

HILD 7A: Race and Ethnicity in the United States

Professor Jessica Graham

TR 12:30-1:50pm, Price Center Theater

Office Hours: Tuesdays and Thursdays, 2:15-3:15pm, HSS 6016

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COURSE DESCRIPTION:

This course focuses on United States history through the experiences of African Americans over a 400-year period. Covering topics as vast as the Civil War and hip hop, we seek to understand the intricacies of African American experiences and what they reveal about the effects of race on U.S. economic, social, political, and cultural realities. The course centers on primary sources, giving us the opportunity to examine this history from the perspective and voices of those who lived it. As a result, students will learn to evaluate and historically contextualize first-hand accounts from the past and present. Overall, the course examines how race generally, and blackness specifically, are created, lived, and transformed over time.

COURSE REQUIREMENTS:

Participation = 20%

Attendance: Students are expected to attend lectures and not disrupt the lecture hall with loud talking/conversation. Attendance in discussion sections is mandatory, although each student is allowed one section absence during the quarter. Five section absences or more will result in a 0% participation score.

NO INTERNET OR CELL PHONE POLICY: Students may use their laptops to take notes during lecture, but may not access the internet for any reason. Texting and use of cell phones is also prohibited in the classroom. Students caught using the internet (on their laptops, cell phones, tablets, or whatever device Apple next invents), or engaging in loud conversation will receive a deduction in their participation grade. Teaching assistants will help enforce this policy during lectures, and students are expected to respect their authority.

iClickers:

Clicker participation is intended to foster student engagement in lectures, and they are required in this course. Students who do not already own Clickers must purchase one, register its ID number on our TED site, and bring it to every class. (Because they are registered to the owner, students may NOT borrow someone else's Clicker.)

ATTENDANCE GRADES ARE NOT NEGATIVELY AFFECTED BY CLICKER PARTICIPATION. Instead, students who answer 80% or more of all Clicker questions asked during lectures will receive one extra credit point towards their final grade.

Two Think Pieces (One pre-midterm, one post-midterm) = 12.5% each (25% total)

Students must submit two 2-3 paged, double-spaced think pieces that analyze some aspect(s) of the required readings on two days of their choice. *The think piece must correspond to all the readings assigned on that day.* One of these think pieces must be submitted before the midterm; the other must be submitted after the midterm exam. The think pieces must analyze the readings and use citations (either parenthetical or footnotes). Some suggested questions to help guide, but not limit students in the writing of their think pieces are: How do you see the reading(s) as applicable to today's world? In what ways can the author's personal experience help us to understand history on the macro-level? In what ways is it limited to do so? How has the reading altered, undermined, or strengthened ideas posed in past reading assignments, either in this or in other classes? Students must deposit think pieces on TED via Turn-It-In (click on the "Content" link in the toolbar) **before** the corresponding lecture **and** hand in a hard copy to their TA on the day of the lecture.

In-Class Midterm Exam (11/4) = 25%

The in-class midterm will consist of fill-in-the-blank and multiple-choice questions, as well as one short essay.

In-Class Final Exam (12/19: 11:30 am – 2:29 pm) = 30%

The final exam will consist of fill-in-the-blank and multiple-choice questions, as well as two short essays.

Extra Credit Presentation and Think Piece

Students may receive up to one extra credit point towards their final grade by writing an additional think piece and making a short presentation based upon the think piece in their discussion section. The think piece and presentation must include some outside material and connect it to a course reading. These materials may include articles from scholarly or popular journals/blogs, Youtube clips, music, etc. Presentations should be 3-5 minutes, and students must schedule it in advance with their TA. Only two students per day can give such presentations on a first come, first served basis. Each student may give only *one* extra credit assignment during the quarter.

COURSE READINGS:

Students are not required to purchase any books for this class. All readings are posted on TED, accessible by clicking on the "Content" link in the toolbar. Most readings are uploaded as PDFs, others are available as website links, some of which must be accessed through the library website.

Suggested Readings on Reserve:

Students are encouraged to consult one of the many books that provide a general and broad summary of African American history. Several of such publications are on 3-hour reserve at Geisel Library. Anne Moody's autobiography, *Coming of Age in Mississippi*, is also on reserve at Geisel.

IMPORTANT NOTE: UCSD has a strict Academic Integrity policy, which demands that students do not cheat or plagiarize, among other things. For more details on UCSD's policy, please refer to: <https://students.ucsd.edu/academics/academic-integrity/policy.html>.

FIRST DAY (10/2)

Review of course goals and requirements, etc.

WEEK ONE (10/7-10/9)

Day One: *The West African, European, and American Triangle*

Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano, Written by Himself*, pp. 42-56 (Chapter One).

Stephanie Smallwood, *Saltwater Slavery*, (Cambridge and London: Harvard University Press, 2007): pp. 9-32 (Chapter One).

Day Two: *The Middle Passage and Life in the Americas for the Enslaved and the Free*

Equiano, pp. 57-69 (Chapter Two).

Robert Edgar Conrad, *Children of God's Fire: A Documentary History of Black Slavery in Brazil* (Princeton, Princeton University Press, 1983), pp. 23-28.

Narrative of Sarah Graves, formerly enslaved in Missouri (from Federal Writers Project "Slave Narratives", 1936-1938, pp. 126-134. [http://memory.loc.gov/cgi-bin/ampage?collId=mesn&fileName=100/mesn100.db&recNum=130&itemLink=r?ammem/mesnbib:@field\(DOCID+@lit\(mesn/100/131126](http://memory.loc.gov/cgi-bin/ampage?collId=mesn&fileName=100/mesn100.db&recNum=130&itemLink=r?ammem/mesnbib:@field(DOCID+@lit(mesn/100/131126)

Harriet Jacobs, *Incidents in the Life of a Slave Girl, Written by Herself* (Original Publication in 1861): pp. 17-24; 44-57 (Chapters Two, Five, and Six).

<http://docsouth.unc.edu/fpn/jacobs/jacobs.html>

WEEK TWO (10/14-10/16)

Day One: *Resistance against Slavery*

Jacobs, *Incidents in the Life of a Slave Girl*, pp. 145-166.

<http://docsouth.unc.edu/fpn/jacobs/jacobs.html>

The Confessions of Nat Turner (Original publication, 1831): pp. 1-23.

<http://docsouth.unc.edu/neh/turner/turner.html>

Day Two: *Abolitionism and the Civil War*

Frederick Douglass, "The Meaning of the Fourth of July for the Negro", 1852

<http://www.pbs.org/wgbh/aia/part4/4h2927t.html>

Primary Civil War documents, from Thomas Holt and Elsa Barkley Brown, *Major Problems in African-American History*, pp. 334-342. (Captain C.B. Wilder, A Civil War Relief Worker [1863]; Corporal Octave Johnson, a Union Soldier [1864]; Wederstrandt and Steele, Two Slaveholders Lose Control of Their Slave Labor [1862])

Nell Painter, *Creating Black Americans* (New York: Oxford University Press, 2007), pp. 115-130.

WEEK THREE (10/21-10/23)

Day One: *Reconstruction and Freedom Denied*

Glenn Linden, *Voices from the Reconstruction Years, 1865-1877*, pp. 58-61; 71-73; 79-83; 105-106; 120-24; 135-158; 199-213.

Day Two: *Defining the Struggle at the Turn of the Century*

Paula Giddings, *When and Where I Enter: The Impact of Black Women on Race and Sex in America* (New York: William Morrow, 1984), pp. 17-31.

Booker T. Washington, *Up from Slavery* (1901), pp. 217-237.

<http://docsouth.unc.edu/fpn/washington/washing.html>

W.E.B. DuBois, *The Souls of Black Folk* (1903), pp. 36-50.

WEEK FOUR (10/28-10/30)

Day One: *Wartime Migration and the “New Negro”*

Malaika Adero, Ed. *Up South: Stories, Studies, and Letters of this Century’s African-American Migrations* (New York: The New Press, 1993), pp. xvii-32.

Alain Locke, “The New Negro” (1925), pp. 442-451. [Access the electronic version via the UCSD website]:

<http://roger.ucsd.edu/search~S9?/Xalain+locke+&searchscope=9&SORT=DZ/Xalain+locke+&searchscope=9&SORT=DZ&extended=1&SUBKEY=alain+locke+/1%2C76%2C76%2CE/frame%20set&FF=Xalain+locke+&searchscope=9&SORT=DZ&1%2C1%2C>

Day Two: *Black Life during the Great Depression*

St. Clair Drake and Horace Clayton, *Black Metropolis* (1945), pp. 174-222.

WEEK FIVE (11/4-11/6)

Day One: Film Viewing (TBD)

Day Two: *MIDTERM EXAM*

WEEK SIX (11/11-11/13)

Day One: *VETERANS’ DAY*

Day Two: *Urban Crises and Race Riots during World War II*

Thomas Sugrue, *The Origins of the Urban Crisis* (Princeton: Princeton University Press, 1996), pp. 17-55.

WEEK SEVEN (11/18-11/20)

Day One: *Gender, Race, Labor, and Violence in the Postwar Era*

Anne Moody, *Coming of Age in Mississippi* (1968), Chapters 10-14, pp. 121-168.

Day Two: *The Movement for Civil Rights during the Cold War*

Moody, Chapters 21-23, pp. 249-305.

WEEK EIGHT: (11/25-11/27)

Day One: *THANKSGIVING BREAK*

Day Two: *The Rise of “ Black Power!”*

Moody, pp. 316-319.

Elaine Brown, *A Taste of Power: A Black Woman’s Story* (New York: Anchor Books, 1994), pp. 110-114; 117-139; 142-143; 155-158; 190-194.

WEEK NINE (12/2-12/4)

Day One: *Busing to Desegregate Schools*

Susan Eaton, *The Other Boston Busing Story: What’s Won and Lost Across the Boundary Line* (New Haven: Yale University Press, 2001), pp. 1-24 (Chapter One).

Henry Hampton and Steve Fayer, Eds., *Voices of Freedom: An Oral History of the Civil Rights Movement from the 1950s through the 1980s* (New York: Bantam Books, 1990), pp. 587-619.

Day Two: *The Post Civil-Rights Era and the Mainstreaming of Hip Hop*

Katina Stapleton, “From the Margins to Mainstream: The Political Power of Hip Hop,” in *Media Culture and Society* (1998): 219-231.

Robeson Taj Frazier and Jessica Koslow, “Krumpin’ in North Hollywood: Public Moves in Private Spaces” in *A Journal of California* (Spring 2013): 1-16.

WEEK TEN (12/9-12/11)

Day One: *21st Century Successes*

Readings TBD

Day Two: *21st Century Challenges*

“Black Economic Gains Reversed in Great Recession” (USA Today)

http://usatoday30.usatoday.com/money/economy/2011-07-09-black-unemployment-recession_n.htm

“Wealth Gap Among Races Has Widened during the Great Recession” (New York Times)

http://www.nytimes.com/2013/04/29/business/racial-wealth-gap-widened-during-recession.html?pagewanted=all&_r=0

FINALS WEEK (12/15-12/19)