

Spring 2015 | University of North Carolina, Greensboro  
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Office Hours: Mondays, 11:00 - 12:00, Wednesdays, 3:30 - 4:30, and by appointment

## **HIS 302: Race and Segregation Course Syllabus**

In this course, we will examine the changing ways in which violence and discrimination toward blacks have structured American society in the one hundred and forty years since the end of slavery. At the same time, we will move beyond the stereotype of blacks simply as victims and we will explore the ways in which black women and men took control of their lives. Throughout the course, we will examine why certain black voices have been excluded from the story of American history and why others have been included. We will integrate diverse black experiences and perspectives into the main narrative of American history, destroying the segregated history that is itself a product of a history of oppression.

**Course Requirements:** Course requirements include an eight- to ten-page paper, participation, assignments, a mid-term exam, and a final exam.

**Assigned Readings:** There are four books assigned for this class: Eric Foner, *Forever Free: The Story of Emancipation and Reconstruction* (2005); W. E. B. Du Bois, *Souls of Black Folks* (1903); Eric Arnesen, ed., *Black Protest and the Great Migration: A Brief History with Documents* (2003); and Elaine Brown, *A Taste of Power: A Black Woman's Story* (1992). Each of these books can be purchased at the University Bookstore or on-line. Additional readings are on Blackboard, E-reserves, and the internet. These readings will be linked to the Syllabus on Blackboard and listed under Course Documents as they become available. The assigned reading list may undergo minor changes; students should be sure to consult the most current version of the Syllabus on Blackboard.

**Electronic Devices:** The use of laptops, tablets, cellular phones, or any other type of electronic device is prohibited during class.

**Attendance:** Attendance in class is mandatory. The door will close ten minutes after class starts. Once the door closes, students will no longer be admitted to the class and will be considered absent. Each student is allowed two absences. After two unexcused absences, students will receive a zero for participation for that day. The instructor will excuse absences with a doctor's note or legitimate documentation of other emergencies. Students will be dropped from the class for excessive absences.

**Late Assignments:** All assignments must be submitted in hard copy. Unless otherwise specified on the syllabus, papers are due in class at the beginning of the class period. Students who submit assignments after the deadline will be penalized with a grade deduction based on the lateness of the assignment. No assignments will be accepted one week after the due date. If a student leaves a paper in the professor's mailbox, it is the student's responsibility to check that the professor has received the paper.

**Plagiarism:** The University defines plagiarism as "intentionally or knowingly representing the words of another, as one's own in any academic exercise."<sup>1</sup> (See the University's [Academic Integrity Policies](#) for further information.) All sources (books, articles, documents, internet sites, etc.) used in any paper or assignment must be properly cited or will be considered plagiarism. Any instance of plagiarism will receive a zero and will be referred to the Office of Student Conduct for appropriate action, including suspension or expulsion from the University.

### **Final Grade Composition**

- Participation 15%
- Assignments 20%
- Midterm Exam 20%
- Final Exam 25%
- Paper 20%

**Participation:** Participation in discussion is mandatory. **Students should be prepared to discuss the readings on the day that they are assigned.** Attendance alone is not sufficient for full participation credit.

**Assignments:** Students will be given brief in-class and take-home writing and research assignments based on the assigned readings. Students will also be periodically quizzed on readings and lectures. There will be no make-up assignments in the case of a missed class.

**Exams:** There will be two exams in this class: one midterm exam on March 4 and one final exam on May 6.

**Paper:** Students are required to write an eight- to ten-page paper based on assigned readings and lectures, due on April 27. All sources in the paper should be properly cited according to the guidelines laid out in [The Chicago Manual of Style](#), which is available on-line.

### **Class Schedule**

#### **Week 1 (January 12, 14): Introduction**

Monday: Introduction

Wednesday: W. E. B. DuBois, "Propaganda of History," in *Black Reconstruction in America, 1860-1880*, pp. 711-29 on [blackboard](#); Eric Foner, *Forever Free*, pp. xix-xxx

#### **Week 2 (January 19, 21): The Struggle for Freedom**

**Monday: MLK Day – Class Canceled**

Wednesday: Eric Foner, *Forever Free*, pp. 3-106; Spotswood Rice to "My Children," September 3, 1864, and Spotswood Rice to Kitty Diggs, September 3, 1864, on [internet](#)

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<sup>1</sup> <http://studentconduct.uncg.edu/policy/academicintegrity/violation/plagiarism/>

### **Week 3 (January 26, 28): The Rise and Fall of Black Reconstruction**

Monday: Eric Foner, *Forever Free*, pp. 107-58

Wednesday: Eric Foner, *Forever Free*, pp. 159-188; “Hamburg Riot of 1876” in *African American Mosaic: A Documentary History from the Slave Trade to the Twenty-first Century*, pp. 50-58 on [blackboard](#)

### **Week 4 (February 2, 4): Solving the “Negro Question”**

Monday: Eric Foner, *Forever Free*, pp. 189-224

Wednesday:; Ida B. Wells, *Southern Horrors: Lynch Law in All Its Phases* on [blackboard](#)

### **Week 5 (February 9, 11): Black Life in the New South: Separate and Unequal**

Monday: Booker T. Washington, “Atlanta Exposition Speech” (1895) on [internet](#); W. E. B. DuBois, *The Souls of Black Folk*, chapters I – VI

Wednesday: W. E. B. DuBois, *The Souls of Black Folk*, chapters VII – IX

### **Week 6 (February 16, 18): World War I and the Great Migration**

Monday: Arnesen, *Black Protest and the Great Migration*, pp. 1-18, 45-86

Wednesday: Arnesen, *Black Protest and the Great Migration*, pp. 128-46

### **Week 7 (February 23, 25): The Rise of the New Negro**

Monday: Arnesen, *Black Protest and the Great Migration*, pp. 18-36, 87-127; “Rosewood” (1997)

Wednesday: Arnesen, *Black Protest and the Great Migration*, pp. 147-83; Alain Locke, “The New Negro” on [blackboard](#); Langston Hughes, “The Negro Artist and the Racial Mountain” on [blackboard](#); Countee Cullen, “Heritage” on [blackboard](#); George S. Schuyler, “The Negro-Art Hokum” on [blackboard](#)

### **Week 8 (March 2, 4): The Politics of Dissent**

Monday: William R. Scott, “Black Nationalism and the Italo-Ethiopian Conflict, 1934-36,” *The Journal of Negro History*, Vol. 63, No. 2 (Apr., 1978), pp. 118-34 on [blackboard](#); W.E. B. Du Bois, “Pan-Africa and New Racial Philosophy” on [blackboard](#); Manning Marable, ed., *Let Nobody Turn Us Around*, pp. 303-19 on [blackboard](#); Ella Baker and Marvel Cooke, “The Bronx Slave Market” on [blackboard](#)

Wednesday: \* **Mid-Term Exam** \*

### **Week 9 (March 9, 11): Spring Break – Class Canceled**

## **Week 10 (March 16, 18): Black Heroes, World War II, and the Double “V” Campaign**

Monday: Robin D. G. Kelley, “‘We Are Not What We Seem’: Rethinking Black Working-Class Opposition in the Jim Crow South,” *Journal of American History* 80, no. 1 (June 1993), pp. 75-112 on [blackboard](#); Eric Lott, “Double V, Double-Time: Bebop’s Politics of Style,” *Callaloo*, No. 36 (Summer, 1988), pp. 597-605 on [blackboard](#)

Wednesday: Mary Penick Motley, ed., *The Invisible Soldier: The Experience of the Black Soldiers, World War II*, pp. 149-93 on blackboard; Herbert Aptheker, ed., *Documentary History of the Negro People in the United States, Volume 4*, pp. 425-39 on blackboard; “A Soldier’s Story” (1984)

## **Week 11 (March 23, 25): Inching Toward Integration**

Monday: Robert Korstad and Nelson Lichtenstein, “Opportunities Found and Lost: Labor, Radicals, and Early Civil Rights Movement,” *Journal of American History* 75, no. 3 (December 1998), pp. 787-811 on [blackboard](#); Excerpts from *To Secure These Rights* on blackboard

Wednesday: Daryl Michael Scott, *Contempt and Pity*, pp. 71-136 on blackboard ([Part I](#) and [Part II](#)); William Bradford Huie, “The Shocking Story of Approved Killing in Mississippi,” *Look Magazine* (January 1956) on [blackboard](#)

## **Week 12 (March 30, April 1): The “Movement”**

Monday: Barbara Ransby, *Ella Baker and the Black Freedom Movement: A Radical Democratic Vision*, chapter 6 and 7 on [blackboard](#)

Wednesday: Timothy B. Tyson, “Robert F. Williams, ‘Black Power,’ and the Roots of the African American Freedom Struggle,” *The Journal of American History*, 85, no. 2 (Sep., 1998), pp. 540-70 on [blackboard](#)

## **Week 13 (April 6, 8): Riots, Radicals, and the Rise of Black Nationalism**

Monday: Elaine Brown, *A Taste of Power: A Black Woman’s Story*, pp. xi-131

Wednesday: Elaine Brown, *A Taste of Power: A Black Woman’s Story*, pp. 132-207

## **Week 14 (April 13, 15): “Chocolate Cities and Vanilla Suburbs”**

Monday: Elaine Brown, *A Taste of Power: A Black Woman’s Story*, pp. 208-377; “Super Fly” (1972)

Wednesday: Elaine Brown, *A Taste of Power: A Black Woman’s Story*, pp. 378-450

## **Week 15 (April 20, 22): “Predators,” the War on Drugs, and the Prison-Industrial-Complex**

Monday: Mike Davis, *City of Quartz: Excavating the Future in Los Angeles*, pp. 267-322 on [blackboard](#)

Wednesday: Robin D. G. Kelley, “Kickin’ Reality, Kickin’ Ballistics: ‘Gangsta Rap’ and Postindustrial Los Angeles” on [blackboard](#)

**Week 16 (April 27): Reflection and Review**

Monday: TBA

**\* Paper due on Monday, April 27 \***

**Final Exam**

Wednesday, May 6, 12:00 p.m. to 3:00 p.m.