



HTS 3025 African American History since 1865

Course Syllabus – Fall 2014

Monday, Wednesday, Friday

Old Civil Engineering 304

10:05 – 10:55

Professor: Naomi R Williams
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Office: 135 Old Civil Engineering
Office hours: Tues 9-11, Wed 1:15-3:15
And by appointment

Course Statement

This course will explore the social, economic, political, and cultural history of black people in the United States from Reconstruction to the present. Major themes are labor, family, social movements, sexuality, and activism. At the end of the course students will have developed an understanding of African American history as well as an ability to think and communicate critically and analytically in written work. In addition, students will learn to place black racial issues in historical perspectives and to evaluate historiographic arguments.

Learning Outcomes

Area E Approved Learning Outcome: Student will demonstrate the ability to describe the social, political, and economic forces that influence social behavior.

This course is about the history of African Americans from the Civil War to the present. Students will learn how social, political, and economic forces influence social behavior through an examination of primary documents, lectures, secondary readings, films, and novels. Students will demonstrate that they have met the Area E learning outcome through the writing of essays, class discussion, and a research paper based on primary sources. At the end of this course, students will be able to describe the ways in which black struggles for freedom, equality before the law, and social and economic justice shaped the social, political, and economic landscape of the United States from the 19th century to the present. Students will also gain critical reading skills and effective oral and written communication skills.

Format

HTS 3025 will consist of lectures and class discussion

Honor Code

Georgia Tech students are on the honor system. Therefore, cheating in any form is prohibited and will not be tolerated. When this is detected, a “ZERO” grade is given for the assignment. This includes plagiarizing from any sources. **Plagiarism:** Copying or summarizing any material from the internet or any other sources without proper citation. If you are unsure about what constitutes plagiarism, please check with me. (See: www.deanofstudents.gatech.edu/Honor/).

Classroom Etiquette

Attendance is mandatory. Please arrive on time and remain for the duration of class. No cell phones or other electronic devices allowed in class. This includes laptops. Group discussion is a key feature of this course, so we will all get to know one another, refer to individuals by name, give courteous attention to all speakers, and actively participate in intellectual conversations. If you have any concerns about speaking in public, please see me and we can work on strategies. If you have emergencies or other crucial circumstances that require you to come late or leave early, please let me know in advance and we can decide the best course of action.

You do not have to raise your hand to be called on but if you do raise your hand either the professor or a classmate will recognize that you have the floor. Please be respectful of the classroom space. We are all free to express our ideas and there should be no personal attacks online or in person outside of class (inside either). If you participate in online discussion related to course subjects you may share your thoughts from that discussion but it will not be required of other class members to follow these online threads and will only be allowed as time permits. We are here to learn from each other in a safe environment.

Course Requirements

Students are required to attend all class sessions and to actively participate in class discussions. There will be no exams in this course. Instead, students will write 2 short writing assignments (2-3 pages) and one longer research paper (10-12 pages). See grading breakdown below. Due dates are posted in the weekly schedule portion of the syllabus.

Readings

- Steven Hahn. *A Nation under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration*. Belknap Press. 2005. ISBN 9780674017658
- Tera W. Hunter. *To 'Joy My Freedom: Southern Black Women's Lives and Labors after the Civil War*. Harvard University Press. 1998. ISBN 978-0674893085
- Alice Walker. *The Third Life of Grange Copeland*. Any edition
- Annelise Orleck. *Storming Caesar's Palace: How Black Mothers Fought Their Own War on Poverty*. Beacon Press. 2005. ISBN: 978-080705032-3
- Kevin M. Kruse. *White Flight: Atlanta and the Making of Modern Conservatism*. Princeton University Press. 2013. ISBN: 9780691133867
- Nelson George. *Hip Hop America*. Revised edition. Penguin Books. 2005. ISBN 9780143035152

How to Read for class

Reading is an active process. You must read critically. This does not mean you must find something to criticize about the material. Instead, you have to read closely, analyze the argument and the use of sources and then decide what you think about what the author is trying to say. Are you convinced? Did something challenge your assumptions? Were your ideas confirmed or contradicted?

As you read ask yourself the following questions and take notes:

- What is the subject?
- What is the author's argument about this subject?
- Why does it matter (what's the big picture)?
- What sort of evidence is used and is it used effectively?

- How is the reading organized?
- What assumptions did the author start with? How did that impact the argument?

You will find that reading critically and actively engaging with the material will allow you to more easily construct discussion questions, help you feel more prepared for class, and prepare well for writing assignments.

Grading

1. Attendance and Participation		30%
a. Attendance	10%	
b. Participation (class discussion/presentation)	20%	
2. Short Writing Assignments		30%
a. Assignment 1	15%	
b. Assignment 2	15%	
3. Research Paper		40%
a. Paper Proposal	5%	
b. Thesis Statement and Outline	5%	
c. First Draft	10%	
d. Final Draft	20%	

Weekly Schedule

Week 1 - 18 August

Monday – Introductions

Wednesday – What is African American History? / Reconstruction & Black Politics

Reading: *A Nation under our Feet*, Chapters 4 & 5

Friday – Reconstruction & Black Politics Continued

Reading: *A Nation under our Feet*, Chapter 6

Week 2 - 25 August

Monday – Jim Crow

Reading: *A Nation under our Feet*, Chapters 7 & 8

Wednesday – Jim Crow

Reading: *A Nation under our Feet*, Chapter 9 & Epilogue

Start *To 'Joy My Freedom*

Friday – Meanings of Freedom

Reading: *To 'Joy My Freedom*, Prologue through Chapter 4

Week 3 - 01 September

Monday – **Labor Day**

Wednesday – Politics of Respectability and Adaptability

Reading: *To 'Joy My Freedom*, Chapters 5-10

Friday – Writing Workshop – How to do History

Class Discussion

Week 4 - 08 September

Monday – The Politics of History

Reading: Jacquelyn Dowd Hall, “The Long Civil Rights Movement and the Political Use of the Past,” *The Journal of American History*, Vol. 91 no. 4 (March 2005): 1233 – 1263 – Available on course website

Wednesday – The Great Migration

Assignment 1 Due

Start *The Third Life of Grange Copeland*

Friday – World War I and Race Relations in the United States

Reading: *The Third Life of Grange Copeland*

Week 5 - 15 September

Monday – The Civil Rights Movement

Reading: Robin D. G. Kelley, *Race Rebels: Culture, Politics, and the Black Working Class* (New York: The Free Press, 1996), Chapters 2, 5 & 7 - Available on course website

Wednesday – U.S. Postwar and the Civil Rights Movement

Film: Start “At the River I Stand”

Reading: Selections from *Freedom on My Mind: The Columbia Documentary History of the African American Experience*, edited by Manning Marable (New York: Columbia University Press, 2003): “To All Black Women, from All Black Men,” Eldridge Cleaver; “Feminism and Black Liberation,” Audre Lorde; “Untitled Excerpt from Writings about Her Childhood,” Ella Baker; “Notes of a Native Son,” James Baldwin; “Writings,” Paul Robeson; “From Protest to Politics,” Bayard Rustin; “To Praise Our Bridges,” Fannie Lou Hamer; “Who Then Will Speak for the Common Good?,” Barbara Jordan; “The Revolution Will Not Be Televised,” Gil Scott-Heron

Friday – The Politics of History

Film: Finish “At the River I Stand”

Week 6 - 22 September

Monday – Economic Justice

Reading: *Storming Caesar’s Palace*, Introduction through Chapter 3

Wednesday

Reading: *Storming Caesar’s Palace*, Chapter 4 through Chapter 6

Friday

Reading: *Storming Caesar’s Palace*, Chapter 7 through Chapter 9

Class Discussion

Week 7 - 29 September

Monday – The Urban Crisis

Assignment 2 Due

Reading: Available on class website

Start *White Flight*

Wednesday – The Urban Crisis

Reading: *White Flight*, Introduction, Chapter 1

Friday

Reading: *White Flight*, Chapter 2

Available on class website

Week 8 - 06 October

Monday

Reading: *White Flight*, Chapter 3 through Chapter 6

Wednesday

Reading: *White Flight*, Chapter 7 & Chapter 8

Friday

Reading: *White Flight*, Chapter 9 & Epilogue

Week 9 - 13 October

Monday – **Fall recess**

Wednesday

Film: Start “Menace to Society”

Friday

Film: Finish “Menace to Society”

Class Discussion

Week 10 - 20 October

Monday – Research Paper Workshop – Choosing a Topic

Class Discussion

Wednesday – Research Paper Workshop – Primary & Secondary Sources

Reading: Available on class website

Friday – Black culture and society

Reading: Available on class website

Week 11 - 27 October

Monday – Rap / Hip Hop

Paper topic Proposal due

Reading: *Hip Hop America*, Introduction through Chapter 5

Wednesday - Research Paper Workshop – Thesis Statements & Outlines

Reading: *Hip Hop America*, Chapter 6 through Chapter 11

Friday – The World Hip Hop Made

Reading: *Hip Hop America*, Chapter 12 through Chapter 17

Class Discussion

Week 12 - 03 November

Monday – Research

Wednesday – Class Discussion

Reading: Available on class website

Friday - Research

Reading: Available on class website

Week 13 - 10 November

Monday – Research Paper Workshop – Citing Sources & Formatting

Thesis Statement and Outline Due

Reading: Available on class website

Wednesday – Class discussion

Reading: Available on class website

Friday – Individual meetings by appointment

Week 14 - 17 November

Monday - Research

Reading: Available on class website

Wednesday - Research

Reading: Available on class website

Friday – Class Discussion

First Drafts Due

Reading: Available on class website

Week 15 - 24 November

Monday – Current events in Black History

Reading: Available on class website

Wednesday - Current events in Black History

Reading: Available on class website

Friday – **Thanksgiving Holiday**

Week 16 - 01 December

Monday – Presentations

Class Discussion

Wednesday - Presentations

Friday - Presentations

08 December – **Exam week**

12 December – Exam period 11:30- 2:20

Final Papers Due 2:20PM