

Contemporary African- American History

Mr. Austin

2009-2010

Room 213

Warrensville Heights High School

Course Description:

“If a race has no history, if it has no worthwhile tradition, it becomes a negligible factor in the thought of the world, and it stands in danger of being exterminated.”

- Carter G Woodson

This is an introductory course in the history of African Americans in the United States. Beginning with Emancipation, the course traces the evolution of black culture and identity and the continuing struggle for freedom and equality. Topics will include the tragedies and triumphs of Reconstruction, interracial violence, black political and institutional responses to racism and violence, the Harlem Renaissance, and the Civil Rights and Black Power movements. Students will be confronted with conflicting bodies of evidence and challenged to analyze these issues and arrive a conclusions for themselves. Music and film will supplement classroom lectures and discussions.

Required Readings:

*Textbook: Darlene Clark Hine, *The African American Odyssey, vol. II*

*John H. Franklin, *Three Negro Classics: Up from Slavery, The Souls of Black Folk, and The Autobiography of an Ex Colored Man*

*Kevin Baker, *Striver’s Row*

*Anne Moody, *Coming of Age in Mississippi*

*Eldridge Cleaver, *Soul on Ice*

*John McWhorter, *Losing the Race*

*Articles and occasional handouts.

Evaluation:

1. Class Participation and discussion 10%
2. Mid term examination 20% (Two examinations, 10% each)
3. Non-cumulative final 20% (Two examinations, 10% each)
4. Reflective Essays 10%
5. Harlem Renaissance Project 15%
6. Research paper and Oral Presentation 25%

Attendance: Each student is expected to attend class regularly and on time. Roll will be taken and more than three unexcused absences during the semester will result in the deduction of a full letter grade.

Class meetings: Students are expected to have read the assigned material, and to be fully prepared to discuss the same. The class participation grade will be based on student participation in classroom discussions, which will include a one-page response paper or other processing activities, on the major themes of each topic area.

Rules for Class Discussion:

We will discuss many topics in class. There may be controversial topics, but this must be handled only through reason and respect of the position of others. No personal attacks of any kind or on anyone will be tolerated in class. Various points of view are most welcome. You do not have to agree with any viewpoint expressed by anyone in class or even by the authors of various texts, but you are expected to offer an informed

perspective at all times or raise questions that we all can discuss. You are also expected to refrain from chattering while others are participating in discussion or during lecture.

Group Guidelines:

1. The class will often divide into groups.
2. Each group will meet for a separate group discussion.
3. Talk only with your group unless instructed to do otherwise.
4. Each group will select a discussion leader, recorder, timekeeper, and presenter.
5. The presenter will share the groups' reflections with the class.

Essays:

Each student will submit two, typed, 3-4 page reflective essays based on topics discussed in class. The teacher will provide detailed guidelines for these assignments.

Harlem Renaissance Project:

Each student will work cooperatively with other students to create a 10-minute presentation that reflects some aspect of the Harlem Renaissance. Guidelines for this assignment will be presented at a later date.

Research Paper:

Each student will provide the instructor with a proposal for a double-spaced, 7-10 page research paper. Students may choose any topic, which is relevant to the issues and time period under examination. Papers must have a clear thesis and use both primary and secondary source materials. All sources should be cited in footnotes; footnotes and all other matters of style must conform to the *Chicago Manual of Style* (14th ed.) or *A Manual for Writers of Term Papers, Theses and Dissertations* (6th ed.) by Kate L. Turabian. (Both are available at the public library). Students must also provide an annotated bibliography describing the sources that will be consulted. All papers should be as follows:

1. Typed
2. Double-spaced
3. Times New Roman font (12 point)
4. One-inch margins on ALL sides
5. Last name and page numbers in the upper, right corner (except first page)
6. Stapled in the upper, left corner
7. Each paper must have a cover page

Grading of this paper will be based on the clarity of the thesis, the construction of the argument and grammar. This assignment is due on May 15, 2008.

Students should make a copy of their research paper for their own records, and to assist them when doing their oral presentation.

Examinations: Students should arrive on time with plenty paper, and pens with blue or black ink. Failure to attend class on an examination date without prior notice/permission will require the student to provide a note of excuse.

Late Work: All assignments are due at the beginning of class. Assignments received after this point will be downgraded 10 points. Exceptions will be granted in cases of dire circumstances. Talk to me immediately about any circumstances that could affect an assignment. If you are having difficulty with an assignment seek help immediately. You cannot afford to procrastinate!

Academic Honesty:

Plagiarism and cheating are not tolerated in any form on any assignment. If a student is

caught plagiarizing or cheating, he/she will receive a failing grade on the assignment and may be subject to disciplinary action.

Course Schedule:

Aug. 24 First Day of Classes (Orientation)

To Be Black in America

Aug. 25-27 Film: "Amistad"

Aug. 28 Discussion: "Amistad"

The Meaning of Freedom: The Promise of Reconstruction, 1865-1868

Aug.31-Sept. 1 Hine, pp. 298-308

Sept. 2-4 Hine, pp. 309-317

Sept 8 Discussion: Eric Foner, *Nothing But Freedom*, chapters 1 and 2

The Meaning of Freedom: The Failure of Reconstruction

Sept 9-10 Hine, pp. 324-330

Sept 11-14 Hine, pp.330-340

Sept 15 Discussion: Leon Litwack, *Trouble in Mind*, Preface, Ch. 1

Sept. 16-18 Processing Activity (Research)

White Supremacy Triumphant: African Americans in the South in the Late 19th Century

Sept. 21-22 Hine, pp. 352- 358(The Force Bill)

Sept. 23-24 Hine, pp. 358-366(Rape)

Sept. 25-28 Hine, pp. 366-374

Sept. 29 Discussion "Searching for Safe Spaces- The Returning Subjugation"

Sept. 30 Essay Due- "Searching for Safe Spaces- The Returning Subjugation"

Black Southerners Challenge White Supremacy

Oct. 1 Hine 380-385 (Critics of Tuskegee)

Oct. 2-5 Reading Days: Washington, *Up From Slavery*

Oct. 6 Hine, pp. 412-415

Oct. 7 Discussion: Washington, *Up From Slavery*

Oct. 8-9 Hine, pp. 385-396

Oct. 13-14 Hine, pp.396-406

Oct. 15 NO SCHOOL

Conciliation, Agitation, and Migration: African Americans in the Early Twentieth Century

Oct. 15-16 Hine, pp. 416-421(Washington Versus NAACP)

Oct. 19-20 Reading Day: Dubois, *Souls of Black Folk*

Oct. 21 Discussion: Dubois, *Souls of Black Folk*

Oct. 22. Dubois/ Washington Essay

Oct. 23-26 Hine, pp. 421-426(Fraternities and Sororities)

Oct. 27-28 Hine, pp. 426-430(Dubois Disappointment)

Oct. 29 Dubois/ Washington Essay Due

Oct. 30-Nov 2 Mid Term Review

Nov. 3 Mid-Term (Election Day)

Nov. 4-5 Discussion: Litwack, *Trouble in Mind*

Nov. 6-9 Hine, pp. 430-435(Rosewood)

Nov. 10-16 Film: "Rosewood"

Nov. 17 Discussion: "Rosewood"

Nov. 18-19 Hine, pp. 435-442

African Americans and the 1920s

Nov. 20 Hine, pp. 448-451(The NAACP)

Nov. 23-25 Film “Birth of a Nation”

Nov. 30 Hine, pp. 452-459

Dec. 1 Hine, pp. 459-468, Discussion: Alan Locke, *The New Negro*; Langston Hughes, “*The Artist and the Racial Mountain*”

Dec.8-9 Harlem Renaissance Research Days

Dec. 10-15 Presentations: Harlem Renaissance

Black Protest, the Great Depression and the New Deal

Dec. 16-21 Hine, pp. 480-488(Black Women and Community Organizing)

Dec. 22-23 Hine, pp. 489-497(African Americans and the Second New Deal)

WINTER BREAK

Jan.4 Hine 497-501(National Negro Congress)

Jan. 5-6 Hine, pp. 502-203

Jan. 7-8 Film: “Miss Evers Boys”

Meanings of Freedom, Culture, and Society in the 1930s and 1940s

Jan. 11-12 Hine, pp. 510-518

Jan. 13-14Hine, pp. 518-526

Jan. 15 Hine, pp. 526-531

The World War II Era and the Seeds of a Revolution

Jan 18 MLK DAY

Jan. 19-20 Review for Final

Jan. 21 Final Exam

Jan. 22-25 Hine, pp 538-550

Jan. 26-27 Hine, pp. 550-560

Jan. 28-29 Reading Days: Baker, *Strivers Row*

Feb.1 Discussion: Baker, *Strivers Row*

The Freedom Movement

Jan. 2-3 Hine, pp. 572-579(The Lynching of Emmett Till)

Feb. 4-5 Hine, pp. 579-588

Feb. 8-9 Reading Days: Moody, *Coming of Age in Mississippi*

Feb. 10-16 Hine, pp. 584-588

Feb. 17-19 Hine, pp. 588-598

Feb. 22 Reading Day

Feb. 13-26 Discussion: Moody, *Coming of Age in Mississippi*

The Struggle Continues, 1965-1980

March 1 Hine, pp. 606-615

March 2-3 Reading Days: Cleaver, *Soul on Ice*

March 4-5 Discussion: Cleaver, *Soul on Ice*

March 8-12 Film “Malcolm X”

March 15-19 OGT WEEK (schedule subject to Administratiion)

Mar. 22-23 Hine, pp. 615-625

Mar. 24-25 Hine, pp. 625-633

March 26 Malcolm X Discussion

Mar. 29-30 Mid-Term Review

Mar. 31 Mid-Term

Black Politics, White Backlash

April 1-2 Hine, pp. 614-648

April 12-13 SPRING BREAK

April 14-15 Reading Days: McWhorter, *Losing the Race*

April 16 Discussion: McWhorter, *Losing the Race*

April 19 Article Discussion (Teacher will supply)

April 20-21 Hine, pp. 648-655

Apr. 22-23 Hine, pp. 655-660

Apr. 26 Hine, pp. 660-663

Apr. 27-29 Film “ The Day the Levies Broke”

April 30 Discussion: “The Day the Levies Broke”

African Americans at the Dawn of a New Millennium

May 3-4 Hine, pp. 670-676

May 5-6 Hine, pp. 677-682

May. 7 Article Discussion (Teacher will supply)

May 10-11 Hine, pp. 683-691

May 14-17 Documentary: “CNN presents: Black in America”

May 18-19 Discussion: “CNN presents: Black in America”

Research

May 3-12 Independent Research

May 20 Research Papers Due

May 21-24 Begin Presentations

May 25-28 Review for Final

June 1-4 Final and Reflection

*Readings and assignments are still expected during in-service days as well.