

Spring 2021 | University of North Carolina, Greensboro
Prof. Watson Jennison | Email: wwjennis@uncg.edu | Office: HHRA 2143 | Phone: 336-334-4092
Office Hours: 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 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.

Sections: This course is a hybrid course. As such, students will attend one lecture per week in person: Students enrolled in HIS 302-01A on Mondays, and students enrolled in HIS 302-01B on Wednesdays. On days that they do not attend class in person, students will be able to access the lecture through Panopto once the lecture is complete.

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 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.

Electronic Devices: The use of laptops, tablets, cellular phones, or any other type of electronic device is prohibited during class. Use of electronic devices will incur grade penalties.

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 seven absences, students will receive an automatic F.

Late Assignments: 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."¹ (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 10%
- Movies 15%
- 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: Students are required to write three two- to three-page movie reviews, the first due on March 5, the second on March 26, and the third on April 21.

Exams: There will be two exams in this class: one midterm exam on March 10 and one final exam on May 5.

Papers: Students are required to write an eight- to ten-page paper based on assigned readings and lectures, due on April 28. 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

Week 1 (January 20): Introduction

Wednesday: Introduction

Week 2 (January 25, 27): The Struggle for Freedom

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

Monday: Eric Foner, *Forever Free: The Story of Emancipation and Reconstruction* (New York: Vintage Books, 2005), pp. xix-67; Spotswood Rice to “My Children,” September 3, 1864, and Spotswood Rice to Kitley Diggs, September 3, 1864, on [internet](#)

Wednesday: Eric Foner, *Forever Free*, pp. 68-106

Week 3 (February 1, 3): 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* (Upper Saddle River, N.J.: Prentice Hall, 2004), pp. 50-58 on Canvas

Week 4 (February 8, 10): Solving the “Negro Question”

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

Wednesday: Glenda E. Gilmore, “Murder, Memory, and the Flight of the Incubus,” in *Democracy Betrayed: The Wilmington Race Riot of 1898 and Its Legacy* (Chapel Hill: University of North Carolina Press, 1998), pp. 73-93 on Canvas; Ida B. Wells, *Southern Horrors: Lynch Law in All Its Phases* (New York: The New York Age Print, 1892) on Canvas

Week 5 (February 15, 17): 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 22, 24): World War I and the Great Migration

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. 128-146, 159-165

Week 7 (March 1, 3): The Rise of the New Negro

Monday: Arnesen, *Black Protest and the Great Migration*, pp. 18-36, 87-127, 166-179

Wednesday: Class Cancelled – Health and Wellness Day

*** Movie review on “Rosewood” (1997) due on March 5 ***

Week 8 (March 8, 10): Harlem Renaissance

Monday: 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

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

Week 9 (March 15, 17): 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 Canvas; W.E. B. Du Bois, "Pan-Africa and New Racial Philosophy" on Canvas

Wednesday: Manning Marable, ed., *Let Nobody Turn Us Around* (Lanham: Rowman and Littlefield, 2000), pp. 303-19 on Canvas; Ella Baker and Marvel Cooke, "The Bronx Slave Market" on Canvas

Week 10 (March 22, 24): 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 Canvas; Eric Lott, "Double V, Double-Time: Bebop's Politics of Style," *Callaloo*, No. 36 (Summer, 1988), pp. 597-605 on Canvas

Wednesday: Mary Penick Motley, ed., *The Invisible Soldier: The Experience of the Black Soldiers, World War II* (Detroit: Wayne State University Press, 1975), pp. 149-93 on Canvas; Herbert Aptheker, ed., *Documentary History of the Negro People in the United States, Volume 4* (New York: Carol Pub. Group, 1990), pp. 425-39 on Canvas

* **Movie review on "A Soldier's Story" (1984) due on Friday, March 26 ***

Week 11 (March 29, 31): 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 Canvas; Excerpts from *To Secure These Rights* on Canvas

Wednesday: Daryl Michael Scott, *Contempt and Pity: A Social Policy and the Image of the Damaged Black Psyche, 1880-1996* (Chapel Hill: University of North Carolina Press, 1997), pp. 71-136 on Canvas ([Part I](#) and [Part II](#)); William Bradford Huie, "The Shocking Story of Approved Killing in Mississippi," *Look Magazine* (January 1956), pp. 46-50 on Canvas

Week 12 (April 5, 7): The "Movement"

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: 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 Canvas

Week 13 (April 12, 14): Riots, Radicals, and the Rise of Black Power

Monday: Elaine Brown, *A Taste of Power: A Black Woman's Story* (New York: Pantheon Books, 1992), pp. xi-131

Wednesday: Elaine Brown, *A Taste of Power*, pp. 132-207

Week 14 (April 19, 21): The Fragmentation of Black Power

Monday: Elaine Brown, *A Taste of Power*, pp. 208-377

Wednesday: Elaine Brown, *A Taste of Power*, pp. 378-450; 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 on Canvas

*** Movie review on "Super Fly" (1972) due on Wednesday, April 21 ***

Week 15 (April 26, 28): "Predators," 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 on Canvas

Wednesday: Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (New York: The New Press, 2012), pp. 178-220 on Canvas

*** Paper due on Wednesday, April 28 ***

Final Exam

Wednesday, May 5, 12:00 p.m. to 3:00 p.m.

Required UNCG Syllabus Language

Approved by the Faculty Senate on July 1, 2020

As UNCG returns to face-to-face course offerings in fall 2020, the campus community must recognize and address concerns about physical and emotional safety. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Wearing a face covering that covers both nose and mouth](#)
- Observing [social distance](#) in the classroom

- Engaging in proper hand washing hygiene when possible
- [Self-monitoring for symptoms of COVID-19](#)
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for maintaining appropriate social distance during class and facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seat at every class meeting and must not move furniture. Students should not eat or drink during class time.

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking and social distancing requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow these basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and social distancing requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact [OARS](#) (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

Approved by the Faculty Senate Executive Committee on July 30, 2020

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling [336-334-5874](tel:336-334-5874), visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to recovery@uncg.edu

COVID-19 Spartan Shield Video

UNCG Chancellor Frank Gilliam has challenged us to create a Culture of Care at UNCG where we all wear face coverings and social distance, less to protect ourselves but rather more to protect everyone around us. It shows that you care about the well being of everyone around you. We have created this video featuring your student body presidents to better explain how and why this is so important.

Please watch this video before the first day of classes.

<https://youtu.be/Mb58551qxEk>