). A window will open showing the course description. **Scroll down to the VERY BOTTOM**; links are there giving the titles of lectures that you can print out. Check before each class. If the website becomes a disincentive to students coming to class, the site will be "de-linked." ("when you abuse it, you lose it").

OVER-ARCHING LEARNING GOALS

Rutgers seeks to prepare students for 21st century challenges by providing information about certain foundations, and skills for lifelong learning. Students should have knowledge of human cultures and the physical and natural worlds. They should have intellectual and practical skills, such as inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy and problem solving. Students should also have civic knowledge and engagement; intercultural knowledge and competence; and awareness of ethical reasoning and action; and awareness of academic integrity and social responsibility. **This course will focus on intercultural knowledge and competence (diversity) and knowledge of human cultures (America in the world).**

DIVERSITY

This course satisfies the requirement for a course in American Diversity. Under the General Education requirements, **“Diversity refers to multicultural differences within the United States, including race, gender, age, sexual orientation, ethnicity, religion, and social class” among other things.** Courses in diversity seek to give attention to groups, experiences and perspectives that often have been neglected or ignored in the past (such as the perspectives of women, racial and ethnic minorities, LGBTQ people, etc). This particular course deals with the experience of black or African American people, including discussion of the historical experience of black people in the United States. This course examines the role of race and racism (white supremacy) in the experience of black people, and both the persecution that black people endured and their resistance to oppression. The course examines relationships of domination and subordination, and relationships of power. It examines issues of identity (including race, color, ethnicity, *diaspora*, immigration, migration, class, gender, region, and language). Furthermore, the course examines African American gender relations; culture (music, speech patterns, literature, art, dance, folklore, foodways); and the contributions black people have made to American society. In a pluralistic society, the more that we understand about one another the better we can all get along and respect each other in our multiracial democracy.

LEARNING GOALS FOR DIVERSITY

1. In this course students will obtain **knowledge of the history and culture** of people of African descent or background in the United States from the Civil War to the present

2a. Students will obtain **knowledge of differences and inequities** in US society in the period from the Civil War to the present along the lines of race, color, gender and region.

2b. Students will obtain knowledge of the **contributions** that people of African ancestry have made to the US from the Civil War to the present.

3. Students will obtain knowledge about the **relationships among diversity, justice and power**. This will be illustrated through the efforts of abolish slavery, and the later efforts of the NAACP and the civil rights movement to combat lynching, segregation and disenfranchisement, job discrimination, and housing discrimination, among other things

4. This course will explain **the processes and the history that for so long failed to create a just, egalitarian and collaborative society** for black people in the US, in the period from the Civil War to the present.

5. This course will describe the **factors that contribute to intergroup cooperation and mutual understanding in pluralistic societies**; and the efforts of blacks and whites, and men and women of good will to combat racial prejudice and discrimination by means of the civil rights movement.

6. **This course will describe the social processes by which a physical, biological characteristic or difference (in this case color) was constructed as “race.” In other words, this course will examine theories about the social construction of race.** It will also include discussion of the construction of gender, and stereotypes about men and women, both black and white. The discussion of the social construction of race will include the work of theorists such as Erving Goffman (the concept of stigma), Nina Jablonski (curse of Ham) and Herbert Blumer (“Race as a Sense of Group Position”).

ADDITIONAL COURSE LEARNING GOALS

7. Students will gain a comprehensive knowledge of the major **events** of African American **history** and **major figures (persons)** involved, from the Civil War to 1968 and beyond.

8. Students will obtain knowledge about African American **culture** (music, literature, art, dance, folklore, foodways). Works of literature by Langston Hughes, Toni Morrison and other authors will amplify this, as well as samples of music (ragtime, blues, jazz, gospel, R&B, hip-hop) in sakai.

9. Students will obtain knowledge that shows that black people were not merely passive objects or victims who were simply acted upon, but rather they resisted persecution and oppression and sought **agency**; and sought control over their lives, circumstances and destiny (**self-determination**).

10. Students will gain knowledge as to what primary sources are, and how to use them. Students will gain knowledge as to what secondary sources are, and how to read them in a critical manner. Students will gain knowledge about cause and effect, and how to write an explanatory essay.

11. Students will learn the concept of **civic responsibility**. We are not helpless victims or **powerless spectators**. America is a participatory democracy. The people need to be educated and trained for active participation in a democratic society (John Dewey, education for democracy). We are responsible for our society and we can change conditions through intelligent action.

ADDITIONAL HISTORY DEPARTMENT ASPIRATIONAL COURSE OBJECTIVES

1. As in all history courses, students will learn how to use primary sources.
2. Students will learn how to read secondary sources in a critical manner.
3. Students will learn how to cite sources.
4. Students will learn to write to the expectations of the discipline of history.
5. Students will learn how to construct an historical argument (including issues of interpretation and cause and effect)
6. Students will learn how to evaluate the integrity, reliability and usefulness of disparate sources.
7. Students will learn how to use Pro-Quest to find a newspaper article.

AMERICA IN THE WIDER WORLD

Within the domain of General Education requirements there are several “Themes and Approaches.” Students must take a course in one of them. This course also explores the “United States in the Wider World,” with emphasis on the colonial and antebellum period, under the Themes and Approaches sector of the General Education requirements.

LEARNING GOALS FOR AMERICA IN THE WIDER WORLD

1. This course will provide knowledge about the political, diplomatic, social, economic and cultural interactions between the United States and the wider world.

2.This course will identify major practices, institutions and ideas of the US and how those constructions were applied and contested, with emphasis on the contradictions between notions of freedom, liberty, equality and democracy on the one hand, and racism on the other hand.

3.In this course students will obtain knowledge about the political, economic and cultural history of the US, especially with regard to race and practices such as segregation, lynching, disenfranchisement and ghettoization..

4.This course will offer a “nuanced” understanding of the **role of “America” in the world** by describing how Americans down to the Civil War cherished ideals of liberty, equality and opportunity but wrestled with their consciences as they struggled with the contradiction of racial stratification and subordination in a free democratic republic. Ultimately the “original sin” of slavery (James Madison’s term) was abolished, as the forces of freedom and democracy prevailed. America was not perfect, but the abolition of slavery was a step in the arduous process of improving American democracy and pushing the nation to live up to its ideals. Steps such as these have helped to make America “the light of the world” in the eyes of many people, especially those subject to dictatorial regimes, rigid social classes, and feudal hierarchy. The American experience shows that freedom cannot be taken for granted, and is not easy, but must be *contended for* in each generation. It is an ongoing struggle and an open-ended, unfinished process.

SCHEDULE OF READINGS

All dates are tentative and subject to change.

- W Jan 21 For Monday, Jan 26 read Darlene Clark Hine, *African Americans: A Concise History*, Volume II, Chapter 10, entitled “And Black People Were at the Heart of It” **on electronic reserve at the library or in sakai in Library eReserves.**
On reserve or in sakai, Herbert Blumer, “Race as a Sense of Group Position”
- M Jan 26 Darlene Clark Hine, *African Americans: A Concise History*, Volume II, Chapter 11, entitled “Liberation: African Americans and the Civil War” on electronic reserve at the library or in sakai in Library eReserves
- W Jan 28 Darlene Clark Hine, *African Americans: A Concise History*, Volume II, Chapter 12, entitled “The Meaning of Freedom: The Promise of Reconstruction” on electronic reserve at the library or in sakai in Library eReserves
- M Feb 2* On Electronic reserve at library, Jerrell Shofner, “The Black Codes”
- W Feb 4 Tentatively, first exam
Darlene Clark Hine, *African Americans: A Concise History*, Volume II, Chapter 13, entitled “The Meaning of Freedom: The Failure of Reconstruction” on electronic reserve at the library or in sakai in Library eReserves
- M Feb 9 Douglas Blackmon, *Slavery By Another Name*, Chaps. 1-3
There will be as paper on this book

- W Feb 11 Douglas Blackmon, *Slavery By Another Name*, Chaps. 4-6
- M Feb 16 Douglas Blackmon, *Slavery By Another Name*, Chaps. 7-10
- W Feb 18 Douglas Blackmon, *Slavery By Another Name*, Chaps. 11-13
- M Feb 23 Douglas Blackmon, *Slavery By Another Name*, Chaps 14-Epilogue
Expect paper on *Slavery By Another Name*,
- W Feb 25 On electronic reserve, article by Paula Giddings, *When And Where I Enter (Ida B. Wells and the first anti-lynching campaign)*
- M Mar 2 Philip Dray, *At the Hands of Persons Unknown*, Preface and Chaps. 1 -3. **There will be a paper on this book.**
- W Mar 4 Philip Dray, *At the Hands of Persons Unknown*, Chaps. 8-10
- M Mar 9 Philip Dray, *At the Hands of Persons Unknown*, Chaps. 11-end
Paper on Philip Dray book due soon
- W Mar 12 On electronic reserve, articles by Du Bois: "The Conservation of Races,"
"Of Our Spiritual Strivings" (from *The Souls of Black Folk*),
"The Development of A People"
"On Being Ashamed of Oneself"
"Segregation in the North" and
"Does the Negro Need Separate Schools?"
Langston Hughes, *The Ways of White Folks*, Chaps. 1-6
There will be a paper on this book.
- M Mar 16 and W Mar 18, Spring break
- M Mar 23 Langston Hughes, *The Ways of White Folks*, Chaps. 7-10
- W Mar 25 Langston Hughes, *The Ways of White Folks*, Chaps. 11-14
- M Mar 30 Toni Morrison, *The Bluest Eye*, Foreword and material to p. 131. **There will be a paper on this segment.**
- W Apr 1 continue
- F Apr 3, Good Friday
- M Apr 6 (Easter Monday) Toni Morrison, *The Bluest Eye*, pp. 132-end. **There will be a separate paper on this segment.**

- W Apr 8 On electronic reserve, Darlene Clark Hine, *The African American Odyssey*, Volume II, Chaps. 21 and 22
- M Apr 13 Wayne Glasker, *Black Students in the Ivory Tower*, Chaps. 1-3
There will be a paper on this book.
- W Apr 15 Wayne Glasker, *Black Students in the Ivory Tower*, Chaps. 4-7
- M Apr 20 Wayne Glasker, *Black Students in the Ivory Tower*, Chaps. 8-Conclusion
- W Apr 22 On electronic reserve, Darlene Clark Hine, *The African American Odyssey*, Volume II, Chap. 23
- M Apr 27 ProQuest assignment. Readings to be assigned: readings on mass incarceration and the war on drugs
- W Apr 29 to be assigned
- M May 4 last day of classes