

HIST 352: African-American History Since 1865

Messiah College

Spring 2013
Mondays, Wednesdays, & Fridays
12:40-1:40 pm
Boyer 330

instructor: James LaGrand
office: Boyer 264
telephone: ext. 7381
email: JLaGrand@messiah.edu
office hours: M 1:50-2:50 pm in B264
T 10:45-noon @ Café Diem
W 1:50-2:50 pm @ Café Diem
R 10:45-noon in B264
F 1:50-2:50 pm in B264; & by apt.

DESCRIPTION AND OBJECTIVES:

In this course, we will examine the lives of African Americans from the abolition of slavery to the present day. We will do so in such a way that the rich and varied history of African-American people themselves is revealed. We will also look at the important roles African Americans have played in the history of the nation--the way in which important ideas of freedom and equality were often put before the American public and redefined over time as a result of the actions of African Americans. At one time, historians and the general public viewed both of these accounts as insignificant. As recently as the mid-1960s, historian Benjamin Quarles surveyed the field of African-American history at the time and believed it necessary to point out that "when our history books do not mention the Negro, significant omissions result, and mentioning him solely in terms of some problem has caused an incomplete, distorted picture to emerge." Due in large part to the efforts of Quarles and other African-American historians, both the history of African Americans and their role in American society is now seen as enormously important. One of the themes in this developing history which we will look at in this course is the relationship between assimilation and separation in the African-American historical experience. Many have commented on this, including W. E. B. DuBois. This black intellectual wrote that he and other African Americans had "woven ourselves into the very warp and woof of this nation." Yet he also was attuned to what he called "the Negro's double-consciousness" or "twoness." This and other themes will be explored in an interdisciplinary fashion throughout the course. Politics, work, family life, religion, music, and protest movements are some of the activities that will be examined. This semester's examination of African-American history will help students develop critical reading and reading comprehension skills through the reading of both primary and secondary texts. It will provide students opportunities to develop written and oral communication skills. Finally, this course will challenge students to address seriously the issue of American race relations from a Christian perspective.

COURSE OBJECTIVES--AS A HISTORY COURSE:

- 1) Historical Knowledge: Students will have a better historical understanding of political, social, cultural, economic, and religious practices and structures.
- 2) Historical Methods: Students will demonstrate an understanding of historical causation, an ability to conduct basic historical analysis of primary and secondary sources, and an ability to communicate that analysis in effective written and oral communication.
- 3) Historical Interpretation: Students will use texts and other cultural resources to make sense of the past, understand ways in which the past influences the present, and consider how the present influences our study of the past.
- 4) Historical Convictions: Students will become more thoughtful, curious, and empathetic due to their evaluation of the historical complexity of human identities, cultures, and societies from the perspective of Christian faith.

COURSE OBJECTIVES--AS A PLURALISM COURSE:

- 1) To help students understand contemporary issues that arise out of the pluralism of race, ethnicity, social class, gender, and religion.
- 2) To help students examine contemporary society from diverse viewpoints and, through these, to increase self-knowledge.
- 3) To help students explain some of the effects of inequality, prejudice, and discrimination.
- 4) To help students articulate and practice an informed and faithful Christian response to diversity.

REQUIRED READINGS:

Horton, James Oliver and Lois E. Horton. *Hard Road to Freedom, Volume 2*. Rutgers University Press, 2002. ISBN 0813531810.

Moody, Anne. *Coming of Age in Mississippi*. Laurel. ISBN 0440314887.

Duneier, Mitchell. *Slim's Table: Race, Respectability, and Masculinity*. University of Chicago Press, 1992. ISBN 0226170314.

Online readings listed below.

REQUIREMENTS:

read all required readings listed above

write two exams

write several quizzes

write an essay of 3-4 double-spaced pages on the movie *Lincoln*

write an essay of 4-6 double-spaced pages on Moody's book *Coming of Age in Mississippi*

write an essay of 4-6 double-spaced pages on Duneier's book *Slim's Table*

participate regularly in class

STANDARD OF EVALUATION:

The final grade for the course will be derived as follows:

exam #1	20%
exam #2	30%
quizzes	10%
essays	25%
participation	10%

EXAMS:

You will write 2 exams for this course: a midterm and a final. The midterm exam will have two sections: ID and essay. The first section will ask you to identify and give the significance of several terms from the first half of the course. These might be names, places, organizations, pieces of legislation, etc. In identifying these terms, play the role of the journalist who always answers the five "W" questions: who, what, when, where, and why. After you have identified the term, explain its significance--where it fits in or contributes to major themes covered in the course. IDs need not be more than a few sentences, but they should not be merely a series of disjointed notes or phrases. Make sure you write in complete, grammatical sentences in all your work for this course, including IDs. The second section of the exam will ask you to write an essay on a major theme from the first half of the course. Make sure that you answer this question completely. Your essay should be well-organized, persuasive, and draw on materials from all the different facets of the course--lectures, readings, and class discussions--for examples and evidence. The final exam--in addition to having an ID section and an essay on the second half of the course--will also have a third section which will ask you to write an essay on a theme that spans the entire

course from beginning to end. This final cumulative essay will ask you to think about the course as a whole. Make-up exams will be offered only under extraordinary circumstances (i.e. to students with a note from the dean or a physician).

QUIZZES:

Several unscheduled quizzes covering assigned readings will be given throughout the semester. Make-up quizzes will not be offered; instead, your lowest quiz grade will be dropped in arriving at your total quiz score.

ESSAYS:

You will write three essays—on the movie *Lincoln*, on Moody's *Coming of Age in Mississippi* and on Duneier's book *Slim's Table*. Use the questions below to guide the writing of them. Feel free to expand on the questions given or to begin on a different but related matter. In other words, do not feel constrained by the questions provided. Frame your essays around issues and ideas that you think important and interesting. Yet you should not avoid the questions provided, as they help you address some important issues. In their finished form, your essays should contain prose that is both grammatical and persuasive. In other words, make sure they are both well-written and well-thought-out. Also, your essays should make specific references to the text being discussed when appropriate.

Assignment for essay #1

3-4 double-spaced pages on the movie *Lincoln* due Mon., Feb. 25, in class:

What does the movie *Lincoln* suggest about the place of African Americans and the role of race relations during Lincoln's presidency? Do find the movie's treatment of these themes convincing and compelling? Why or why not?

Assignment for essay #2

4-6 double-spaced pages on Moody's *Coming of Age in Mississippi* due Mon., Apr. 8, in class:

How does Moody's autobiography contribute to the story of the civil rights movement? Which aspects of her discussion of the movement did you expect and which aspects surprised you?

OR

What does Moody's autobiography tell you about Black life in the South during the 1940s and 1950s? How would an autobiography written by a young Black woman today resemble or differ from Moody's account?

Assignment for essay #3

4-6 double-spaced pages on Duneier's *Slim's Table* due Mon., Apr. 22, in class:

In what ways does Duneier's book connect to some of the themes we've explored throughout the course? These include: race relations, social class, integration, the building of black communities, and black uplift.

PARTICIPATION:

It goes without saying that you must attend class regularly in order to participate. You are expected to attend every class meeting. Beyond this minimal participation in the class (which will earn you only a minimal participation grade), you can gain participation points by regularly asking or answering questions, and by responding to readings and lectures when given the opportunity. Moreover, each student will make a 5-minute presentation on an African-American historical figure during the semester and will lead class toward the end of the semester on the future of the civil rights movement.

NOTE ON ACADEMIC INTEGRITY:

Academic dishonesty of any kind (including cheating and plagiarism) violates the community standards of Messiah College, as well as those of the larger community of scholars into which you enter through this course. As such, any cases will be punished appropriately. However, please do not hesitate to talk to the instructor if you have questions about how to use or cite outside sources or about any other matter of academic practice. Messiah College's academic integrity policy may be found here: www.messiah.edu/academics/advising_handbook/academic_policies/integrity.pdf

NOTE ON AMERICANS WITH DISABILITIES ACT:

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services (Hoffman 101). If you have questions, call extension 5382.

HIST 352: African-American History Schedule

N.B. February is Black History Month. You can consult in the internet to learn about events occurring on campus and in the greater Harrisburg region. Please note these events, and participate in them as you're able.

Mon., Feb. 4 - Introduction

Wed., Feb. 6 - The Study of History and the Study of African Americans

reading:

Thomas Holt, "African-American History" [handout]

*Thurs., Feb. 7 - Soul Food Festival, 11 am - 1 pm Boyer Atrium
(sponsored by the Messiah College Black Student Union)*

Fri., Feb. 8 - Oppression and Resilience: African Americans & Slavery

reading:

Richard Allen, "The Origins of the African Methodist Episcopal Church" (1816)

<http://nationalhumanitiescenter.org/pds/maai/community/text3/allenmethodism.pdf>

David Walker, "Appeal to the Coloured Citizens of the World," preamble (1830)

<http://utc.iath.virginia.edu/abolitn/abesdwa3t.html>

Nat Turner, "The Confessions of Nat Turner," section 2 (1831)

[http://etext.virginia.edu/etcbin/toccer-](http://etext.virginia.edu/etcbin/toccer-new2?id=TurConf.xml&images=images/modeng&data=/texts/english/modeng/parsed&tag=public)

[new2?id=TurConf.xml&images=images/modeng&data=/texts/english/modeng/parsed&tag=public
&part=3&division=div1](http://etext.virginia.edu/etcbin/toccer-new2?id=TurConf.xml&images=images/modeng&data=/texts/english/modeng/parsed&tag=public&part=3&division=div1)

Frederick Douglass, "What to the Slave Is the Fourth of July?" (1852)

<http://www.pbs.org/wgbh/aia/part4/4h2927.html>

Mon., Feb. 11 - Constructing Freedom: African Americans & the Civil War; presentation on Douglass

reading:

Hard Road to Freedom, ch. 1

Frederick Douglass, "Men of Color, To Arms" (1863)

<http://teachingamericanhistory.org/library/index.asp?document=440>

Mon., Feb. 11 - Screening of Byron Motley's documentary film, "The Negro Baseball Leagues: An American Legacy," 7:00-8:30 pm, Kline 120; alternate chapel credit

Wed., Feb. 13 - Constructing Freedom: African Americans & Reconstruction

reading:

Hard Road to Freedom, ch. 2

The Colored Citizens of Norfolk, "Equal Suffrage" (1865)

<http://nationalhumanitiescenter.org/pds/maai2/freedom/text5/equalsuffrage.pdf>

Frederick Douglass, "What the Black Man Wants" (1865)

<http://teachingamericanhistory.org/library/index.asp?document=495>

Henry McNeal Turner, Speech before the Georgia State Legislature (1868)

<http://www.blackpast.org/?q=1868-reverend-henry-mcneal-turner-i-claim-rights-man>

Fri., Feb. 15 - Jim Crow

reading:

Hard Road to Freedom, ch. 3

Richard Wright, "The Ethics of Living Jim Crow" (1937)

<http://xroads.virginia.edu/~MA01/White/anthology/wright.html>

Fri., Feb. 15 / Sat., Feb. 16 - Movie Lincoln shown in Parmer Cinema as part of "Lost Films" series

Mon., Feb. 18 - Lynch Law; presentation on Wells

reading:

Online exhibit: "John Mitchell, Jr., and the *Richmond Planet*"

<http://www.lva.virginia.gov/exhibits/mitchell/lynhlist.htm>

<http://www.lva.virginia.gov/exhibits/mitchell/lynch1.htm#listlaw>

Mary Eliza Church Terrell, "Lynching from a Negro's Point of View" (1904)

http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=3&psid=3615

Ida B. Wells-Barnett, Speech at NAACP's first annual conference (1909)

http://www.strange fruit.org/ida_b_wells.htm

Wed., Feb. 20 - African-American Religion from the 1870s through the 1920s

Fri., Feb. 22 - African-American Music from the 1870s through the 1920s

Mon., Feb. 25 - African-American Music from the 1870s through the 1920s (cont.); **Essay #1 DUE**

Wed., Feb. 27 - Debate: How to Uplift the Race?; presentations on Washington & DuBois

reading:

Booker T. Washington, "Atlanta Exposition Address" (1895)

<http://www.bartleby.com/1004/14.html>

Booker T. Washington, "The Fruits of Industrial Training" (1907)

<http://teachingamericanhistory.org/library/index.asp?document=1150>

W. E. B. DuBois, "The Conservation of Races" (1897)

<http://teachingamericanhistory.org/library/index.asp?document=1119>

W. E. B. DuBois, *The Souls of Black Folk*, chapters 1 & 3 (1903)

<http://www.bartleby.com/114/1.html>

<http://www.bartleby.com/114/3.html>

Waldo E. Martin, Jr., "A Great and Difficult Man"

<http://www.nytimes.com/books/00/11/05/specials/dubois-lewis1.html>

James B. LaGrand, "Reconsidering 'The Wizard of Tuskegee'"

<http://www.firstprinciplesjournal.com/articles.aspx?article=1308&theme=amexp&loc=b>

Fri., Mar. 1 - Movements of the 1920s: The Great Migration

reading:

Hard Road to Freedom, ch. 4

Letters of Negro Migrants of 1916-18 [handout]

Chicago Defender, "Things That Should Be Considered" (1917) [handout]

The Chicago Commission on Race Relations, "The Negro in Chicago" (1922) [handout]

Mon., Mar. 4 - Movements of the 1920s: "Back to Africa"; presentation on Garvey

reading:

UNIA, "Declaration of Rights of the Negro Peoples of the World" (1920)

<http://historymatters.gmu.edu/d/5122/>

Marcus Garvey, "An Appeal to the Conscience of the Black Race to See Itself" (1923)

<http://teachingamericanhistory.org/library/index.asp?document=740>

Wed., Mar. 6 - Movements of the 1920s: The Harlem Renaissance; presentation on Johnson

reading:

James Weldon Johnson, "Lift Every Voice and Sing" (1900)

<http://www.poets.org/viewmedia.php/prmMID/15588>

James Weldon Johnson, "The Creation" (1922)

<http://www.bartleby.com/269/41.html>

James Weldon Johnson, "Harlem: The Culture Capital," excerpts (1925)

<http://nationalhumanitiescenter.org/pds/maai3/community/text1/johnsonharlem.pdf>

Langston Hughes, "I, Too" (1925)

<http://www.poets.org/viewmedia.php/prmMID/15615>

Langston Hughes, "The Negro Artist and the Racial Mountain" (1926)
<http://www.britannica.com/bps/additionalcontent/8/399832/Document-Langston-Hughes-The-Negro-Artist-and-the-Racial-Mountain-1926>
 Langston Hughes, "Harlem" (1951)
<http://teachingamericanhistory.org/library/index.asp?document=640>

Fri., Mar. 8 - **EXAM #1**

Mar. 9-17 - Spring Recess; no class meetings

Mon., Mar. 18 - Development of the Civil Rights Movement; presentation on Randolph
 reading:
Hard Road to Freedom, ch. 5
 Adam Clayton Powell, Jr., "The Fight for Jobs" (1938)
http://wps.ablongman.com/long_carson_aal_1/27/6982/1787596.cw/content/index.html
 A. Philip Randolph, "Call to the March" (1941)
http://www.wwnorton.com/college/history/archive/resources/documents/ch30_02.htm
 A. Philip Randolph, "Why Should We March?" (1942)
http://wps.ablongman.com/wps/media/objects/1483/1518614/primarysources1_27_2.html

Wed., Mar. 20 - Development of the Civil Rights Movement (cont.)
 reading:
Hard Road to Freedom, ch. 6

Fri., Mar. 22- The Movement in a Southern Community: Montgomery

Mon., Mar. 25 - Black & White Youth in the Movement (Film: *Ain't Scared of Your Jails*)

Wed., Mar. 27 - Black & White Youth in the Movement (cont.); presentation on Baker
 reading:
 SNCC, "Statement of Purpose" (1960)
http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/SNCC_founding.html
 Ella Baker, "Bigger Than a Hamburger" (1960)
<http://www.crmvet.org/docs/sncc2.htm>

Mar. 29-Apr.1 - Easter Recess; no class meetings

Wed., Apr. 3 - The Movement within a Life
 reading:
 Anne Moody, *Coming of Age in Mississippi*, parts one & two (pp. 11-214)

Fri., Apr. 5 - Reading Recess; no class meeting; read Moody

Mon., Apr. 8 - The Movement within a Life (cont.); **Essay #2 DUE**
 reading:
 Anne Moody, *Coming of Age in Mississippi*, parts three & four (pp. 217-384)

Tues., Apr. 9 - *Lecture by Todd A. Allen, "What Do These Stones Mean? Civil Rights Tourism as an Act of Remembrance," 7:30 p.m., Parmer Cinema*

Wed., Apr. 10 - Debate: King or Malcolm X?

reading:

Martin Luther King, Jr., "Nonviolence and Racial Justice" (1957)

http://mlk-kpp01.stanford.edu/primarydocuments/Vol4/6-Feb-1957_NonviolenceAndRacialJustice.pdf

Martin Luther King, Jr., "Letter from Birmingham Jail" (1963)

<http://historicaltextarchive.com/print.php?action=section&artid=40#>

Martin Luther King, Jr., "I Have a Dream" (1963)

<http://www.americanrhetoric.com/speeches/mlkhaveadream.htm>

Malcolm X, "Message to the Grass Roots" (1963)

<http://teachingamericanhistory.org/library/index.asp?document=1145>

Malcolm X, "The Ballot or the Bullet" (1964)

<http://teachingamericanhistory.org/library/index.asp?document=1147>

Fri., Apr. 12 - The Later Movement in the North: Chicago

Mon., Apr. 15 - "What Do We Want? Black Power!": Political Black Power

reading:

Hard Road to Freedom, ch. 7

Stokely Carmichael, "What We Want" (1966)

<http://www.britannica.com/blackhistory/article-9399846>

"Black Panther Party Platform and Program" (1966)

http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/Panther_platform.html

"Rules of the Black Panther Party" (1966)

http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/Panther_rules.html

Bayard Rustin, "Black Power" and Coalition Politics" (1966)

<http://www.commentarymagazine.com/viewarticle.cfm/-black-power--and-coalition-politics-4238>

Wed., Apr. 17 - "Say It Loud--I'm Black and I'm Proud!": Cultural Black Power

reading:

James Brown, "Say It Loud (I'm Black and I'm Proud)" lyrics (1969)

<http://www.top40db.net/Lyrics/?SongID=68196&By=Artist&Match=James+Brown>

Fri., Apr. 19 - Black Men in Contemporary America

reading:

Mitchell Duneier, *Slim's Table*, all

Hard Road to Freedom, chs. 8-9

Mon., Apr. 22 - Black Men in Contemporary America (cont.); **Essay #3 DUE**

Wed. Apr. 24 - Whither Civil Rights? (part 1; discussion led by group 1)

reading (for group 1):

Stephan and Abigail Thernstrom, "Black Progress," *The Brookings Review* (Spring 1998)

via JSTOR database

Randall Kennedy, "The Glass Is Not Half Full" (1997)

http://www.slate.com/articles/arts/books/1997/10/the_glass_is_not_half_full.html

Randall Kennedy and Stephen Thernstrom, "Race in America" (1997)

<http://www.slate.com/id/3663/entry/23985>

Shelby Steele, "The Age of White Guilt," *About Campus* (July 2003)

via Academic Search Complete database

Randall Robinson, *The Debt: What America Owes to Blacks*, introduction (2000)

http://www.randallrobinson.com/excerpt_debt.html

Glenn Loury, "Black and White," *Forbes* (February 4, 2002) - via Academic Search Complete

Fri., Apr. 26 - Reading Recess; no class meeting

Mon., Apr. 29 - Whither Civil Rights? (part 2; discussion led by group 2)

reading (for group 2):

Jesse Jackson, "Common Ground and Common Sense" (1988)

<http://www.americanrhetoric.com/speeches/jessejackson1988dnc.htm>

Cornel West, *Race Matters*, excerpt (1991)

<http://www.bookdaily.com/book/198960/race-matters>

Review by Sudhir Venkatesh of William Julius Wilson's book *More Than Just Race*

http://www.slate.com/articles/arts/books/2009/03/how_to_understand_the_culture_of_poverty.html

Molefi Asante, "The Afrocentric Idea in Education," *Journal of Negro Education* (Spring 1991) - via JSTOR

Orlando Patterson, "The Paradox of Integration," *The New Republic* (November 6, 1995)

via Academic Search Complete

Orlando Patterson, "Race Over," *The New Republic* (January 1, 2000) - via Academic Search Complete

Eugene Robinson, *Disintegration: The Splintering of Black America*, excerpt (2010)

<http://www.randomhouse.com/catalog/display.pperl/display.pperl?isbn=9780385526548&view=excerpt>

Ta-Nehisi Coates, "Black Guy, White Music," *Time* (August 22, 2005) - via Academic Search Complete

Wed., May 1 - Whither Civil Rights? (part 3; discussion led by group 3)

reading (for group 3):

Bill Cosby, "Address at the NAACP on the 50th Anniversary of *Brown v. Board of Education*" (2004)

<http://www.americanrhetoric.com/speeches/billcosbypoundcakespeech.htm>

Walter Williams, "Three Cheers For The Cos," *Human Events* (June 2, 2004)

<http://www.humanevents.com/article.php?id=4054>

Julianne Malveaux, "How Long? Cosby, Brown and Racial Progress" (2004) - via ERIC

John McWhorter, "Cosby is Right in Making Us Think About These Things," *Ebony* (December 2008)

via Academic Search Complete

Michael Eric Dyson, "Self-Help Doesn't Negate Society's Obligation to all People," *Ebony* (December 2008)

via Academic Search Complete

Eugene Rivers, "On the Responsibility of Intellectuals in the Age of Crack," *Boston Review* (September 1992)

<http://bostonreview.net/BR17.5/rivers.html>

Eva T. Thorne and Eugene Rivers, "Beyond the Civil Rights Industry," *Boston Review* (April 2001)

<http://bostonreview.net/BR26.2/thorne.html>

John McWhorter, "Why Blacks Don't Need Leaders," *City Journal* (Summer 2002)

http://www.city-journal.org/html/12_3_why_blacks.html

Fri., May 3 - Whither Civil Rights? (part 4; discussion led by group 4)

reading (for group 4):

Barack Obama, "A More Perfect Union" (2008)

<http://www.americanrhetoric.com/speeches/barackobamaperfectunion.htm>

Ta-Nehisi Coates, "What if He Loses?" *Time* (October 20, 2008) - via Academic Search Complete database

Henry Louis Gates, Jr., "In Our Lifetime," *The Root* (November 5, 2008)

<http://www.theroot.com/views/our-lifetime>

Juan Williams, "What Obama's Victory Means for Racial Politics," *Wall Street Journal* (Nov 10, 2008)

http://www2.econ.iastate.edu/classes/econ321/Orazem/Juan%20Williams_What%20Obama%27s%20Victory%20Means%20...pdf

Glenn Loury, "Obama, Gates and the American Black Man," *New York Times* (July 26, 2009)

<http://www.nytimes.com/2009/07/26/opinion/26loury.html>

David Roediger, "Race Will Survive the Obama Phenomenon" (2008)

<http://chronicle.com/article/Race-Will-Survive-the-Obama/21983>

Gerald Early, "The End of Race as We Know It" (2008)

<http://chronicle.com/article/The-End-of-Race-as-We-Know-It/3343>

Mon., May 6 - Wrap-up, review, & evaluations

Thurs., May 9 - FINAL EXAM

1:30 - 3:30 p.m.

APPENDIX: READING QUESTIONS FOR BOOKS

reading questions for Moody's *Coming of Age in Mississippi*

- 1) What patterns of relations between blacks and whites (race relations) do you see in Moody's autobiography?
- 2) What patterns of relations among blacks do you see in Moody's autobiography?
- 3) What is Moody's relationship with her mother and father? How do they influence her?
- 4) How does Moody change as a person over the course of this book?
- 5) What role does Emmett Till's murder play in this book?
- 6) What role do organizations such as NAACP and SNCC play in Moody's autobiography?
- 7) What is Moody's opinion about the civil rights tactic of non-violent resistance?
- 8) Does Moody see the issue of civil rights remaining the same or changing over time?
- 9) What do you think Moody's opinions about the civil rights movement were in the years after she wrote her autobiography?
- 10) How does Moody's autobiography contribute to the story of the civil rights movement? Which aspects of her discussion of the movement did you expect and which aspects surprised you?
(possible prompt question for essay)
- 11) What does Moody's autobiography tell you about Black life in the South during the 1940s and 1950s? How would an autobiography written by a young Black woman today resemble or differ from Moody's account? (possible prompt question for essay)

reading questions for Duneier's *Slim's Table*

- 1) Why do you think Duneier wrote this book?
- 2) In what ways has the contemporary black man and black community been portrayed? How does Duneier's book portray them? What is Duneier's opinion of other scholars and writers who have written about the contemporary black community?
- 3) What is the nature of the contemporary black community, according to Duneier's book? How do you respond to this characterization?
- 4) What are the views held by Slim and his friends about the contemporary black community?
- 5) What are the views held by Slim and his friends about government and politics?
- 6) What are the views held by Slim and his friends about American society?
- 7) What does Duneier mean when he refers to "innocence" and "truth" toward the end of his book?
- 8) In what ways does Duneier's book connect to some of the themes we've explored throughout the course? These include: race relations, social class, integration, the building of black communities, and black uplift. (prompt question for essay)