

HISTAS2141

# History of African Americans II

- x X, Malcolm. *The Autobiography of Malcolm X*. Edited by Alex Haley. 1964; New York: Ballantine Books, 1991.
- x Hacker, Diana. *Rules for Writers: A Brief Handbook*. 9th ed. Boston: Bedford/St. Martin's, 2018. (Recommended)
- x Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. Chicago: University of Chicago Press, 1996. ISBN 0226816273. \$13.00. The ultimate student guide to citations and paper writing. (Recommended)

Other readings will be made available via the Blackboard website for this course, and through links on the syllabus below.

## Assignments

Secondary analysis (two papers @ 20% each, for 40%): For this assignment, you will prepare short papers on the readings assigned for class. I will discuss what I'm looking for early on in the semester.

Takehome midterm (20%): A takehome midterm covering material from the first half of the course.

Weekly posts (10%): Each week, send an email to the entire class ([hist2140@bowdoin.edu](mailto:hist2140@bowdoin.edu)) that reflects on what we've discussed in class. You may take issue with an argument made in class, comment on a reading, or anything else that substantively reflects on your coursework. Generally speaking, a post should be at least 100 words. I will award you one point for each substantive

Bowdoin's honor code, Bowdoin's general guidelines for proper citation and attribution of sources, and any guidelines provided specifically for this course.

You will need to use Chicago/Turabian footnotes to acknowledge your sources. You need not include a Bibliography unless you consult sources outside of course material (e.g., your final paper). Be familiar with Bowdoin's [honor code](#), Bowdoin's [general guidelines](#) for proper citation and attribution of sources (we use [Chicago/Turabian style](#) in History), and any guidelines provided specifically for this course (see Blackboard > Library/Research). You may also consult [YouTube videos](#) I have made for this purpose, and guides available under the "Resources" tab on my [homepage](#)—notably, those on [Citation Basics](#) and the [Chicago Style Citation Quick Guide](#).

### Some fine print

- x Students are responsible for any missed class material due to absences, including especially assignments due. If you must be absent, rely on friends in class for notes.
- x Please do not leave the room during the class session.
- x Please do not bring food to class.
- x Notepads and laptops are not permitted in regular class meetings. ~~Mobile~~ phones should be turned off and kept away.
- x Print out any electronically assigned readings and bring them to class. You should be highlighting your reading, writing notes in the margins, etc.
- x We will "knock" at the end of class, to acknowledge our mutual effort.

### Challenging

	<p>Black codes of Mississippi and South Carolina (Blackboard)</p> <p>Affidavits Concerning the 1866 Memphis Riots. (Blackboard)</p> <p>Frederick Douglass, "Reconstruction," <i>Atlantic Monthly</i> (December 1866) (<a href="#">Online</a>)</p> <p>George Fitzhugh, "What Is to Be Done with the Negroes of the South?" (1866). (Blackboard)</p>
W 1/30	<p><a href="#">The politics of Reconstruction</a></p> <p>Central question: What led to the constitutional reforms of Reconstruction? What limits were inherent in these reforms?</p> <p>"Practical Effects of Negro Suffrage," <i>Daily Age</i> (Philadelphia), July 28, 1865. (Blackboard).</p> <p>14th Amendment. (<a href="#">Online</a>)</p> <p>Proceedings of the National Convention of the Colored Men of America: held in Washington, D.C., on January 13, 14, 15, and 16, 1865. (Washington, DC: Great republic book and newspaper printing establishment, 1869), selections. (Blackboard)</p> <p>Klan documents (Blackboard)</p>
F 21	<p><a href="#">Redemption and Land and Labor from Reconstruction to Jim Crow</a></p> <p>Central question: In what way did "freedom" alter the southern labor system? How was gender implicated in these changes? Do your best to identify the debate between Jones and Mann on this.</p> <p>Jacqueline Jones, "The Political Economy of the Black Family During Reconstruction," in <i>Major Problems in the Civil War and Reconstruction</i>, Michael Perman, ed. (Lexington, MA: D.C. Heath, 1998), 497-506. (Blackboard)</p>

W 2/13



radicalism?

Kelley, "The Riddle of the Zoot: Malcolm Little and Black Cultural Politics During World War II," in *Race Rebels* 161-82.

Malcolm X, *Autobiography of Malcolm X* (New York: Grove, 1965), chs 9-10

W 4/10

### World War II and the Cold War

Central question: How did decolonization interact with fears of Communist influence abroad?

"Communist Propaganda." (Blackboard)

F 4/26

Race and culture in the post-CRM era

Central question: Which, the CRM or Black Power, had a more significant impact on black cultural production in the post-CRM era?

Trey Ellis, "The New Black Aesthetic," *Callaloo* (Winter 1989): 23-43. ([Jstor](#))