

ETHN 149/HIUS 139: African American History in the 20th Century (Fall 2023)

Course # (213672/214444)

University of California, San Diego

Course Information

Instructor: Tsekani Browne (etbrowne@ucsd.edu)

Class Meetings: Monday, 5-7:50pm, WLH-2206

Office/Hours: Monday/Wednesday, 4:30-5pm, T/Th: 9-11am (virtual), by appt.

Zoom link (if needed): <https://ucsd.zoom.us/my/tsekanibrowne>

Course Description: This course examines the transformation of African America across the expanse of the long 20th century. In addition to the effects of imperialism, migration, urbanization, desegregation and deindustrialization, special emphasis will be placed on issues of culture, international relations, and urban politics. Topics include the Washington-Du Bois debate, African-American contributions to the world wars, the culture and politics of the Harlem Renaissance, the struggle for equality and strategies for continuing economic, political, and social progress. We are especially concerned with unpacking notions of race, class, and gender in the context of African American history. Anyone willing to conscientiously study, reflect upon and critically discuss the material is welcome in the class. (Cross-listed with HIUS 139.)

Major Texts-

1) Steven Hahn, A Nation Under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration

2) Manning Marable, Race, Reform Rebellion

3) Washington, Du Bois et al., Three Negro Classics

4) Maya Angelou, I Know Why the Caged Bird Sings

5) Elaine Brown, A Taste of Power: A Black Woman's Story

*Readings available on Canvas: (canvas.ucsd.edu)

Majoring or Minor in Ethnic Studies at UCSD

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a social science, non-contiguous, or other college requirement. Often students have taken three or four classes out of "interest" yet have no information about the major or minor and don't realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, public policy, government and politics, journalism, education, public health, social work, international relations, and many other careers. If you would like information about the Ethnic Studies major or minor at

UCSD, please contact Mónica Rodriquez de Cabaza, Ethnic Studies Dept Coordinator, at EthnicStudies@ucsd.edu.

Grading:

Final grades are based on successful completion of class requirements as weighted below (subject to modification). Students must complete all assignments to pass the course. No late assignments or make up exams accepted without documentation of a serious emergency.

- Exam format: Short-answer and essay questions.
- Class Participation: is based on student's contributions and engagement with the class which may include completing short in-class assignments.
- Readings: are to be completed prior to class, in order to facilitate discussion.
- Brief Response paper requirements (more details to be presented in class): There will be (2) (two-page) analytical response papers due on class materials.
- Research Paper: (more details to be presented in class); Papers will be developed over multiple weeks & will utilize multiple academic sources to aid your analysis. Research Paper must also include a bibliography and proper citation of sources.

Coursework/Assignments

- <u>Class Participation & Coursework</u> -	-10%
- <u>Response Paper(s)</u> -(10.30, 11.13, 11.27)-	-15%
- <u>Midterm/Opinion Paper</u> - "Booker T. Washington: Sellout or Savior?"-(11.6)-	-25%
- <u>Research Paper Project</u> - "Great Migration & Its Implications"-(Due 11.20)-	-25%
- <u>Final Exam</u> -(Due 12.13)	-25%

Cheating and Plagiarism:

Cheating and Plagiarism will result in a failing grade for the assignment. Plagiarism includes copying or paraphrasing any work (such as information from the internet, your own written work from other classes, papers written by other students, and information from books, magazines, articles, etc.) without full attribution. Sources must be indicated with footnotes or other citation formats. Use quotation marks around any text directly copied from another source.

UCSD Rule of Community and Code of Conduct:

This course is designed to promote intellectual engagement & discussion of sensitive & sometimes controversial topics. Rude, disrespectful conduct or speech directed towards the Instructor or other students will not be tolerated. Varying viewpoints are encouraged, therefore we may not always agree. UCSD Principles of Community will guide our discussions, especially: "We affirm the right to freedom

of expression at UCSD. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality and respect.”

Email Policy:

Email updates about the course will be sent frequently. **Reading emails sent from Professor are required.** “I did not see the email,” “it went to my junk mail,” etc. are not viable excuses. Please be sure you have your email linked to your smartphone and that “etbrowne@ucsd.edu” is not an address that is sent to your junk mail. Also, please observe standard email etiquette and formatting. I prefer that you send all email from your UCSD account. I will do my best to respond to your questions within 24-48 hours. Email is a good way for you to ask short and/or logistical questions or set up office appointments. If you have questions that require an in-depth answer, please see me after class or during office hours.

Disability Access

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) located in University Center 202. Please make arrangements to contact the instructor. Contact the OSD for further information: disabilities.ucsd.edu

Title IX Compliance

The Office for the Prevention of Harassment & Discrimination (OPHD) provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. OPHD is the UC San Diego Title IX office. Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination. Students have options for reporting incidents of sexual violence and sexual harassment. Information about reporting options may be obtained at OPHD at ophd.ucsd.edu. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at care.ucsd.edu or Counseling and Psychological Services at caps.ucsd.edu.

Additional Resources:

- Office for Students with Disabilities(OSD): <http://disabilities.ucsd.edu/about/>
- Counseling and Psychological Services (CAPS): <http://caps.ucsd.edu/>
- Writing Center (127 Mandeville): <http://writingcenter.ucsd.edu/>
- Writing + Critical Expression Hub at the Teaching + Learning Commons: <http://commons.ucsd.edu/students/writing/index.html>

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Reading Schedule-

Week #1-2: Legacies of Reconstruction (10.2 & 10.9)

1. Anderson, Imagined Communities, "Introduction"
2. Gladwell, Tipping Point, Introduction & chap. 1
3. Marable, Race, Reform & Rebellion, Prologue: "Legacy of Reconstruction,"
4. Excerpts from Washington, Up From Slavery & Du Bois, Souls of Black Folks [in Three Negro Classics] (optional)

Week #3: Migration, Renaissance & the Politics of Culture (10.16)

- 1) Davarian Baldwin, "Great Migration" (pdf)
- 2) Hine, "Rape & the Inner Lives of Black Women: Notes on Culture of Dissemblance"
- * Steven Hahn, A Nation Under Our Feet: Black Political Struggles in the South from Slavery to the Great Migration (optional)

Week #4: New Negroes & War (10.23)

- 1) Marable, Let Nobody Turn Us Around [Section 3]: #2-6, 9-21
- 2) Kelley, "Congested Terrain" from Race Rebels (pdf)
- 3) Maya Angelou, I Know Why the Caged Bird Sings, excerpts (pdf)
- * Marable, Race, Reform, Rebellion ch. 2: "Cold War in Black America, 1945-54" (optional)

Week #5: African-Americans & the Modern Freedom Struggle (10.30)

- 1) Marable, Let Nobody Turn Us Around, [Section 4]: 1-11,
- 2) Marable, Race, Reform, Rebellion, ch. 3 "The Demand for Reform, 1954-60" (optional)
- 3) Marable, Race, Reform, Rebellion ch. 4 "We Shall Overcome, 1960-65" (optional)
- 4) Maya Angelou, I Know Why the Caged Bird Sings, excerpts-(continued) [pdf]
- * **Response Pape #1-(Due 10.30)**

Week #6: Black Power & Black America (11.6)

- 1) Marable, Let Nobody Turn Us Around, [Section 4]: Selection #12-23
- 2) Elaine Brown, A Taste of Power, excerpts (pdf)
- 3) Foner, The Black Panther's Speak excerpts (optional)
- * Marable: Race, Reform & Rebellion, Ch. 5 "Black Power, 1965-70" (optional)
- * **Midterm: Booker T. Washington: "Sellout or Savior"-(Due 11.6)**

Week #7: Beyond Black Power (11.13)

- 1) Marable, Let Nobody Turn Us Around, [Section 5]: #1, 2, 4, 11, 13, 14
- 2) Marable, Race, Reform, Rebellion, Ch. 6 "Black Rebellion: Zenith & Decline, 1970-6" (optional)

3) Marable: Race, Reform & Rebellion, Ch. 7 “From Protest to Politics: The Retreat from the Second Reconstruction, 1976-82” (optional)

***Response Paper #2-(Due 11.13)**

Week #8: Systems & Black Culture: Gender & Intra-Racial Matters (11.20)

***Thanksgiving Holiday (11.23 & 11.24)**

1) Marable, Let Nobody Turn Us Around, [Section 5]: #1, 2, 4, 9, 13; #18, 21, 22

2) Kelley, “Kickin’ Ballistics” in Race Rebels

3) Joan Morgan, When Chickenheads Come Home to Roost

***Great Migration Paper-(Due 11.20)**

Week #9: Black America Post-Civil Rights Part 1] (11.27)

1) Marable, Let Nobody Turn Us Around, Section 5, #17-24

*Marable: Race, Reform & Rebellion, Ch. 8: “Reaction: Black Society & Politics During Reagan Conservatism, 1982-1990” (optional)

*Marable: Race, Reform, Rebellion, Ch. 9: “Twilight of the 2nd Reconstruction, 1990-2001” (optional)

***Response Paper #3-(Due 11.27)**

Week #10: Black America Today: Challenges & Triumphs- (12.4)

1) Ta-Nehisi Coates, “The Case for Reparations”

2) Robin Kelley, Race Rebels, Ch. 8 “Kickin Reality, Kickin’ Ballistics”

3) Kim Crenshaw, “Intersectionality” (excerpts)

*Marable: Race, Reform, Rebellion, Ch. 10: “The New Racial Domain, 2001-6” (optional)

Final Exam-(Due 12.13)