HIST 4451-001 African-Americans during the Segregation Era  
Spring 2017  
M/W 3:30-4:50, Wooten 110

Instructor: Dr. Jennifer Jensen Wallach  
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Office hours: Wednesdays 11:00-1:00 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 class sessions, 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, the idea of integration versus desegregation, and African-American resistance and community building.

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 of lectures and class discussions. The quality of our classroom experience will depend upon our collective efforts and active engagement with the course materials. In addition to the lecture and discussion format, each student will give a presentation, and we will also watch the documentary series The Rise and Fall of Jim Crow.

Required Texts  
Allyson Hobbs, A Chosen Exile: A History of Racial Passing in American Life  
Jennifer Ritterhouse, Growing Up Jim Crow: How Black and White Southern Children Learned Race  
Other readings will be posted to Blackboard

Grades and Assignments  
Four Tests-- 200 points  
Reading Quizzes—60 points  
Response to Black History Month Lecture-20 points  
Newspaper article about Segregation/ Analysis—20points  
Paper and Presentation-- 100 points  
400 points total

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

Tests: There will be four tests. One will serve as your final exam. Each is worth 50 points. Please see the schedule for specific dates. During the class period before each tests. I will give you some clues about
what you should review to prepare for the quiz. They will cover material from lectures and discussions, the films we watch in class, and the reading assignments. The tests will consist of essay questions, short answer questions, and objective questions.

**Quizzes:** I will give six reading quizzes, which will be worth 10 points each.

**Black History Month Speaker Response Paper:** You will write a 1 ½ to 2 page response to the Black History Month lecture by David Roediger titled "From the General Strike of the Slaves to Black Lives Matter" at 4pm in ESSC 225 on Wednesday, February 22, 2017. The paper is worth 20 points and will be due on February 27, 2017. *Attendance at this lecture is required.* We will not meet as a regular class today.

**Newspaper Article about Segregation/Analysis:** On April 29 please bring in a newspaper article, blog posting, etc. that comments on the issue of segregation in the 21st century along with a 1 ½ to 2 page analysis of the article. Please be prepared to share your article and analysis in class.

**Paper and Presentation:** You will write a 5-7 page paper and make a 15 minute presentation on your findings. *Your paper is due on the date of your presentation.* Details will be distributed in class on February 13.

**Missed Tests/Quizzes and Late Assignments**
I will allow make ups for tests and quizzes 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 test or quiz and ask to make it up. Out of fairness to the other students, my answer at that point will be "no." 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.

**Attendance**
In general I do not take attendance. There is always a strong correlation between attendance and performance in the course. However, in the name of collegiality, I will take attendance on the dates when student presentations are scheduled. For every student presentation class you miss without an excused absence I will deduct 10 points from your final grade. (These include 3/1, 3/20, 3/27, 4/12, 4/19, 4/26.)

**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: plagiarius, an abductor, and plagiare, 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)

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**
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to
implementation in each class. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

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—
Class meetings:
January 18—Introduction; Sign up for paper/presentation topics

Week 2—
Class meetings:
January 23—Lecture: From Slavery to Segregation; Reading/Discussion: “Origins of Segregation”
Reading: Excerpts from the work of C. Vann Woodward and Joel Williamson posted on Blackboard

January 25—Lecture: Segregation versus Exclusion; Reading/Discussion: Up From Slavery, pp. Chapters I-VI

Week 3—
Class meetings:
January 30—Lecture: The Linchpins of Jim Crow
Read: Ritterhouse, Introduction
Reading Quiz #1

February 1—Lecture: Place, Space, and Racial Etiquette; Reading posted on Blackboard: Richard Wright, “The Ethics of Jim Crow”; Read: Ritterhouse, Chapter 1

Week 4—
Class meetings:
February 6—Test #1

February 8—Lecture: Racial Uplift; Reading/Discussion, Up From Slavery, Chapters VII-XIV
Reading Quiz #2

Week 5—
Class meetings:
February 13—Lecture/Discussion: Writing a Research Paper and Making a Scholarly Presentation
Paper Assignment Instructions Distributed

February 15—Lecture: W.E.B. Du Bois, the Niagara Movement, and the NAACP; Reading/Discussion
Reading Quiz #3

Week 6—
Class meetings:
February 20—No class. Watch Pinky (1949), available on Youtube

February 22—Black History Month lecture by David Roediger titled "From the General Strike of the Slaves to Black Lives Matter" at 4pm in ESSC 225 on Wednesday, February 22, 2017. The paper is worth 10 points
and will be due on February 27, 2017. Attendance at this lecture is required. We will not meet as a regular class today.

**Week 7**
Class meetings:
**February 27**—Discussion: *Pinky* and *A Chosen Exile*, Prologue-Chapter 3

**March 1**—Presentations:
1. Minstrel shows ______________________
2. *The Brownies Book* ______________________
3. Paul Laurence Dunbar ______________________
4. Fisk University Student Protest__________________________
5. Chicago Race Riot, 1919________________________

**Week 8**
Class meetings:
**March 6**—Discussion: *A Chosen Exile*, Chapter 4-Epilogue
**March 8**—Test #2

**Week 9**
Class meetings:
**March 13**—No Class Spring Break
**March 15**—No Class Spring Break

**Week 10**
Class meetings:
**March 20**—Presentations:
6. Elaine Massacre, 1919____________________
7. Jack Johnson ______________________
8. Ida B. Wells____________________
9. Madame C. J. Walker____________________
10. Bert Williams____________________

**March 22**—Lecture: The Ironic Structure of the Jim Crow South; Reading/ Discussion: Ritterhouse, Chapter 3

**Week 11**
Class meetings:
March 27—Presentations:

11. Great Migration

12. National Urban League

13. Anna Julia Cooper

14. Bessie Smith

15. *Journal of Negro History*

March 29—Lecture: Women Protest Jim Crow

Reading Posted to Blackboard: Michele Mitchell, “Making the Home Life Measure Up”

Reading Quiz #5

Week 12—

Class meetings:

April 3—Lecture: Mary Church Terrell, Charlotte Hawkins Brown, Nannie Helen Burroughs and the Foodways of Uplift

April 5—No class: Take Home Exam #3 Due. Please slide the exam under my office door WH 247 by 5pm

Week 13—

Class meetings:

April 10—Lecture: “Life had made the plot over and over again:” Violence, Stigmatization, and the Ongoing Relevance of Richard Wright’s *Native Son*

Reading posted on Blackboard: Excerpt from *Native Son*

April 12—Presentations:

16. Scottsboro Case

17. Southern Tenant Farmers’ Union

18. Jean Toomer

19. Tuskegee Syphilis Study

20. Zora Neale Hurston

Week 14—

Class meetings:

April 17—Lecture: Black Nationalism and Positive Segregation

Reading posted on Blackboard: W.E.B. Du Bois writes about Segregation in the *Crisis*

April 19—Presentations:

21. *Black Like Me* (John Howard Griffin)

22. Pauli Murray
23. Charles Hamilton Houston

24. White Citizens Council

25. Ella Baker

**Week 15**

Class meetings:

**April 24**—Lecture: Dismantling Jim Crow
Reading posted on Blackboard: James Farmer, “Integration or Desegregation” and Stokely Carmichael, “Toward Black Liberation”

**Reading Quiz #6**

**April 26**—Presentations:

25. Sidney Poitier

26. March on Washington Movement

27. Little Rock Nine

28. “Aunt Jemima”

29. Gospel Music

**Week 16**—**Conclusion**

Class meetings:

**May 1**—Discussion: State of and Meaning of Segregation Today

**Newspaper Articles about Contemporary Segregation and 1 ½ to 2 page analysis due**

**May 3**—Review for the Final Exam

**Final Exam: Wednesday, May 10, 1:30-3:30pm**