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 page, 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


Day Two: The Middle Passage and Life in the Americas for the Enslaved and the Free
Equiano, pp. 57-69 (Chapter Two).


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/amppage?collId=mesn&fileName=100/mesn100.db&recNum=130&itemLink=r?ammem/mesnbib:@field(DOCID+@lit(mesn/100/131126](http://memory.loc.gov/cgi-bin/amppage?collId=mesn&fileName=100/mesn100.db&recNum=130&itemLink=r?ammem/mesnbib:@field(DOCID+@lit(mesn/100/131126)


WEEK TWO (10/14-10/16)
Day One: Resistance against Slavery


Day Two: Abolitionism and the Civil War

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])


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


WEEK FOUR (10/28-10/30)
Day One: Wartime Migration and the “New Negro”


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

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.


**WEEK NINE (12/2-12/4)**  
**Day One: Busing to Desegregate Schools**  


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


**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)  

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

**FINALS WEEK (12/15-12/19)**