

African American Social and Political History

HIST 410/510
Tuesday and Thursday 2:00—3:20PM

Fall 2009
185 Lillis Hall

Instructor: Professor Melissa Stuckey

Contact information:
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Office: 323 McKenzie Hall

Office Hours:
T/Th 11AM-12:30PM
and by appointment

Course Description

This course will explore various modes of social and political expression by African Americans in the United States from slavery to the present. Major themes will include migration, social movements, protest, and civil rights activism.

Course Requirements and Grading

Class Participation—10%
Book Reviews—20%
Documentary/Film Reviews—10%
Mid Term Exam—30%
Take Home Final Exam—30%

Required Readings

The following books are required and will be available for purchase at the Duck Store.
Ira Berlin, et al, *Slaves No More: Three Essays on Emancipation and the Civil War*.
Nell Irvin Painter, *Exodusters: Black Migration to Kansas After Reconstruction*
Glenda Gilmore, *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920*.
William Tuttle, Jr., *Race Riot: Chicago in the Red Summer of 1919*.
Robin D. G. Kelley, *Race Rebels: Culture Politics and the Black Working Class*.
Anne Moody, *Coming of Age in Mississippi*.
Articles and book chapters noted on the syllabus will be posted on Blackboard.

Additional readings will be posted on Blackboard or occasionally distributed as handouts.

Class Participation

This class will be a mixture of lecture and discussion. Reading is to be completed prior to Tuesday's meeting. Each student is required to email a discussion question to Professor Stuckey by 8AM every Tuesday.

Note Taking

You are required take notes on the lectures and readings. Your reading notes must be taken prior to class. As the use of computers is strictly prohibited in the classroom, these notes must be kept in a bound notebook which you are required to bring to every class meeting.

Undergraduate Assignments

Book Reviews

You are required to write a 500 word book review for 5 of the 6 assigned texts. Book reviews are due after the completion of the assigned readings for that text. For example, a book review for *Race Rebels* would be due on November 17 or 19. Examples of book reviews will be posted on Blackboard. Be sure to use them as guides for proper book review form and content. Name, date, course title, and word count must be at the top of each book review.

Documentary/film reviews. You will write reviews of three documentaries or films viewed in class. You may take the point of view of a reviewer considering whether the film is a useful teaching tool in the classroom. Questions to consider: What will students learn from watching the piece? How does it in with a body of reading? What kinds of discussion would it generate? Again, submit these the week you complete them (which must be the week after the film if viewed). Or you may choose to write reflections in letter form as directed above. **[NOTE: In Class Film schedule TBA]**

In-Class Midterm Exam

The midterm and final examinations will consist of a combination of identification, short answer, and essay questions. Date: November 3.

Take Home Final Exam

You will receive the final exam on December 3. It is due on December 10 at 1pm, during our regularly scheduled exam time. You will hand it in at my office in McKenzie Hall.

Graduate Student Assignments

Book Reviews

You are required to write 3 four to five page comparative book reviews. Each review will consider at least two monographs. Of the texts on the syllabus, you may choose to review *Exodusters*, *Gender and Jim Crow*, *Race Riot*, and *Race Rebels*, but you must also select additional monographs that would be appropriate review alongside these texts. You may also choose to go beyond the syllabus to select both texts for each book review. You may submit your book reviews any week during the term, but you can only submit one review at a time. Consult *Reviews in American History* for guidance in how to write long book reviews.

Final Assignment

For your final assignment you will choose one of the following three options: historiographical essay, research paper, or mock dissertation prospectus. In consultation

with the instructor you will develop a reading list consisting of approximately 7-10 monographs (excluding those listed on the syllabus) that reflect your interests and from which your final assignment will be derived. 12-15 pages.

Class Rules and Policies

Attendance

Attendance will be taken and unexcused absences will lower your class participation grade. Properly excused absences will not harm your grade. This includes flu related absences affecting you or someone in your household and under your direct care (i.e. an ill child).

Email

All email communications will be sent to your University of Oregon email address. Please use only your university email address when contacting me. I will not respond the messages sent via commercial email accounts (i.e. Gmail or Yahoo).

Late work

Late work will not be accepted.

Assignments

All assignments must be typed, double spaced, and in Times New Roman font, with standard margins.

Academic Integrity

Unless otherwise specified, all assignments, presentations, and examinations are to be completed independently.

Plagiarism is using others' ideas and/or words without clearly acknowledging the source of that information. Plagiarism will result in failure of the course and will be reported. Please ASK if you have any questions.

Classroom Civility

In this classroom people and ideas are respected. Interrupting and other outbursts will not be tolerated. Please turn your cell phones off prior to the start of class. Absolutely no text messaging. No computer use without prior permission. No eating or gum chewing in class, beverages are acceptable. Please attempt to use the restroom before or after class.

Disability Statement

The University of Oregon is working to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in disability related barriers to your participation, please notify me as soon as possible. You may also wish to contact Disability Services in 164 Oregon Hall at 346-1155 or disabsrv@uoregon.edu.

This syllabus is subject to modification as necessary.

Week 1 Slavery and Resistance

September 29—Introductions

October 1—Lecture and discussion

Reading: Stephanie M. H. Camp, “The Pleasures of Resistance: Enslaved Women and Body Politics in the Plantation South, 1830-1861,” *Journal of Southern History*, (Aug., 2002): 533-572. (Blackboard)

Week 2 Freedom and Reconstruction

October 6—Lecture

October 8—Discussion

Ira Berlin, et al, *Slaves No More: Three Essays on Emancipation and the Civil War*.

Week 3 Post-Reconstruction and Migration

October 13—Lecture

October 15—Discussion

Nell Irvin Painter, *Exodusters: Black Migration to Kansas After Reconstruction*

Week 4 Progressive Era

October 20—Lecture

October 22—Discussion

Glenda Gilmore, *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920*.

Week 5 World War I and Great Migration

October 27—Lecture

October 29—Discussion

William Tuttle, Jr., *Race Riot: Chicago in the Red Summer of 1919*.

Week 6 1920s-1930s: Radicalism and Nationalism

November 3—Midterm

November 5—Lecture and Discussion

Robin D. G. Kelley, *Race Rebels: Culture Politics and the Black Working Class*, Chapters 5 and 6.

Week 7 World War II

November 10—Lecture

November 12—Discussion

Kelley, *Race Rebels*, Chapters 3 and 7.

Week 8 Civil Rights Movement

November 17—Lecture

November 19—Discussion

Kelley, *Race Rebels*, Chapter 4 and Anne Moody, *Coming of Age in Mississippi*, parts 1 and 2.

Week 9 Late Civil Rights Movement

November 24—Lecture and discussion

November 26—Thanksgiving Day, no class

Moody, *Coming of Age in Mississippi*, parts 3 and 4.

Week 10 Modern Moment

December 1—Lecture

December 3—Discussion. Final exam distributed.

Readings TBA and will be posted on Blackboard.

Take Home Final Exam due December 10 by 1pm.