

SPRING SEMESTER, 2008

Course: AFRIAMR/HISTORY141-02 MODERN BLACK AMERICAN HISTORY
TR 12:30 – 1:45 PM Winthur Hall 1012

Text: Trotter, Joe W. The African American Experience

Required Readings: Carson, Clayborne The Struggle for Freedom Vol. II
Foner, Eric Nothing But Freedom
Hamann, Jack On American Soil

Instructor: Lloyd A. Binagi, Ph.D.

Office Hours: Monday and Wednesday 2:00 – 4:00 PM and by appointment
White Hall 217

Phone: 472-1542 (Office) or 472-1103 (History Dept.)
NOTE: Please leave all messages for me in the History Department

WARNING: This course is extensive and intensive. It requires broad readings, critical thinking and class discussions. Students' opinions are invited.

COURSE OBJECTIVES

This course is designed to introduce the student to the post slavery genesis of the African Americans in the United States. For this reason, the course is structured thematically - examining the most important events that greeted and affected the African Americans after the Civil War (1865). However, because the Civil War is viewed as the landmark of the post Civil War Black experience, the student will be required to familiarize himself/herself with the Civil War, especially on how it affected the African American, whether free or captive and in turn how the war affected and influenced whites' attitude towards Blacks as a whole.

Reconstruction in all aspects is considered by many students of the African American experience in the post slavery era to be the litmus test of the US Government's commitment to help African Americans to partake in the benefits of being citizens of the republic. For this reason, close attention will be given to the pro and con of reconstruction and ultimately how it failed and left the African Americans on a trail to the status quo ante - that is slavery. However, this time it was what I call "invisible slavery or slavery without shackles." As a whole, all major themes in African-American experience will be examined, including the more recent political events such as Rev. Jesse Jackson's serious attempt to win the nomination of the Democratic Party for the Presidential Candidacy and how to rectify the past wrongs through Affirmative Action; and, of late, the presidencies of Reagan, Clinton and now George W. Bush.

The teaching format shall be through lectures, class discussions, and films whenever necessary and possible. Questions from students will be encouraged provided the questions pertain to the Black experience in the US or other related experiences. Therefore, students are encouraged to read newspapers, magazines, and periodicals that address the African American experience.

Class attendance and participation is expected and required. Unexplained absences and failure to read the assignments will definitely affect the final grade.

The final grade will be based on:

- a) First book report on Nothing But Freedom, Eric Foner due on February 7, 2008.
- b) Second book report on On American Soil, Jack Hamann due on April 1, 2008
- c) Final Examination – **THURSDAY, MAY 15, 2008 1:00 – 3:00 PM** – Essay questions from class lectures and discussions.
- d) Class participation and attendance

NB: THE INSTRUCTOR RESERVES THE RIGHT TO ADMINISTER A QUIZ OR TEST ON ONE WEEK'S NOTICE.

ACCOMMODATION

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination an Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17]).

COURSE OUTLINE

- I. The Civil War and Black Freedom
 - A. Efforts to attain peace
 - B. Mechanism of relief and rehabilitation (Freedman's Bureau)
 - C. Presidential Reconstruction
 - D. Congressional Reconstruction
 - E. Party politics and Reconstruction
 - F. The Union League, Carpet-baggers, Scalawags, and Blacks
- Read Trotter's Chapter on the Civil War**
- II. The 1865 Election and Reconstruction
 - A. The 1877 Compromise (Hayes-Tilden Deal)
 - B. Whites seek domination
 - C. The sabotage of Reconstruction
 - D. KKK's violence and Black disfranchisement
 - E. The triumph of White supremacy and Black subjugation
 - F. The legalization of Jim Crow—Plessy vs. Ferguson
 - G. A return to status quo ante (i.e. the Pre-Civil War condition)
- III. The instrumentalities or Mechanisms of White supremacy
 - A. The Ku Klux Klan and violence
 - B. Tenant farming and sharecropping
 - C. Segregation as a cover of denial of basic services
 - D. Blacks as citizens without rights
- IV. White Philanthropy and Black Existence
 - A. The role of Christian and secular philanthropy in Black education
 - B. The positive and negative roles of philanthropy
 - C. Economics, politics and social issues in the Black experience
- Lecture Notes**
- V. Blacks in the Era of American Expansion
 - A. Blacks in the Spanish-American War of 1898
 - B. Blacks as a model for America's colonized "natives" abroad
 - C. The cases of Cuba, Puerto Rico, and the Philippine Islands
- Lecture Notes**
- VI. The Dawn of the 20th Century
 - A. The beginning of Black migration to the North
 - B. Causes of the migration:
 1. The floods
 2. The boll weevil
 - C. Political oppression and economic exploitation
 - D. The coming of World War I
 - E. The great debate: W. E. B. DuBois and Booker T. Washington
- Read Trotter**
- VII. The North's Reaction to Black Migration

- A. Early housing and school problems
- B. General urban problems
- C. White riots and Black responses
- D. The Government's policies

Read Trotter

- VIII. Blacks and World War I
 - A. W. E. B. DuBois, Monroe Trotter and the Election of Woodrow Wilson – 1912
 - B. The impact of World War I on the American economy
 - C. Black enlistment in the U.S. Army
 - D. Black in the service overseas—France
 - E. Blacks return home
 - F. The red summer of 1919—White riots against Blacks in Chicago, St. Louis, New York, and Philadelphia
 - G. The Black response by Claude McKay—IF WE MUST DIE....

Read Trotter

- IX. Black Americans and the World
 - A. W. E. B. DuBois and the League of Nations in Paris
 - B. Blacks as urbanites—The origin of the new “Negro”
 - C. The Harlem Renaissance: A Black resurgence or the Americanization of Black Nationalism?
 - D. Blacks and the Depression
 - E. The “mushrooming” of Black cults and sects in the metropolis
 - F. Blacks and Roosevelt's New Deal

Read Trotter

- X. Blacks and the Coming of World War II
 - A. Blacks and the rise of Nazism and Fascism
 - B. Black response to the Italian invasion of Ethiopia
 - C. Jesse Owens and Hitler's Olympics of 1936
 - D. Blacks and World War II
 - E. The myth of the four freedoms (January 6, 1941—Speech and expression, worship, freedom from want and fear)
 - F. Roosevelt versus Henry Wallace and Paul Robeson
 - G. Blacks and the U.S. military services during World War II

Lecture Notes

- XI. Blacks in a post-World War II World
 - A. Blacks and the birth of the United Nations organization
 - B. Blacks and the Pan African Conference—1945
 - C. Blacks and the Korean War
 - D. The National Association for the Advancement of Colored People (NAACP) and the struggle against segregation—Brown versus Board of Education-Topeka

Lecture Notes

- XII. The Black Masses' War Against Segregation
 - A. The revamped civil rights movements: Southern Christian Movement (SCLC), Congress for Racial Equality (CORE) and the National Urban League
 - B. The globalization of Black political struggle

- XIII. The New Militants and the Slogan of Black Power
 - A. The persistence of Black nationalism
 - B. The seeds of Black separation
 - C. Black separatism or Black reaction?
 - D. The Nation of Islam and liberal integration
 - E. Blacks re-affirm the Americanism (Americanness)

Read Dr. Martin Luther King's letter from prison, Why We Can't Wait

- XIV. Black Americans and the coming of African (Continental) National Independence Leadership
 - A. A vindicated W. E. B. DuBois and Ralph Bunche hail Ghana and Nkrumah (1957) and Nigeria-Nnandi Azikiwe (1960)

Lecture

- XV. Black Students and the “Revolution” of the 1960’s
- A. Student Nonviolent Coordinating Committee (SNCC) and the era of Julian Bond, Stokely Carmichael, and H. Rap Brown
 - B. The Black Panther Party and the Students for a Democratic Society
 - C. The 1965 Civil Rights Act and the triumph of American democracy

Lecture and Class Discussion

- XVI The Vietnam War and Blacks’ Electoral Politics
- A. Black political “power” in the metropolis
 - B. Race, class, and religion in modern American society
 - C. Neo-conservatism versus democracy

Lecture and Class Discussion

- XVII Democracy and Cultural Pluralism as Viable Ideals
- A. Blacks in Presidential primaries and the de facto two party system
 - B. The dilemma of Black Presidential candidates—spoilers or legitimate aspirants
 - C. Black politicians and the politics of deprivation
 - D. Urban versus the suburbs or the poor against the rich

- XVIII. Black National success and the growing Black underclass and what remains to be done – a look at John McWhorter’s Losing the Race and lecture and Foner Epilogue

- XIX. The cities, Black unemployment, education, overcrowding, violence, and crime: public school versus charter or religious schools and the Prison Industry

Class Discussion

- XX. The Great Debate: Affirmative Action, Reparation, Liberalism and Conservatism in the 21st Century. The myth of a color-blind America or a White backlash!

Class Discussion

FINAL EXAMINATION *THURSDAY, MAY 15, 2008 1:00 – 3:00 PM *****