

Spring 2022 | University of North Carolina, Greensboro
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Office Hours: Mondays, 12:30 p.m. - 1:30 p.m. (in person or [sign up for Zoom appointment](#) at least 24 hours before), Tuesdays, 1:00 p.m. - 2:00 p.m. ([sign up for Zoom appointment](#) at least 24 hours before),
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 black Americans 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 black Americans 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, 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* (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 eight 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 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: “Representing the words, thoughts, or ideas 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 20%
- Movies 15%
- Midterm Exam 25%
- Final Exam 30%

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 February 25, the second on March 25, and the third on April 22.

Exams: There will be two exams in this class: one midterm exam on March 2 and one final exam on May 4.

Class Schedule

Week 1 (January 10, 12): Introduction

Monday: Introduction

Wednesday: 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 Kitty Diggs, September 3, 1864, on [internet](#)

Week 2 (January 17, 19): The Struggle for Freedom

Monday: MLK Day – Class Cancelled

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

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

Week 3 (January 24, 26): 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 (January 31, February 2): 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 7, 9): 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 14, 16): 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. 128-46

Week 7 (February 21, 23): 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

*** Movie review on “Rosewood” (1997) due at noon on Friday, February 25 ***

Week 8 (February 28, March 2): 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 7, 9): Spring Break – Class Canceled

Week 10 (March 14, 16): 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 11 (March 21, 23): World War II, Black Heroes, 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 at noon on Friday, March 25 ***

Week 12 (March 28, 30): 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 13 (April 4, 6): 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 14 (April 11, 13): 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 15 (April 18, 20): The Fragmentation of Black Power

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

*** Movie review on “Super Fly” (1972) due on Friday, April 22 ***

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

Week 16 (April 25, 27): “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

Final Exam

Wednesday, May 4, 12:00 p.m. to 3:00 p.m.

Required UNCG syllabus language
Approved by Faculty Senate on July 29, 2021

As we return for fall 2021, the campus community must recognize and address continuing concerns about physical and emotional safety, especially as we will have many more students, faculty, and staff on campus than in the last academic year. 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:

- [Following face-covering guidelines](#)
- 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 facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seats at every class meeting and must not move furniture. Students should not eat or drink during class time.

To make it easier for students to hear their instructor and/or read lips and if conditions permit, instructors who are fully vaccinated and who can maintain at least six feet of distance from students may remove their masks while actively teaching if they choose, but will wear a mask at all other times while in the classroom, including during the periods before and after class

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 requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow the 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 other 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.