

**HURON UNIVERSITY COLLEGE
DEPARTMENT OF HISTORY
HISTORY 3313G
AFRICAN AMERICAN HISTORY, 1877-PRESENT, Winter 2010**

Dr. Nina Reid-Maroney

Class meets: Mondays 11:30-12:30 and Wed. 11:30-1:30, W103

Office hours: Tues. And Thurs. 2:30-3:30

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Welcome! History 3313G explores themes in African American history, beginning with the black activist response to the rise of segregation, and ending in the late 20th century. The materials on which our work is based are rich and rewarding when studied with care; you will find that there is a lot of required reading and an important discussion component in the course. Through discussion, films and lectures, we examine topics such as the “strange career of Jim Crow” and resistance to segregation; work, family, migration; religion and culture, as well as the development of modern civil rights movements and black feminism. You are asked to approach the course material critically, asking questions not only of the past but of historians, who try to tell us what it all means. To this end, many of the readings centre on important debates about race, interpretive voice, and the relationship between historical consciousness and cultural power.

By the end of the course, you should:

1. Have an overview of major themes in recent African American history.
2. Be able to interpret and use primary sources to support your own conclusions about the past.
3. Be able to identify major historiographical issues in African American history and defend your own point of view.
4. Recognize the agency and power of people, both ordinary and exceptional, in the face of oppression.

Course requirements:

History 3313G offers students the choice of a) writing a research essay, or b) a Community-Based Learning option. The latter project is designed to fit within Huron’s definition of the broad goals of community-based learning, as outlined on the HUC website: “Community-based learning, a form of experiential learning, links the classroom to various communities outside of the university, so that engagement with the community and academic study strengthen one another. Students will be required to reflect critically on their structured activities within public, government, NGO or advocacy groups, and so to connect experience with academic and personal learning.” Details on this option are found below.

Participation (see details below)	20%
Book review (due February 10)	10%
Research essay or CBL project (information on a separate handout)	30%
Final Exam	40%

Required Reading:

Kevin Boyle, Arc of Justice: A Saga of Race, Civil Rights and Murder in the Jazz Age

Anne Moody, Coming of Age in Mississippi

Clayborne Carson, Emma Lapansky-Werner, Gary Nash, The Struggle for Freedom: A History of African Americans vol. II

Other readings available through JSTOR or on reserve, as noted below.

Class Schedule:

January 4-6

Introduction

David W. Blight, “For Something beyond the Battlefield: Frederick Douglass and the Struggle for the Memory of the Civil War,” Journal of American History 75 (1989): 1156-78. (JSTOR)

Struggle for Freedom, ch. 11

January 11-13

Race and Segregation

Struggle for Freedom, ch. 12

Finkenbine, Sources of the African American Past ch. 9 (on reserve)

January 18-20

Progressive Era

Finkenbine, Sources of the African American Past ch. 10 (on reserve)

Struggle for Freedom ch. 13

January 25-27

Migration

“Why Blacks Chose to Leave the South: Letters of Negro Migrants of 1916-1918,” in Thomas Frazier, ed., Afro-American History: Primary Sources (Belmont, Ca.: Wadsworth, 1988), pp. 233-41 (on reserve)

James R. Grossman, “The White Man’s Union: The Great Migration and the Resonance of Race and Class in Chicago, 1916-22,” in Joe W. Trotter, Jr., ed., The Great Migration in Historical Perspective, pp.83-105 (on reserve)

Struggle for Freedom ch. 14

February 1-3

Black History Month—Discussion

Read: Arc of Justice

February 8-10

Arc of Justice (book review due Feb. 10)

(no new reading this week)

February 15-17

READING WEEK

Feb. 22-24

Renaissance

Hazel Carby, “‘It Jus Be’s Dat Way Sometime’: The Sexual Politics of Women’s Blues,” in Unequal Sisters, 2d ed., edited by Ellen DuBois and Vicki Ruiz, pp. 330-41 (on reserve)

Selections from Finkenbine, Sources on the African American Past, ch. 11: Alain Locke, The New Negro; Harlem Renaissance Poetry; Zora Neale Hurston, In Praise of Black Folk Culture; Marcus Garvey, “African Fundamentalism.” (on reserve)

March 1-3

Politics and a New Deal

Robin Kelley, “‘We Are Not What We Seem’: Rethinking Black Working-Class Opposition in the Jim South,” Journal of American History 80 (1993): 75-112 (JSTOR)

Struggle for Freedom, ch. 15

March 8-10

Wartime & Home Fronts

Finkenbine, Sources of the African American Past ch. 13 (on reserve)

Struggle for Freedom, ch. 16

March 15-17

Civil Rights I

Read: Anne Moody, Coming of Age in Mississippi

Struggle for Freedom, ch. 17

March 22-24

Civil Rights II (essay due Mar. 24)

Selections from Frazier, ed., Afro-American History (on reserve)

Struggle for Freedom, ch. 18.

March 29-31

Black Power, Black Feminism

Frances M. Beal, “Double Jeopardy: To Be Black and Female,” in Frazier, ed., Afro-American History, pp.427-36 (on reserve)

Timothy B. Tyson, “Robert F. Williams: ‘Black Power’ and the Roots of the African American Freedom Struggle,” Journal of American History 85 (1998): 540-70 (JSTOR)

Struggle for Freedom, ch. 19.

April 5-7

Final Considerations

Paula Giddings, “The Last Taboo” in Morrison, Race-ing Justice, En-Gendering Power, 441-465 (on reserve)

Struggle for Freedom, 20, 21.

Notes on assignments and assessment in the course:

Participation

A course raising so many important questions about interpretation of the past means little without your participation. Ordinarily (with some variation depending on films and assignment due dates) we will discuss the weekly assigned reading on Wednesdays. Attendance will be taken on discussion days. Your participation grade will be based on attendance, regular and meaningful contribution to discussion of the reading (this may include small-group discussion, leading class discussion, brief written responses prepared in class, etc.) The participation grade is broken down as follows: Attendance: **5%**
Regular and informed participation in group work and class discussion: **15%**

Book Review (due Feb. 6)

Your assignment is to prepare a 6-page critical book review of Kevin Boyle's Arc of Justice. You should present your own informed argument about the book—its value and limitations—in the context of the course. The review should address the author's sources, method, contribution to your understanding of course themes, and the book's overall importance. The book review will be assessed in the following areas: originality; clarity of argument; grammar and style, and overall effectiveness of the critique. Please note: if you have already written a book review of Arc of Justice in History 2301E, you'll be asked to write a review of Coming of Age in Mississippi instead.

Research Essay (due March 24)

The research essay is to be 12 pages in length, and should be written on a topic of your own choosing within the scope of the course. The essay should be based on a mix of primary and secondary sources (at least 5 of each) and should reflect your own interest in the course material. Although it is reasonable to choose a topic related to the civil rights movement, you'll want to avoid the most familiar sorts of essay questions—for example, don't write an essay comparing MLK and Malcolm X. Instead, you should pursue a fresh research question and conduct your own research, taking advantage of the extensive primary source materials available through the library. Include an annotated bibliography.

Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/pdf/CodeStudentRights.pdf>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

[downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> under the Medical Documentation heading]

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, the student must submit a request to the instructor in writing prior to the due date of an assignment, and immediately in the case of a test. (Or as soon as possible following a medical emergency) Students are protected under the Official Student Record Information Privacy Policy and so written requests need only include a broad and general explanation of the situation, and the approximate length of time required. At the discretion of the instructor, the granting of extensions and re-scheduled tests may require the student to submit supporting either medical or non-medical documentation to the Academic Counsellor, who will then make the determination as to whether accommodation is warranted.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf .

Plagiarism

Plagiarism is an academic offence and will be treated as such. Students who are in doubt as to the nature of this offence should consult their instructor, Department Chair or the Dean, as well as the Huron University College Statement on Plagiarism, available at the reference desk in the HUC Library and at

<http://www.huronuc.on.ca/pdf/FASSonPlagiarism.pdf> . In addition, students may seek guidance from a variety of current style manuals available at the Reference Desk in the HUC Library. Information about these resources can be found at:

http://www.huronuc.ca/library/research_guides_and_handouts .

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be

used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Program and Academic Counselling

History students registered at Huron who require advice about modules and courses in *History* should contact Dr. J. Fang, Chair of the History department (jfang9@huron.uwo.ca, V126, ext. 239). Students should contact Debbie Chadwick or Kent Robinson, Academic Counsellor on other academic matters. See the Academic Counselling website for information on services offered.

http://www.huronuc.on.ca/faculty_arts_social_science/academic_services_centre/academic_counselling_contact_and_services/