

# HIST 352: African-American History Since 1865

## Messiah College

Fall 2017  
Mondays, Wednesdays, & Fridays  
MWF 11:00-11:50 a.m.  
Boyer 235

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office hours: Mon. & Wed., 10:00-11:00 a.m.;  
Thurs., 3:35-4:35 p.m.; & by appointment

### 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.

Woodward, C. Vann. *The Strange Career of Jim Crow*. Oxford University Press, 2001 (rev ed). ISBN 0195146905.

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 2 essays of 4-6 double-spaced pages each on Woodward or Moody or Duneier

Contribute to Digital Harrisburg (DH) project

Write a headnote to a group of primary sources as part of a group

Participate regularly in class

### STANDARD OF EVALUATION:

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

exam #1	15%
exam #2	25%
quizzes	10%
essays	20%
DH project	10%
headnote	10%
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 on two of the three books we'll read together—Woodward's *Strange Career of Jim Crow*, Moody's *Coming of Age in Mississippi*, and Duneier's *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.

#### Prompt for Woodward's *Strange Career of Jim Crow*

What is the "Woodward thesis" presented in *Strange Career of Jim Crow*, and why is it significant or surprising? What were its implications in the mid-1950s? What are its implications today?

#### Prompt for Moody's *Coming of Age in Mississippi*

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?

#### Prompt for Duneier's *Slim's Table*

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.

#### DIGITAL HARRISBURG (DH) PROJECT:

You will research some part of the history of Harrisburg's African-American community using the Digital Harrisburg (DH) project. More details will be forthcoming.

#### HEADNOTE:

In a group, you will write a headnote to a section of primary sources in class. These headnotes should be written to readers you know—friends, family members, church members, etc. Let them know what's interesting and important about the primary sources you're introducing, and what

they should think about as they read. After being edited and revised, these headnotes will be published on the History department blog, “History on the Bridge.”

#### **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.

#### **NOTE ON ELECTRONIC DEVICES AND CLASSROOM COURTESY:**

Electronic devices can be a source for both good and ill in education. On the one hand, the proliferation of the internet and portable computers have made vast amounts of information available to more people at more places in more places. The operating hours of libraries and archives no longer pose a barrier to study and research. This is certainly a good thing. On the other hand, the proliferation of electronic devices has also produced what some have called the “problem of divided attention.” Although some people can truly and effectively multi-task, many others find themselves permanently distracted by ringtones, twitter feeds, incoming emails, and the like. And since a class such as ours is a community that hopefully cares about our neighbor’s opportunity to learn as well as our own, this problem of divided attention is not just an individual problem, but a corporate one, as well. As a result, I’d ask that you observe the following classroom rules out of courtesy both for your classmates and for me.

Regarding cell phones: Please turn off your cell phone before coming into the classroom. Do not answer the phone or text during class. If you are expecting a very important call, please put your phone on vibrate (silent), and let me know about the situation before class begins.

Regarding laptop computers: You are welcome to bring your computer to lecture to take notes and to seminar to take notes and access online readings, but while in lecture and seminar, please use your computer only for purposes related to this course. Do not use computers for entertainment (i.e. surfing, gaming, chatting, messaging, emailing, etc.) during class. If you use your computer to take notes, please email them to me following class.

#### **NOTE ON ACADEMIC INTEGRITY:**

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College. These violations include:

Plagiarism: Submitting as one’s own work part or all of any assignment (oral or written) which is copied, paraphrased, or purchased from another source, including on-line sources, without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another’s work as your own, etc.

Cheating: Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work. Examples: using a cheat sheet, altering a graded exam, looking at a peer’s exam, having someone else take the exam for you, using any kind of electronic device, communicating via email, IM, or text messaging during an exam, etc.

Fabrication: Submitting altered or contrived information in any academic exercise. Examples: falsifying sources and/or data, etc.

Misrepresentation of Academic Records: Tampering with any portion of a student’s record.

Example: forging a signature on a registration form or change of grade form on paper or via electronic means.

Facilitating Academic Dishonesty: Helping another individual violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for

another student, allowing one's own work to be copied.

Unfair Advantage: Attempting to gain advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper, destroying or removing library materials, having someone else participate in your place, etc.

Penalties for Violations of the Academic Integrity Policy - A faculty member may exercise broad discretion when responding to violations of the Academic Integrity Policy. The range of responses may include failure of the course to a grade reduction of the given assignment. The typical consequence for violations will be failure of the assignment. Some examples of serious offenses which might necessitate the penalty of the failure of the course include cheating on an examination, plagiarism of a complete assignment, etc. The academic integrity policy in its entirety can be found in the student handbook and should be reviewed by every student, as the primary responsibility for knowledge of and compliance with this policy rests with the student.

**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. Contact [DisabilityServices@messiah.edu](mailto:DisabilityServices@messiah.edu), (717) 796-5382.

# HIST 352: African-American History Schedule

(NOTE: ALL DETAILS SUBJECT TO CHANGE)

Wed., Aug. 30 - Introduction

Fri., Sept. 1 - The Study of History and the Study of African Americans

reading:

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

Optional - James B. LaGrand, "The Problem of Preaching through History" [online]

Mon., Sept. 4- 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>

Wed., Sept. 6 - Constructing Freedom: African Americans & the Civil War

reading:

*Hard Road to Freedom*, ch. 1

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

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

Fri., Sept. 8 - 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>

Mon., Sept. 11 - White Supremacy: Jim Crow & Judge Lynch

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>

Wed., Sept. 13 - White Supremacy: Jim Crow & Judge Lynch

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](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.strangefruit.org/ida\\_b\\_wells.htm](http://www.strangefruit.org/ida_b_wells.htm)

Fri., Sept. 15 - The Making of Jim Crow

reading:

C. Vann Woodward, *The Strange Career of Jim Crow*, pp. 1-65

Mon., Sept. 18 - The Making of Jim Crow (cont.)

reading:

C. Vann Woodward, *The Strange Career of Jim Crow*, pp. 67-109

Wed., Sept. 20 - The Making of Jim Crow (cont.); **essays due**

Fri., Sept. 22 - African-American Religion from the 1870s through the 1920s

Mon., Sept. 25 - African-American Music from the 1870s through the 1920s

Wed., Sept. 27- African-American Music from the 1870s through the 1920s (cont.)

Fri., Sept. 29 - Debate: How to Uplift the Race?

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>

Mon., Oct. 2 - 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]

*Tues., Oct. 3, 7:30 p.m., Parmer Hall - Taylor Branch, "King's Dream for Justice: Then and Now"*

Wed., Oct. 4 - Harrisburg's African-American Community

reading:

Gerald G. Eggert, "'Two Steps Forward, A Step-and-a-Half Back': Harrisburg's African American

Community in the Nineteenth Century," *Pennsylvania History* 58 (January 1991): 1-36. [via JStor]

Fri., Oct. 6 - Movements of the 1920s: "Back to Africa"

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>

Mon., Oct. 9 - Movements of the 1920s: The Harlem Renaissance

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>

Wed., Oct. 11 - **EXAM #1**

*Fri., Oct. 13 - Mid-fall recess; no class meeting*

Mon., Oct. 16 - African-American Life in the North

reading:

Emily Badger, "How Redlining's Racist Effects Lasted for Decades," *New York Times* (August 24, 2017)

Wed., Oct. 18 - Development of the Civil Rights Movement

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](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](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](http://wps.ablongman.com/wps/media/objects/1483/1518614/primarysources1_27_2.html)

Fri., Oct. 20 - Development of the Civil Rights Movement (cont.)

reading:

*Hard Road to Freedom*, ch. 6

Mon., Oct. 23 - The Movement in a Southern Community: Montgomery

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

Fri., Oct. 27 - Black & White Youth in the Movement (cont.)

reading:

SNCC, "Statement of Purpose" (1960)

[http://www2.iath.virginia.edu/sixties/HTML\\_docs/Resources/Primary/Manifestos/SNCC\\_founding.html](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>

Mon., Oct. 30 - The Movement within a Life

reading:

Anne Moody, *Coming of Age in Mississippi*, parts one & two (pp. 11-214)

Wed., Nov. 1 - The Movement within a Life (cont.)

reading:

Anne Moody, *Coming of Age in Mississippi*, parts three & four (pp. 217-384)

Fri., Nov. 3 - The Movement within a Life (cont.); **essays due**

Mon., Nov. 6 - 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](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/mlkihavedream.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>

Wed., Nov. 8 - The Later Movement in the North: Chicago

Fri., Nov. 10 - "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](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](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>

Mon., Nov. 13 - "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>

Wed., Nov. 15 - Black Men in Contemporary America

reading:

Mitchell Duneier, *Slim's Table*, all

Fri., Nov. 17 - Black Men in Contemporary America (cont.)

Mon., Nov. 20 - Black Men in Contemporary America (cont.); **essays DUE**

Nov. 22-24 - *Thanksgiving recess; no class meetings*

Mon., Nov. 27 - Open

reading:

*Hard Road to Freedom*, chs. 8-9

## Wed., Nov. 29 - The Future of Race &amp; Race Relations (1)

reading:

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

## Fri., Dec. 1 - The Future of Race &amp; Race Relations (2)

reading:

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

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>

Gary Younge, "Barack Obama and the paradox behind his African American support base," *The Guardian* (November 3, 2012)

<https://www.theguardian.com/commentisfree/2012/nov/03/obama-african-americans-paradox>

## Mon., Dec. 4 - The Future of Race &amp; Race Relations (3)

reading:

Ta-Nehisi Coates, "The Case for Reparations," *The Atlantic* (June 2014)

<http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>

John McWhorter, "The Case for Moving On," *City Journal* (July 11, 2014)

<https://www.city-journal.org/html/case-moving-11400.html>

## Wed., Dec. 6 - The Future of Race &amp; Race Relations (4)

reading:

Black Lives Matter homepage

<http://blacklivesmatter.com/>

Jelani Cobb, "The Matter of Black Lives," *The New Yorker* (March 14, 2016)

<https://www.newyorker.com/magazine/2016/03/14/where-is-black-lives-matter-headed>

Glenn Loury, "The Political Inefficacy of Saying, 'Black Lives Matter,'" *Brown Daily Herald* (Nov 6, 2015)

<http://www.browndailyherald.com/2015/11/06/loury-the-political-inefficacy-of-saying-black-lives-matter/>

John McWhorter, "Black Lives Matter should also take on Black-on-Black Crime," *Washington Post* (October 22, 2015)

[https://www.washingtonpost.com/posteverything/wp/2015/10/22/black-lives-matter-should-also-take-on-black-on-black-crime/?utm\\_term=.8e46be4d6b24](https://www.washingtonpost.com/posteverything/wp/2015/10/22/black-lives-matter-should-also-take-on-black-on-black-crime/?utm_term=.8e46be4d6b24)

Michelle Alexander, Foreword, from *Black Lives Matter: The Schott 50 State Report on Public Education and Black Males* <http://blackboysreport.org/national-summary/foreword/#>

## Fri., Dec. 8 - Wrap-up, review, &amp; evaluations

**Tues., Dec. 12, 4:00 p.m. - FINAL EXAM**

## APPENDIX: READING QUESTIONS FOR BOOKS

### reading questions for Woodward's *Strange Career of Jim Crow*

- 1) What is the "Woodward thesis" presented in *The Strange Career of Jim Crow* and why is it significant or surprising? What were its implications in the mid-1950s? What are its implications today? **(prompt question for essay)**
- 2) Is "segregation" as Woodward uses this term the same thing as "racism"? Is it the same as "white supremacy"?
- 3) What patterns of race relations were typical in the American South before and after the Civil War?
- 4) In general, which does Woodward emphasize more--continuity or change?
- 5) What are the implications of a history characterized by continuity?
- 6) What are the implications of a history characterized by change?
- 7) Why do you suppose that Martin Luther King referred to Woodward's book as the "historical Bible of the civil rights movement?"
- 8) Woodward claims there were "alternatives" to *de jure* segregation in the early 20th century. What were they?
- 9) Are there alternatives to segregation and to racism in the early 21st century? What are they? On what are they based?
- 10) How do you respond to the expression "white racism" after reading Woodward's book?

### 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)**