

Readings in African American History
26:510:526

Instructor: Dr. M. Cooper

Email: melissa.cooper@rutgers.edu

Class Meeting Time: Mondays, 5:30 PM- 8:10 PM

Class Location: 215 Hill Hall

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

Course Description:

This course explores foundational and groundbreaking historical monographs in African American history. Paying close attention to methodological approaches and strategies, this course examines both African American history and the making of historical monographs about the black past.

Requirements:

Attendance & Participation

Students are expected to complete weekly readings. Moreover, each reading should be carefully analyzed: you should interrogate each book by grappling with the scholar's arguments and evidence, as well as the analytical and narrative strategies employed in the monograph. You are also expected to participate in class conversations and attend each class meeting. Students who accumulate more than three absences during the course of the semester will not pass the class. Participation is an important part of the rigorous discourse that enhances graduate studies—be prepared to engage. Each student is required to compose a short response paper/question derived from each reading: you should hand in your typed reaction paper at the start of the class meeting. You will not receive credit for your response paper/question if you are absent. During class, one or more students will be asked to raise their paper topics/questions for discussion.

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 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.**

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>>.

Final Historiographical Essay

Students will complete a 15-20 page essay that focuses on one of themes that emerges from our readings during the semester. The historiographical essay requires that students read and analyze more than two monographs that examine a specific theme or explore a particular history—putting these works in conversation with the assigned reading that inspired your investigation. Please meet with me to discuss the theme that you intend to examine before you submit your one paragraph paper proposal. This paper, and all writings submitted for review, 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.

***GRADING:**

<i>Category</i>	<i>Percentage</i>
Attendance/Participation/ Discussion/Papers Questions	50%
Final Essay	50%

Books to Purchase:

Gomez, Michael A. *Exchanging Our Country Marks: The Transformation of African Identities in the Colonial and Antebellum South*. The University of North Carolina Press, 1998.

White, Deborah Gray. *Ar'n't I a Woman?: Female Slaves in the Plantation South*. W. W. Norton & Company, 1999.

Camp, Stephanie M. H. *Closer to Freedom: Enslaved Women and Everyday Resistance in the Plantation South*. University of North Carolina Press, 2004.

Williams, Heather Andrea, *Help Me to Find My People: The African American Search for Family Lost in Slavery*. University of North Carolina Press, 2012.

Hahn, Steven. *A Nation Under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration*. Belknap Press, 2005.

LeFlouria, Talitha. *Chained in Silence: Black Women and Convict Labor in the New South*. University of North Carolina Press, 2016.

Corbould, Claire. *Becoming African Americans: Black Public Life in Harlem, 1919-1939*. Harvard University Press, 2009.

Murch, Donna. *Living for the City: Migration, Education, and the Rise of the Black Panther Party in Oakland, California*. University of North Carolina Press, 2010.

Alexander, Michelle, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New Press, 2010.

January 23, Course Introduction: Toward a Historiography of Black History

Lewis, Earl. “To Turn as on a Pivot: Writing African Americans into a History of Overlapping Diasporas.” *The American Historical Review* 100, no.3 (1995):765-787.

January 30

Gomez, Michael A. *Exchanging Our Country Marks: The Transformation of African Identities in the Colonial and Antebellum South*. The University of North Carolina Press, 1998.

February 6

White, Deborah Gray. *Ar'n't I a Woman?: Female Slaves in the Plantation South*. W. W. Norton & Company, 1999.

February 13

Camp, Stephanie M. H. *Closer to Freedom: Enslaved Women and Everyday Resistance in the Plantation South*. University of North Carolina Press, 2004.

February 20

Williams, Heather Andrea, *Help Me to Find My People: The African American Search for Family Lost in Slavery*. University of North Carolina Press, 2012.

February 27

Hahn, Steven. *A Nation under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration*. Belknap Press, 2005.

March 6

LeFlouria, Talitha. *Chained in Silence: Black Women and Convict Labor in the New South*. University of North Carolina Press, 2016.

March 13 * SPRING BREAK, Class will not meet

March 20

Corbould, Claire. *Becoming African Americans: Black Public Life in Harlem, 1919-1939*. Harvard University Press, 2009.

March 27

Hall, Jacquelyn Dowd. "The Long Civil Rights Movement and the Political Uses of the Past." *The Journal of American History* (2005): 1233-1263.

McGuire, Danielle L. " '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): 906-931.

Gaines, Kevin. "The Civil Rights Movement in World Perspective." *OAH Magazine* 21, no.1 (2007): 57-64.

*Historiographical Essay Topic Discussion, etc

April 3

Murch, Donna. *Living for the City: Migration, Education, and the Rise of the Black Panther Party in Oakland, California*. University of North Carolina Press, 2010.

April 10

Alexander, Michelle, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New Press, 2010.

April 17 *Independent Research and Writing

April 24 *Independent Research and Writing

May 1 * Last Class Meeting, Paper Submission/Discussion