History 4261.002, African-Americans During the Segregation Era  
Fall 2011  
M,W,F 12:00-12:50, Wooten Hall 219

Instructor: Dr. Jennifer Jensen Wallach  
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Office hours: Mondays and Wednesdays 2:00-4:00 or by appointment

Course Description  
For most of the semester we will be studying the experience of African-Americans in the South from roughly from 1877-1945. However, during the last part of the term, we will spend some time discussing the history of the classical phase of the civil rights movement of the 1950s and 1960s and beyond. Despite our largely southern focus, we will frequently talk about the African-American experience in the North during this era and about connections between African-Americans living in different areas of the United States.

Issues that the class will engage will include the problems of periodization and geography, the complicated issue of white and black distance and propinquity, de jure and de facto segregation, Jim Crow socialization, and African-American resistance.

Class Format  
The ethos of the class will be participatory and collaborative. My role as an instructor is to guide you through the process of gathering and analyzing information, not merely to dispense historical data and ask you to memorize it. Students are expected to come to class having read the material and ready to listen actively and to participate in discussions. The class will consist primarily of class discussions, so the quality of our classroom experience will depend upon our collective efforts and active engagement with the course materials. I will give occasional short lectures if further clarification of issues from the readings is required. Each student will give one short presentation. We will also watch the documentary series The Rise and Fall of Jim Crow as well as the documentary Richard Wright: Black Boy.

Required Texts  
David Goldfield, Black, White, and Southern: Race Relations and Southern Culture 1940 to the Present  
Catherine M. Lewis and J. Richard Lewis, Jim Crow America: A Documentary History  
Jennifer Ritterhouse, Growing Up Jim Crow: How Black and White Southern Children Learned Race  
John David Smith, When Did Southern Segregation Begin?  
Richard Wright, Uncle Tom’s Children

Grades and Assignments  
Quizzes-- 200 points  
Paper and Presentation-- 100 points  
Final Exam--100 points  
400 points total

Final Grades:  
360-400 = A  
320-359=B  
280-319=C  
240-279=D

Quizzes: There will be four scheduled quizzes (You may prefer to think of them as “short tests.”) during the course of the semester. Each scheduled quiz is worth 40 points for 160 points total. Please see the
schedule for specific dates. During the class period before each quiz, I will give you some clues about what you should review to prepare for the quiz. The quizzes will cover material from lectures and discussions, the films we watch in class, material from student presentations, and the reading assignments. The quizzes will consist of essay questions, short answer questions, and objective questions.

In addition to the scheduled quizzes, I will give several pop quizzes, which will be collectively worth 40 points. The pop quizzes are designed to encourage class attendance and accountability for the reading assignments.

**Paper and Presentation:** You will write a 4-6 page paper and make a 7-9 minute presentation on your findings. *Your paper is due on the date of your presentation.* More information will be distributed and you will sign up for a topic and presentation date on August 31.

**Final Exam:** More details will be distributed alter.

**Missed Quizzes and Late Assignments**
I will allow make ups for scheduled quizzes/ short tests only if arrangements are made in advance and if proper documentation explaining your absence is provided. Do not come to me after you missed a quiz and ask to make it up. Out of fairness to the other students, my answer at that point will be “no.”

You may make up a pop quiz only if you have an acceptable and documented reason for missing class (serious illness, death of a close family member, official UNT travel, etc.). Please note that excuses such as traffic, car trouble, vacation travel, or broken alarm clocks are not acceptable for the purposes of making up a quiz. Please note that if you are going to miss class for UNT related travel events, you are obligated to make arrangements to make up the work you will miss before the absences.

You may turn in your papers up to one week beyond your scheduled presentation date for a one letter grade penalty. You may not, however, make up a missed in class presentation unless arrangements are made in advance or under the most extreme circumstances.

**How to Reach Me**
Please always feel free to come and see me during my office hours if you have any comments, questions, or concerns.
E-mail is the best way to reach me. However, I generally only reply to emails once a day, so please allow 24 hours for a response (or more on the weekends).

**Academic Honesty**
Students are expected to strictly adhere to the UNT Student Code of Conduct, which prohibits lying, cheating, and plagiarism. Academic dishonesty will result in a failing grade for an assignment on the first offense. The second offense will result in failure of the course.

Please be particularly careful to avoid plagiarism—taking credit for another person’s intellectual property without giving her proper credit.

The American Historical Association’s “Statement on Professional Conduct” defines plagiarism in the following way:

“The word plagiarism derives from Latin roots: plagiarus, an abductor, and plagiarire, to steal. The expropriation of another author’s work, and the presentation of it as one’s own, constitutes plagiarism and is a serious violation of the ethics of scholarship. It seriously undermines the credibility of the plagiarist, and can do irreparable harm to a historian’s career.
In addition to the harm that plagiarism does to the pursuit of truth, it can also be an offense against the literary rights of the original author and the property rights of the copyright owner... **The real penalty for plagiarism is the abhorrence of the community of scholars.**

Plagiarism includes more subtle abuses than simply expropriating the exact wording of another author without attribution. Plagiarism can also include the limited borrowing, without sufficient attribution, of another person’s distinctive and significant research findings or interpretations. Of course, historical knowledge is cumulative, and thus in some contexts—such as textbooks, encyclopedia articles, broad syntheses, and certain forms of public presentation—the form of attribution, and the permissible extent of dependence on prior scholarship, citation, and other forms of attribution will differ from what is expected in more limited monographs. As knowledge is disseminated to a wide public, it loses some of its personal reference. What belongs to whom becomes less distinct. But even in textbooks a historian should acknowledge the sources of recent or distinctive findings and interpretations, those not yet a part of the common understanding of the profession. Similarly, while some forms of historical work do not lend themselves to explicit attribution (e.g., films and exhibitions), every effort should be made to give due credit to scholarship informing such work.

Plagiarism, then, takes many forms. The clearest abuse is the use of another’s language without quotation marks and citation. More subtle abuses include the appropriation of concepts, data, or notes all disguised in newly crafted sentences, or reference to a borrowed work in an early note and then extensive further use without subsequent attribution. Borrowing unexamined primary source references from a secondary work without citing that work is likewise inappropriate. All such tactics reflect an unworthy disregard for the contributions of others.

No matter what the context, **the best professional practice for avoiding a charge of plagiarism is always to be explicit, thorough, and generous in acknowledging one’s intellectual debts.”**

(See: [http://www.historians.org/pubs/free/professionalstandards.cfm#Plagiarism](http://www.historians.org/pubs/free/professionalstandards.cfm#Plagiarism))

If you have any questions about what constitutes plagiarism while you are in the process of writing your paper, see me.

***Please note:*** Copying even a few sentences from the Internet and presenting them as your own work constitutes plagiarism.***

**Special Needs**

Any student requiring instructional modifications due to a documented disability should make an appointment to meet with the instructor as soon as possible. An official letter documenting the disability will be expected in order to receive accommodations.

**Student Evaluations**

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

**Schedule**

*Please note: This schedule is subject to change. You are expected to attend class regularly and to be aware of any changes that may be made.*
Week 1
August 26—Introduction to the course

Week 2
August 29—Film: *The Rise and Fall of Jim Crow*, “Promises Betrayed, 1895-1896”
August 31—Paper assignments distributed & presentation dates scheduled
September 2—Discussion: Smith, Part I “Introduction”

Week 3
September 5—**Labor Day, No Class**
September 7—Discussion: Lewis & Lewis, Introduction and Chapter 1
September 9—Discussion: Smith, pp. 45-83

Week 4
September 12—Discussion: Lewis & Lewis, Chapter 2
September 14—**Quiz #1**
September 16—Discussion: Smith, pp. 85-102; 133-152

Week 5
September 19—Discussion: Smith, pp. 103-132; Ritterhouse, “Introduction: Forgotten Alternatives”
September 21—**Presentations:**
1. minstrel shows________________________
2. *Plessy v. Ferguson*________________________
3. Booker T. Washington________________________
4. Wilmington, North Carolina Riot, 1898________________________
5. Charlotte Hawkins Brown________________________
September 23—Discussion: Ritterhouse, Chapters 1 & 2

Week 6
September 26—Discussion: Ritterhouse, Chapters 3 & 4
September 28—Film: *The Rise and Fall of Jim Crow*, Fighting Back, 1896-1917

September 30—**Presentations:**
6. W.E.B. Du Bois________________________
7. Ida B. Wells________________________
8. lynching________________________
9. Fisk University_________________________

10. Brownsville, Texas Incident, 1903________________________

**Week 7**
October 3- Discussion: Ritterhouse, Chapter 5 & Conclusion

October 5- **Presentations:**
11. Elaine “Race Riot,” 1919________________________

12. Jack Johnson _______________________

13. *The Birth of a Nation* (film)____________________

14. Madame C. J. Walker _______________________

15. Paul Laurence Dunbar_____________________

October 7- **Quiz #2**

**Week 8**
October 10: Discussion Lewis & Lewis, Chapter 3

October 12: Film: *Richard Wright: Black Boy*

October 14- **Presentations:**
16. Langston Hughes_________________________

17. Zora Neale Hurston_____________________

18. Louis Armstrong________________________

19. Great Migration________________________

20. National Urban League_____________________

**Week 9**
October 17: Film: Finish *Richard Wright: Black Boy*

October 19: Discuss: Wright, “The Ethics of Living Jim Crow” and “Big Boy Leaves Home”

October 21- **Presentations:**
21. National Association of Colored Women_____________________

22. Marcus Garvey _______________________

23. Anna Julia Cooper_____________________

24. Bessie Smith________________________

25. the Blues________________________
**Week 10**
October 24—Discussion: Wright, “Down by the Riverside” and “Long Black Song”

October 26—**Presentations:**
26. sharecropping ______________________
27. Brotherhood of Sleeping Car Porters ______________________
28. Scottsboro Case____________________
29. Harry Haywood____________________
30. Southern Tenant Farmers’ Union ______________________

October 28—Discussion: Wright, “Fire and Cloud” and “Bright and Morning Star”

**Week 11**
October 31—**Presentations:**
31. Paul Robeson____________________
32. Marian Anderson____________________
33. Tuskegee Syphilis Study ______________________
34. chain gangs ______________________
35. Mary Church Terrell ______________________

November 2—Discussion: Lewis & Lewis, Chapter 4

November 4—**Quiz #3**

**Week 12**
November 7—Film: *The Rise and Fall of Jim Crow*, Don’t Shout Too Soon, 1918-1940

November 9 – Discussion: Goldfield, Chapters I-III

November 11—**Presentations:**
36. Mary McCleod Bethune ______________________
37. Ella Baker____________________
38. Charles Hamilton Houston____________________
39. Billie Holiday____________________
40. Tuskegee Airmen____________________

**Week 13**
November 14-Discussion: Goldfield, Chapters IV & V

November 16—**Presentations:**
41. Double V-Campaign____________________
42. Pauli Murray

43. Jackie Robinson

44. Congress of Racial Equality

November 18—Discussion: Lewis & Lewis, Chapter 5

**Week 14**

November 21—Film: *The Rise and Fall of Jim Crow*, Terror and Triumph, 1940-1954

November 23—**No Class Thanksgiving Holiday**

November 25—**No Class Thanksgiving Holiday**

**Week 15**

November 28—Discussion: Goldfield, Chapters VI-VIII

November 30—**Presentations:**

45. Walter White

46. *Morgan v. Virginia*

47. *Smith v. Allright*

48. Bayard Rustin

December 2—Discussion: Goldfield, Chapters IX-XI

**Week 16**

December 5—**Quiz #4**

December 7—Review for final exam

**Final Exam:**

Wednesday, December 14 10:30-12:30