

# HISTORY 302: RACE & SEGREGATION

Spring 2019, MW 2-3:15, SOEB 202



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Office Hours: Tuesday 9-10a.m., Thursday 10-11a.m., and by appointment

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 fifty 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 attempt to 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:** The requirements for this course include assigned readings for each class, periodic assignments and quizzes on the assigned readings, an eight- to ten-page paper, a mid-term exam, and a final exam. Assignments submitted in class are due 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. All assignments must be submitted in hard copy.

**Assigned Readings:** There are four books assigned for this class: Eric Foner, *Forever Free: The Story of Emancipation and Reconstruction* (Vintage, 2005); W. E. B. Du Bois, *Souls of Black Folks* (Dover, 1903); Eric Arnesen, ed., *Black Protest and the Great Migration: A Brief History with Documents* (Bedford/St. Martins, 2003); and Ashley D. Farmer, *Remaking Black Power: How Black Women Transformed an Era* (University of North Carolina Press, 2017). Each of these books can be purchased at the University Bookstore or on-line. These books are also available as E-Books at the Jackson Library. Additional readings are located on Canvas and the internet. The assigned reading list may undergo minor changes; students should be sure to consult the most current and official version of the syllabus on Canvas.

**Attendance:** Attendance in class is mandatory. The door will close ten minutes after class starts. After ten minutes, 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. **After six (6) absences, students will receive an automatic F.**

**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 must email the paper to the professor. Students 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.

**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 10%  
Assignments 15%  
Movies 10%  
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.

**Movies Reviews: Students are required to write three two- to three-page movie reviews:**

Movie Review 1 Due: February 1

Movie Review 2 Due: March 15

Movie Review 3 Due: April 5

**Exams:** There will be two exams in this class: one **Midterm Exam on February 27** and one **Final Exam on May 8, 2018.**

**Papers:** Students are required to write an eight- to ten-page paper based on assigned readings and lectures, due on May 1. All sources in the papers should be properly cited according to the guidelines laid out in *The Chicago Manual of Style*, which is available online.

### **Class Schedule of Assignments**

Week 1(January 14, 16) **Introduction: Dawn of Freedom**

- Monday: Introduction
- Wednesday: W.E.B. DuBois, "Propaganda of History," in *Black Reconstruction in America*, 1860-1880, pp. 711-29; Eric Foner, *Forever Free: The Story of Emancipation and Reconstruction* (New York: Vintage Books, 2005), pp. xix-xxx; Dred Scott Decision; Frances Ellen Watkins Harper, "Bury Me in a Free Land" (1854)

Week 2 (Jan. 21, 23) **Reconstruction: The Struggle for Freedom**

- **Monday:**MLK Day- Class Canceled
- **Wednesday:** Eric Foner, *Forever Free: The Story of Emancipation and Reconstruction* (New York: Vintage Books, 2005), pp. 3-106; Spotswood Rice to "My Children," September 3, 1864, and Spotswood Rice to Kittey Diggs, September 3, 1864, on internet

Week 3 (January 28, 30) **Uplift, Accommodation, and Assimilation**

- **Monday:** Eric Foner, *Forever Free*, pp. 107-224; Ida B. Wells, *Southern Horrors: Lynch Law in All Its Phases* (New York: The New York Age Print, 1892)
- **Wednesday:** Class Canceled

**\*\*Movie review on “13th” (2016) due on Friday, February 1\*\***

Week 4 (February 4, 6) **Black Life in the New South: Separate and Unequal**

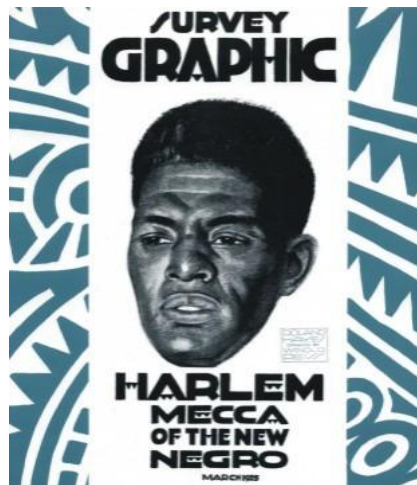
- **Monday:** Booker T. Washington, “Atlanta Exposition Speech” (1895); W. E. B. DuBois, *The Souls of Black Folk*, chapters I – VI
- **Wednesday:** W. E. B. DuBois, *The Souls of Black Folk*, chapters VII – IX

Week 5 (February 11, 13) **World War, Migration, and Urbanization**

- **Monday:** Arnesen, *Black Protest and the Great Migration: A Brief History with Documents* (Boston: Bedford/St. Martin’s, 2003), pp. 1-18, 45-86
- **Wednesday:** Arnesen, *Black Protest and the Great Migration*, pp. 128-46

Week 6 (February 18, 20) **The Rise of The New Negro**

- **Monday:** Arnesen, *Black Protest and the Great Migration*, pp. 18-36, 87-127
- **Wednesday:** Arnesen, *Black Protest and the Great Migration*, pp. 147-83; Alain Locke, “The New Negro” on Canvas; Langston Hughes, “The Negro Artist and the Racial Mountain” on Canvas; Countee Cullen, “Heritage” on Canvas; George S. Schuyler, “The Negro-Art Hokum” on Canvas



"Harlem, Mecca of the New Negro", article in *Survey Graphic*, 1925. The contributors to this edition include W.E.B Du Bois, Arthur Schomburg, James Weldon Johnson, Langston Hughes, and Countee Cullen.

Week 7 (February 25, 27) **Depression and Double V**

- **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 Canvas; Eric Lott, “Double V, Double-Time: Bebop’s Politics of Style,” *Callaloo*, No. 36 (Summer, 1988), pp. 597-605 on Canvas
- Wednesday: **\*Midterm Exam\***

Week 8 **Spring Break MARCH 4-9**

Week 9 (March 11, 13) **The Road to Brown and Little Rock**

- **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
- **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; Martin Luther King, Letter from a Birmingham Jail, 1963; *Brown v Board of Education I* (1954) and *Brown v. Board of Education II* (1955); William Bradford Huie, “The Shocking Story of Approved Killing in Mississippi,” *Look Magazine* (January 1956), pp. 46-50

<http://www.pbs.org/wgbh/americanexperience/features/till-killers-confession/>

**\*\* Movie review on “Rosewood” (1997) or A Raisin in the Sun (1999), Friday, March 15**

Week 10 (March 18, 20) **From Sit-Ins to Civil Rights**

- **Monday:** Barbara Ransby, *Ella Baker and the Black Freedom Movement: A Radical Democratic Vision* (Chapel Hill: University of North Carolina Press, 2003), chapters 6 and 7 on Canvas
- **Wednesday:** Martin Luther King, Jr. *Why We Cant Wait*; President Lyndon Johnson, “To Fulfill These Rights” (video, June 4, 1965;); *The Negro and the American Promise* (Video, 1963)



Harlem demonstrators in support of Selma's Civil Rights marchers, 1965, Photograph Collection at the Library of Congress

#### Week 11(March 25, 27) **Riots, Radicals, and the Rise of Black Power**

- **Monday:** Ashley D. Farmer, *Remaking Black Power: How Black Transformed an Era* (Chapel Hill: University of North Carolina Press, 2017), 1-92; Stokely Carmichael, *Black Power* (1966 Speech at UC Berkeley); Black Panther Party, "Ten-Point Plan (1966)
- **Wednesday:** Ashley D. Farmer, *Remaking Black Power*, 93-159; *Where do we Go From Here* (1967); Malcolm X, "Message to the Grassroots" (1963)

#### Week 12 (April 1, 3) **"Chocolate Cities and Vanilla Suburbs"**

- **Monday:** Thomas Jackson, *Crabgrass Frontier*; Lyndon B. Johnson, *The Great Society*; Betty Friedan, *The Feminine Mystique* (excerpt)

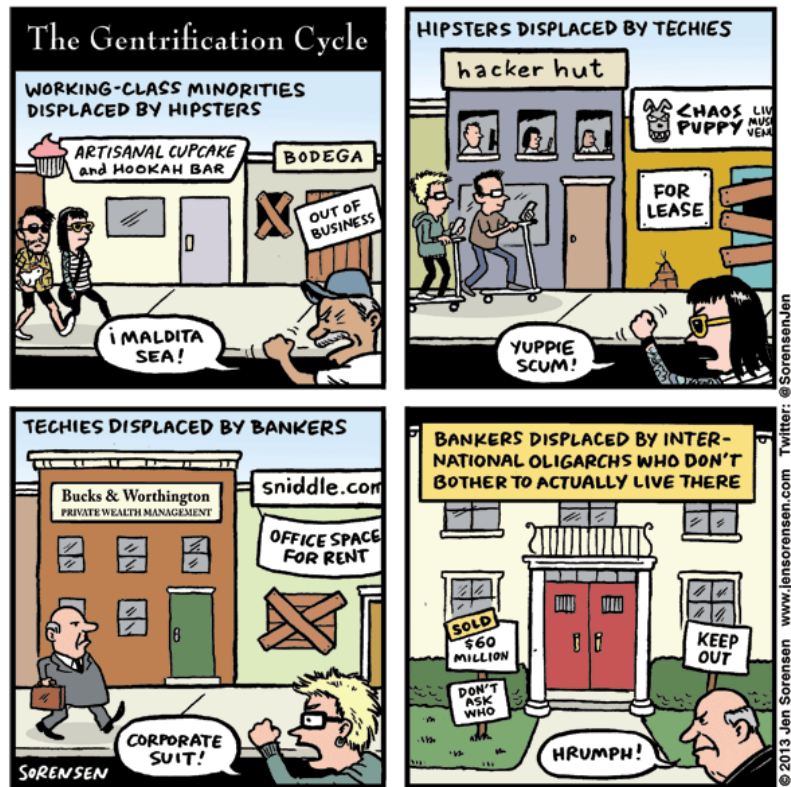
In-class Screening: *All in the Family*, —Sammy's Visit

- Background on *All in the Family*: <http://www.museum.tv/eotv/allinthefa.htm>

- **Wednesday:** Thomas Sugrue, "Crabgrass-Roots Politics: Race, Rights, and the Reaction Against Liberalism in the Urban North, 1940-1964" ; \*Kerner Commission, "Summary" and "Future of the Cities" (pp. 1-29, 389-409); National Black Feminist Organization, "Statement of Purpose," in Miriam Schneir, ed., *Feminism in Our Time: The Essential Writings, World War II to the Present* (New York: Vintage, 1994), pp. 171-174.

\*\*\* Movie review on "Style Wars" (1982) or "Super Fly" (1972)\*\*\* Due Friday, April

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Week 13 (April 8, 10) **The “New American Dilemma”?**

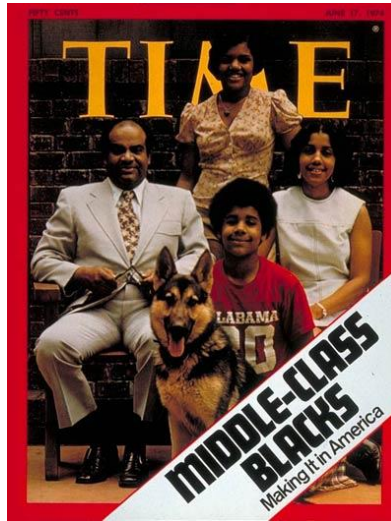
- Tom Wolfe, “The Me Decade and the Third Great Awakening,” *New York Magazine*, August 23, 1976; Thomas Sugrue and John Skrentny, “The White Ethnic Strategy,” in Bruce Schulman and Julian Zelizer, eds., *Rightward Bound: Making America Conservative in the 1970s*, pp. 171–192.
- J. Anthony Lucas, *Common Ground*, Chapter 14, —The Judge, pp. 222–251

Week 14 (April 15, 17) **The War on Drugs, and the Prison-Industrial-Complex**

- Monday: Mike Davis, *City of Quartz: Excavating the Future in Los Angeles* (New York: Verso, 1990), pp. 267-322 ; “Marauders from Inner City Prey on L.A.’s Suburbs,” *Los Angeles Times* (July 12, 1981)
- Wednesday: Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (New York: The New Press, 2012), pp. 173-220; Eric Schlosser, “The Prison-Industrial Complex”

Week 15 (April 22, 24) **Globalization, Hip Hop, and Black Lives Matter**

- Monday: Marcyliena Morgan, “ ‘The World is Yours’: The Globalization of Hip-Hop Language,” *Journal for the Study of Race, Nation and Culture* (2016), pp.: 133-149



Week 16 (April 29, May 1) **Reflection and Review**

- Monday: Course Reflection
- Wednesday: Paper Due on Wednesday, May 1

Final EXAM May 8 noon -3pm