

HIST 433A/633A
The African American Freedom Struggle since Reconstruction

Spring 2010

MW 2:30–3:45 pm
MSS 216

Note: Supplemental information regarding course requirements is posted on the course WebCampus site. Students should read the material on WebCampus as well as this syllabus in the first week of class and check the site at least once a week for new information and announcements that will be added during the semester.

Instructor Information

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Course Description and Goals

This course examines the experiences of African Americans from Reconstruction through the late twentieth century. Major themes include the development and functions of racism in the United States, black people's struggles for equality, and the relationships between the African American experience and the American experience as a whole. Through readings, discussions, and their own research, students will develop a sense of the changing nature of racial ideologies, the various ways black people have resisted their oppression, and the impact of shifting political and economic conditions on the freedom struggle in the century after emancipation.

The Department of History has a skills-based curriculum. In addition to teaching students about the key historical events relevant to particular topics and time periods, we aim to help them develop specific skills needed to study the past, including:

- locating and analyzing information
- interpreting various kinds of historical sources (e.g., books, articles, primary source documents, and cultural texts such as music, films, and literature)
- reading and thinking critically
- clearly articulating ideas in writing and in oral expression.

The best way to learn these skills is through regular practice. This means that students must be active participants in the learning process, not just passive recipients of historical knowledge. The reading assignments, class discussions and activities, and research and writing requirements of this course provide opportunities for students to hone their intellectual abilities, helping to prepare them for a life of learning at UNR and beyond.

Required Reading

Books to be purchased

- Eric Foner, *Nothing But Freedom: Emancipation and Its Legacy* (Baton Rouge: Louisiana State University Press, 2007)
- Robin D. G. Kelley, *Race Rebels: Culture, Politics, and the Black Working Class* (New York: Free Press, 1996)
- Gretchen Lemke-Santangelo, *Abiding Courage: African American Migrant Women and the East Bay Community* (Chapel Hill: University of North Carolina Press, 1996)
- Melissa Fay Greene, *Praying for Sheetrock* (Cambridge, Mass.: Da Capo Press, 2006)

Articles and selected chapters from other books posted on course WebCampus site

- Beverley Daniels Tatum, "Defining Racism: 'Can We Talk?,'" in *Race, Class, and Gender in the United States: An Integrated Study*, ed. Paula S. Rothenberg, 5th ed. (New York: Worth Publishers, 2001), pp. 100–107.
- Neil R. McMillen, *Dark Journey: Black Mississippians in the Age of Jim Crow* (Urbana: University of Illinois Press, 1989), pp. 72–108.
- Paul Ortiz, *Emancipation Betrayed: The Hidden History of Black Organizing and White Violence in Florida from Reconstruction to the Bloody Election of 1920* (Berkeley: University of California Press, 2005), pp. 33–84.
- Kevin K. Gaines, *Uplifting the Race: Black Leadership, Politics, and Culture in the Twentieth Century* (Chapel Hill: University of North Carolina Press, 1996), pp. 1–46.
- Emmett J. Scott, comp., "Additional Letters of Negro Migrants of 1916–1918," *Journal of Negro History* 4 (October 1919), pp. 412–465.
- William R. Tuttle Jr., *Race Riot: Chicago in the Red Summer of 1919* (New York: Macmillan, 1970), pp. 3–31, 242–268.
- Phillip McGuire, ed., *Taps for a Jim Crow Army: Letters from Black Soldiers in World War II* (Santa Barbara, Ca.: ABC-CLIO, 1983), pp. xv–xx, 1–29, 79–98, 183–203.
- Michael Keith Honey, *Black Workers Remember: An Oral History of Segregation, Unionism, and the Freedom Struggle* (Berkeley: University of California Press, 1999), pp. 43–108.
- Robert Korstad and Nelson Lichtenstein, "Opportunities Found and Lost: Labor, Radicals, and the Early Civil Rights Movement," *Journal of American History* 75 (December 1988), pp. 786–811.
- Barbara S. Griffith, *The Crisis of American Labor: Operation Dixie and the Defeat of the CIO* (Philadelphia, Pa.: Temple University Press, 1988), pp. 62–105.

Assessment

Students will receive grades according to how well they complete the following tasks:

Participation in discussions and other class activities	20 percent
Quizzes (top four scores): Weeks 3, 7, 9, 11, and 14	20 percent
Worksheets (top four scores): Weeks 2, 6, 8, 10, and 13	20 percent
Forum contribution and analysis (1–2 pages): Due Wednesday, February 10	10 percent
Analytical paper (3–4 pages): Due Wednesday, April 14	10 percent
Research paper (8–10 pages): Due Monday, May 3	20 percent

Supplemental readings and coursework for HIST 633A:

Graduate students will meet with the instructor in the second week of class to discuss options for additional work to be done in the course. This may include more reading assignments and analytical papers or a more comprehensive research project than is required for HIST 433A. Students are welcome to offer suggestions for additional work they could complete that would help them to move forward in their graduate programs in history or other disciplines.

Class participation

Regular attendance and a willingness to contribute to class discussions are essential in this class. If you are not present, you cannot participate, so any unexplained absences will lower your final grade. See Participating in Discussions in the Course Mentor folder on WebCampus for more information about how to do well in class participation.

Quizzes and worksheets

The quizzes and worksheets are designed to encourage you to keep up with the reading and help you to prepare for class discussions and activities each week. In addition, the worksheets provide opportunities to practice skills related to studying history. Developing these skills through short assignments will help you to do well on the longer research and writing assignments required later in the course.

Guidelines and questions to consider as you work through the readings will be posted on WebCampus before the start of each week. You should familiarize yourself with these before you begin the reading assignments. You should also download or print out the worksheets in the weeks when these are due so that you know what to focus on as you are reading.

Although the quizzes and worksheets will not be cumulative (i.e., they will only cover material assigned during the week when the quiz is given or the worksheet is due), you may sometimes be asked to think back to things we looked at earlier in the semester and draw comparisons or make other connections to the current week's material. This is another reason why regular attendance and paying close attention to lectures and discussions are essential.

Forum contribution, analytical paper, and research essay

Detailed instructions for completing these three papers are available in the Writing Assignments folder on WebCampus. Be sure to read the information on WebCampus before beginning work on these assignments.

Grading criteria

Grading criteria for class participation and written work are posted on WebCampus. Students should familiarize themselves with the criteria before the second week of class so that they understand the expectations and can work toward meeting them.

Deadlines and policies regarding missed work

All worksheets and writing assignments are due in class on the dates indicated in the Weekly Schedule below. Late worksheets will not be accepted and late papers will be penalized (but you may e-mail your work to me if you are unable to make it to class on the due date). Unless you have contacted me before or on the due date to arrange an extension, 3 percentage points will be deducted from your grade for each day past the deadline (e.g., your grade could be lowered from 85% (B) to 81% (B-)). There are ways to make up for late or missed work—see Extra Credit

Opportunities and Policies Regarding Missed Work in the Course Mentor folder on WebCampus for more information.

A Note about Plagiarism

Plagiarism (copying all or part of someone else's work and passing it off as your own) is a serious form of academic misconduct and will not be tolerated in this class. The following definitions and possible courses of action are taken from the Academic Standards section of the university catalog:

Academic dishonesty is defined as: cheating, plagiarism or otherwise obtaining grades under false pretenses. Plagiarism is defined as submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion. . . .

Disciplinary procedures for incidents of academic dishonesty may involve both academic action and administrative action for behavior against the campus regulations for student conduct. . . . Academic action may include: (1) canceling the student's enrollment in the class without a grade; (2) filing a final grade of 'F'; (3) awarding a failing mark on the test or paper in question; (4) requiring the student to retake the test or resubmit the paper.

"The work of another" includes any ideas, words, or other material used in your papers and research projects that are not your own (i.e., information from books, articles, internet sites, documents, handouts from other courses, etc.). These must be properly acknowledged by providing references in a footnote or endnote, along with a bibliography giving the complete publication information for all sources used in your paper. (See Citing Sources in the Writing Assignments folder on the course WebCampus site for instructions on how to cite sources.) Direct quotations from other sources must be placed within quotation marks. Even if you paraphrase someone else's ideas and do not quote them directly, you still must acknowledge your source. Citations should also be given for little-known facts and statistics.

Students with Disabilities

The University of Nevada, Reno is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. University policy states that it is the responsibility of students with documented disabilities to contact instructors during the first week of each semester to discuss appropriate accommodations to ensure equity in grading, classroom experiences, and outside assignments. The instructor will meet with the student and staff members of the Student Services Center to formulate a written plan for appropriate accommodations, if required.

Weekly Topics and Reading Schedule

Week 1

January 20 Introduction

Week 2

January 25 Understanding race and racism

- ☐ Daniels Tatum, "Defining Racism: 'Can We Talk?'"
- ☐ Kelley, *Race Rebels*, pp. xi–xiii, 1–13

January 27 From slavery to freedom after the Civil War

- ☐ Foner, *Nothing But Freedom* (all of it)
- ☐ **Week 2 worksheet due**

Week 3

February 1 Political economy in the New South after Reconstruction

- ☐ McMillen, *Dark Journey*, pp. 72–108

February 3 The rise of Jim Crow

- ☐ Ortiz, *Emancipation Betrayed*, pp. 33–60
- ☐ **Week 3 quiz**

Week 4

February 8 Life and labor in the Jim Crow era

- ☐ Lemke-Santangelo, *Abiding Courage*, pp. 1–47

February 10 Law, violence, and black people's "place" in American society

- ☐ Ortiz, *Emancipation Betrayed*, 61–84
- ☐ **Forum contribution and analysis due**

Week 5

February 15 Presidents' Day—No class

February 17 Forum: African Americans in popular culture

Week 6

February 22 Accommodating and protesting Jim Crow

- ☐ Gaines, *Uplifting the Race*, pp. 1–46

February 24 Informal strategies of resistance

- ☐ Kelley, *Race Rebels*, pp. 15–53
- ☐ **Week 6 worksheet due**

Week 7

March 1 Escaping the South: Migration as protest during World War I

- ☐ Scott, "Additional Letters of Negro Migrants"

March 3 Wartime activism and white reactions

- ☐ Tuttle, *Race Riot*, pp. 3–31, 242–268
- ☐ **Week 7 quiz**

Week 8

March 8 Federal intervention and its limits during the New Deal
☐ Greene, *Praying for Sheetrock*, pp. 1–78

March 10 Communists and the freedom struggle in the 1930s
☐ Kelley, *Race Rebels*, pp. 101–158
☐ **Week 8 worksheet due**

March 13–21 Spring break—No class

Week 9

March 22 World War II and the Double V
☐ Kelley, *Race Rebels*, pp. 55–75, 159–181
☐ McGuire, *Taps for a Jim Crow Army*, pp. xv–xx, 1–29, 79–98, 183–203

March 24 Political and economic empowerment in the 1940s and 1950s
☐ Lemke-Santangelo, *Abiding Courage*, pp. 49–68
☐ **Week 9 quiz**

Week 10

March 29 Urbanization and postwar economic developments
☐ Lemke-Santangelo, *Abiding Courage*, pp. 69–106

March 31 Race, class, and gender: The broader freedom struggle
☐ Lemke-Santangelo, *Abiding Courage*, pp. 107–152
☐ **Week 10 worksheet due**

Week 11

April 5 Postwar liberalism and movements for social change
☐ Honey, *Black Workers Remember*, pp. 43–108

April 7 Emergence of the civil rights movement
☐ Greene, *Praying for Sheetrock*, pp. 79–151
☐ **Week 11 quiz**

Week 12

April 12 Old struggles in new contexts
☐ Lemke-Santangelo, *Abiding Courage*, pp. 153–182

April 14 From human rights to civil rights
☐ Korstad and Lichtenstein, “Opportunities Found and Lost”
☐ Griffith, *Crisis of American Labor*, pp. 62–105
☐ **Analytical paper due**

Week 13

April 19 Nonviolent protest in the early 1960s
☐ Greene, *Praying for Sheetrock*, pp. 152–208

April 21 Voter registration in the South
☐ Greene, *Praying for Sheetrock*, pp. 209–232
☐ **Week 13 worksheet due**

Week 14

- April 26 Revitalizing the struggle for economic justice
- ☐ Kelly, *Race Rebels*, pp. 77–100
 - ☐ Greene, *Praying for Sheetrock*, pp. 233–248

- April 28 The black power movement
- ☐ Greene, *Praying for Sheetrock*, pp. 249–269
 - ☐ **Week 14 quiz**

Week 15

- May 3 Backlash and resurgent conservatism after the 1960s
- ☐ Greene, *Praying for Sheetrock*, 270–335
 - ☐ **Research paper due**

- May 5 Prep day—No class

Week 16

- May 10 Struggling on into the twenty-first century
- Note:** This class takes place during the final exam period, **2:15–4:15 pm**
- ☐ Kelley, *Race Rebels*, pp. 183–227