

African-American History Since 1865

Professor T. Tillery
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Required Texts: **Hine, Darlene, Hine, William C., Harrold Stanley, The African-American Odyssey, Volume II: Since 1865**
Bracey, John Jr., Sinha, Manisha, African American Mosaic: A Documentary History from the Slave Trade to the Twenty-first Century Vol II, From 1865 To the Present
Rampolla, Mary Lynn, A Pocket Guide to Writing In History

Course Mechanics:

Lectures: lectures will consist of a series of topics looking at the major themes and issues in African-American history since 1865. In presenting this material the instructor has attempted to synthesize some of the major interpretations in the field. The use of audio-visual aids will also be used to provide a different or more in-depth perspective on an issue or topic. In addition students will find the CD audio tool useful. Students should check WebCT each Friday for any announcements or additional information.

Discussions: While history 3331 is primarily lecture oriented discussion is an important part of the course. On given topics the instructor will expect students to come prepared to discuss those issues. Generally the instructor will give students a week's notice of a topic he thinks vital for the class to discuss. The instructor also welcomes pertinent questions and exchanges on the topics under discussion during class in general. Students are also welcomed to email the instructor with additional questions and comments about lectures or the readings.

Readings: The course is not designed simply as a chronological narrative of African-American history. With this in mind the instructor has assigned texts which hopefully give the student some "sense of the times" under discussion.

Paper: Since writing is critical to the study and understanding of history students will be required to do a paper from a variety of topics. The instructor will discuss the paper in detail and provide an additional set of written instructions. The paper will be worth 50 points.

Examinations: There will be two major examinations for Course 3331, a midterm and a final. The two major examinations will be worth 100 points for the midterm and 200 points for the final examination. All exams and quizzes will require a mastery of the lecture and assigned reading materials and some attempt at historical analysis. The midterm is tentatively scheduled for March 8th. Examination format will consist of identification and

essay. The University has set May 8th from 2-5pm as the date and time for the final examination.

Attendance: Attendance is mandatory and will be taken during each class period. If you cannot meet the class time and the dates and times for the exams, you should withdraw immediately. There will be no exceptions for early final exams or midterms. Foreign students and students planning early campus departures for the holidays should either make reservations in concert with the class schedule or withdraw. Students with outstanding class attendance will be awarded an additional 25 points (3 or less absences) to their point total.

Other pertinent information: Punctuality is required. Chronically late or excessive absenteeism will result in a mandatory class withdrawal. Students who on a rare occasion need to arrive late should become invisible and quietly sit in the back. Before the start of class students should take whatever measures necessary to remain in the class until it is dismissed. Students are permitted to tape the lectures and use laptops to take notes if you wish. Students caught using laptops used for any other purpose will lose the privilege. Students with disabilities should meet with me to both fill out the necessary papers and determine if taking exams at the Center is necessary. Students who become a disruptive presence in the class by loud, repeated talking or other disruptive behavior (cell phones, etc) will be withdrawn from the course. Penalties for academic dishonesty will be strictly enforced. Breaches of academic honesty, including cheating and plagiarism, will automatically be failed for that quiz, paper, exam or the course.

Course Grades: Grades will be computed in the following manner: the two examinations will be worth 300 and the paper 50 points for a total of 350 points. However, if the instructor feels that extra credit assignments are warranted to arrive at a fair and judicious grade. In addition, the potential 25 points for attendance will be added to the total.

Topics:

I. Introduction

- A. The Nature of History
- B. African-American History in the context of American History

II. The Era of Reconstruction

- A. The Legacy of Abraham Lincoln Hine, Ch. 12, 13
- B. The Nation and Reconstruction Bracey, Section 6
- C. Conflict of Interpretations of the Civil War and Reconstruction
- D. White Restoration

III. Nadir 1877-1900

- A. The Evolution of Jim Crow Hine, Ch. 14, 15
- B. Black Exodus Bracey, Section 7

IV. Booker T. Washington and the Age of Accommodation

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| A. Ascendancy | Hine, Ch. 16 |
| B. Opposition and Accommodation versus Protest | Bracey, Section 7 |
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| V. Blacks at the Turn of the Century | Hine, Ch. 16 |
| A. Social, Economic and Political Status | Bracey, Section 8 |
| B. Blacks and Progressivism | |
| C. Peonage: The Shadow of Slavery | |
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| VI. World War I Era | Hine, Ch. 17 |
| A. Great Migration | Bracey, Section 8 |
| B. Black Participation | |
| C. Protest | |
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| VII. The New Negro | Hine, Ch. 17 |
| A. The Red Summer | Hurston (complete) |
| B. The Harlem Renaissance | Bracey, Section 8 |
| C. Marcus Garvey: Black Moses | |
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| VIII. The Depression Era | Hine, Ch. 18 |
| A. New Socks/Old Shoes | Bracey, Section 9 |
| B. The New Deal | |
| C. Religion: Black Gods of the Metropolis | |
| D. Labor | |
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| IX. World War II | Hine, Ch. 19, 20 |
| A. Tactics: New and Old | Bracey, Section 10 |
| B. Transition | |
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| X. Emergence of the Civil Rights Movement | Hine, Ch. 21 |
| A. The Rise of King | Bracey, Section 10 |
| B. The Origins of CORE | |
| C. Tactics and Strategies | |
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| XI. Retreat to the Ghetto | Hine, Ch. 22 |
| A. High Tide/Nadir | Bracey, Section 11 |
| B. Black Power | |
| C. Affirmative Action | |
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| XII. In Search of Direction | Hine, Ch. 23 |
| A. Farrakhan and the Rebirth of the Nation of Islam | Bracey, Section 11 |
| B. Confused Visions | |

Guidelines and directions for paper in history 3331-African-American Since 1865

During the semester listening to lectures, viewing visual aids, reading the text and outside readings, and the impromptu class discussions will all contribute to reversing the often stated axiom that “misunderstanding of the present is the inevitable consequence of ignorance of the past.” However, mastery of these forms of historical inquiry alone will not achieve the above stated mission of using history to teach us how to avoid the mistakes we continually make in the future. Writing on some historical phenomenon provides a uniquely personal understanding of the historical process. It affords you the opportunity to create a narrative of a story told from a different point of view; analyze and support an argument about an issue, event, person, movement or a period of time; and it allows through the application of causation dynamics the ability to get a sense of change and continuity.

From the attached list of selected topics choose one to write a seven to eight page (including the sources cited and researched page) paper demonstrating one or a combination of the following: analytical narrative; an argument in which you take a position; an analytical essay of comparison and contrast; or a topic focusing on a cause and effect relationship of some phenomena, movement or individual (s). For all students, expect those taking the course for honors credit, at least six secondary sources must be used. Students taking the course for honors credit are required to write a ten to twelve page paper using no less than ten secondary sources.

This is a formal paper requiring students to use proper diction and avoid colloquial language. Formal citations of historical sources are also required. Students should be careful to avoid plagiarism. The instructor will provide a separate document for discussion with students on such topics as: plagiarism, the use of facts, distinctions between narrative and analytical writing, building the argument, writing sentences in history, building a paragraph and revision of essay drafts.

Students are encouraged to meet with me and discuss their topics once they have done sufficient expository research. All papers are to be typed and doubled spaced with a cover sheet. All papers are due on the last class day.

Topics:

- I. An assessment of the role of African-American Reconstructionists.
- II. Forms of involuntary servitude in the post Civil War period.
- III. Exodus movements between 1879 and 1925.
- IV. The impact of “biographical determinants” on the ideology of accommodation and protest leaders between 1880-1925.
- V. The role of African American women in the struggle for equality between 1900 and 1965.
- VI. Religion and Black Nationalism in the twentieth century.
- VII. The Role of Race and Sports in the Twentieth Century.

- VIII. The Portrayal of African-Americans in Twentieth Century Film.
- IX. African Americans in War from 1898 to Vietnam.
- X. African American and Self-Image during the Harlem Renaissance.
- XI. A Critical Analysis of Urban Riots in the Twentieth Century.
- XII. Black Religion: Opiate and Liability, or Source of Black Progress during the Twentieth Century.
- XIII. The Role of "Agency" in African-American Life between 1954-1965.
- XIV. A Critical Analysis of "Affirmative Action: Its Origins and Impact on American Society in the last half of the Twentieth Century.
- XV. A Critical Assessment of the strategies and tactics for black liberation in the Twentieth Century.
- XVI. An Assessment of the role black culture has played in the socio-economic development African Americans in the Twentieth Century.

The topics have been broadly framed to allow students to develop and refine their unique approach to the subject. Once you have decided on a topic and conducted a preliminary list of sources, develop a set of tentative questions to examine in your paper. This would be an excellent point to meet with the instructor and discuss the paper.

Additional Guidelines for Paper in 3331

- I. General Points:
 - A. All papers should have a beginning, middle and an end. The first few paragraphs should state the general theme or approach of the paper. In other words, what is this paper about? What do you hope to demonstrate or prove? Grab your reader's attention early, but gently.
 - B. Build your argument or discussion with good paragraphs. Each paragraph should be devoted to one point or idea. Each proceeding paragraph should logically follow the previous one. The middle part of your paper is used to systematically flesh out the general theme or approach and is therefore the longest part of the paper.
 - C. In writing the paragraphs be carefully to observe the following:
 - 1. Write in language that your audience can understand, but refrain from pretentious or colloquial language.
 - 2. Write complete sentences using proper diction and gender-specific language.
 - 3. Be careful not to plagiarize. Summarize and paraphrase material used.
 - 4. Avoid the overuse of quotes and use quotation marks correctly.
 - 5. Revise and edit carefully, paying attention to:
 - a. Punctuation, spelling and formatting.
 - b. Proofread the preliminary and final drafts.
 - c. Go through a final evaluation of your arguments and narratives.
 - D. Footnoting and citations on a computer. The guide most recognized by historians are Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. (Chicago: University of Chicago Press, 1993) and the most authoritative and exhaustive work for citing manuscripts, *The Chicago Manual of*

Style. However for this class we will focus on Mary Lynn Rampolla's, A Pocket Guide to Writing in History.

African-American History Since 1865 Word List

“Moving toward”
 “Moving against”
 “Moving away”
 Miscegenation
 Integration
 Acculturation
 Assimilation
 Symbolic leadership
 Bureaucratic leadership
 Opinion leadership
 Charismatic leadership
 “Oppression psychosis”
 “Oppressor psychosis”
 Frederick Douglas
 Emancipation Proclamations, 1862, 1863
 Wade-Adviser Bill, 1864
 Conquered Provinces Theory
 State Suicide Theory
 Reconstruction
 “Birth of a Nation” 1915
 Andrew Johnson, “The Last Jacksonian”
 Proclamation of 1865
 Black Codes
 Committee on Reconstruction
 Freedmen’s Bureau
 Klu Klux Klan
 White Camelia
 Reconstruction Acts 1867
 “Swing Around the Circle Campaign 1866
 Thirteen Amendment 1865
 Fourteen Amendment 1868
 Enforcement Acts, 1870, 1871
 John R. Lynch
 Blanche K. Bruce
 Jonathan Gibbs
 “Repeal of the Iron Clad Oath,” 1872
 United States v. Cruikshank
 United States v. Reese
 Civil Right Act 1875
 Compromise of 1877
 “Grandfather Clause”
 Interpretation clause
 Poll tax

“Good character clause”
 “Literacy clause”
 Benjamin “Pap” Singleton
 Henry Adams
 Exodus of 1879
 Richard T. Greener
 Federal Elections Bill 1890
 Exodus of 1890-1910
 Bishop Henry Turner
 Williams v. Mississippi (1898)
 Booker T. Washington
 Atlanta Exposition Speech 1895
 Plessy v. Ferguson (1896)
Up From Slavery (1900)
 Samuel Armstrong
 Tuskegee Institute
 “Industrial Education”
 William Monroe Trotter
The Guardian
 Boston Riot 1903
 W.E.B. Du Bois
The Philadelphia Negro
Souls of Black Folks (1903)
The Negro Artisan (1902)
The Negro (1915)
 The Niagara Movement (1905)
 The Brownsville Affair (1906)
 “Spanish-America War” (1898)
 Springfield Race Riot (1908)
 William English Walling
 Mary White Ovington
 NAACP (1909)
 “Non-economic liberalism”
 Legal Redress Committee
 Moorefield Story
 Louis Marshall
Crisis
The Messenger
 A. Philip Randolph
 National Urban League (1911)
 George Edmund Haynes
 Eugene Knuckle Jones
The Opportunity
 Ida B. Wells-Barnett
 Tulsa Oklahoma Riot (1921)

Guinn v. U.S. (1915)
 Buchanan v. Warley (1917)
 “Racial restrictive covenants”
 Shelley v. Kraemer (1948)
 Moore v. Dempsey (1923)
 Nixon v. Herndon (1927)
 Marcus Garvey
 Universal Negro Improvement Association
 Black Star Line
 “New Negro”
 “Red Summer” 1919
 “Chicago race riot, 1919”
 Alain Locke
 A’Lelia Walker and Madame C.J. Walker
The New Negro (1925)
 Charles Chesnutt, *the House behind the Cedars*
 James Weldon Johnson
 James Dunbar
 Rear Guard
 School of Satire
 Harlem School
 Wallace Thurman, *The Blacker the Berry*
 George Schuyler, *Black No More*
 Jessie R. Fauset, *There is Confusion*
 Nella Larsen, *Quicksand* and *Passing*
 Countee Cullen
 Langston Hughes, *The Ways of White Folks*
 Claude McKay, *Home to Harlem* (1928), “If We Must Die,” 1919
 Josephine Baker
 Zora Neale Hurston, *Their Eyes are Watching God*
 Second Armenia Conference 1933
 Ralph Bunche
 “Don’t Buy Where You Can’t Work”
 Angelo Herndon
 “The Scottsboro Case”
 “Integration vs. Segregation”
 Civilian Conservation Corp
 Agricultural Adjustment Act
 WPA
 Father Divine
 March on Washington Movement (MOWM, 1941)
 Executive Order 8802
 F.E.P.C.
 The Tuskegee Airmen
 Dr. Charles Drew

Gunnar Myrdal, The American Dilemma

“To Secure These Rights

Detroit Riot (1943)

Los Angeles “Zoot Suit Riot (1942)

Congress of Racial Equality (CORE)

A.J. Muste

James Farmer

Bayard Rustin

Double V

Morgan v. Virginia (1946)

Journey of Reconciliation (1947)

Gaines v. Missouri

Fisher v. Hurd

McLaurin v. Oklahoma

Sweatt v. Painter

Brown v. Board of Education Topeka Kansas (1954)

Montgomery Boycott (1955)

Montgomery Improvement Association

Dr. Martin Luther King Jr.

Southern Christian Leadership Conference (SCLC)

Ella Baker

Boynton v. Virginia (1960)

Freedom Rides (1961)

Greensboro, North Carolina Sit-in

John F. Kennedy

Diane Nash

Fannie Lou Hamer

I. Paul Buhle, TAKING CARE OF BUSINESS: SAMUEL GOMPERS, GEORGE MEANY, LANE KIRKLAND AND THE TRAGEDY OF AMERICAN LABOR.

II. Nelson Lichtenstein, STATE OF THE UNION: A CENTURY OF AMERICAN LABOR

III. David Brody, LABOR EMBATTLED: HISTORY, POWER, RIGHTS

IV. Beverly Silver, FORCES OF LABOR: WORKERS' MOVEMENTS AND GLOBALIZATION SINCE 1870

V. Stephen Norwood, STRIKEBREAKING & INTIMIDATION: MERCENARIES AND MASCULINITY IN 20TH CENTURY AMERICA

VI. Tera Hunter, TO 'JOY MY FREEDOM: SOUTHERN BLACK WOMEN'S LIVES AND LABORS AFTER THE CIVIL WAR

VII. Melvyn Dubofsky, WE SHALL BE ALL: A HISTORY OF THE INDUSTRIAL WORKERS OF THE WORLD

VIII. Chris Friday, ORGANIZING ASIAN-AMERICAN LABOR: THE PACIFIC COAST CANNED SALMON INDUSTRY, 1870-1942

IX. Zaragosa Vargas, PROLETARIANS OF THE NORTH: A HISTORY OF MEXICAN INDUSTRIAL WORKERS IN DETROIT AND THE MIDWEST, 1917-1933

X. Maurice Zeitlin and Judith Stephan Norris, LEFT OUT: REDS AND AMERICA'S INDUSTRIAL UNIONS

XI. Beth Bates, PULLMAN PORTERS AND THE RISE OF PROTEST POLITICS IN BLACK AMERICA, 1925-1945

XII. Dorothy Sue Cobble, THE OTHER WOMEN'S MOVEMENT: WORKPLACE JUSTICE AND SOCIAL RIGHTS IN MODERN AMERICA

XIII. Ruth Needleman, BLACK FREEDOM FIGHTERS IN STEEL: THE STRUGGLE FOR DEMOCRATIC UNIONISM

XIV. Presentations.