

Sam Houston State University—Spring 2017

African-American History: The Rise of Long Civil Rights (History 3393.1) W\*, CRN: 82847, Sec. 1,  
TTH, Online

Bernadette Pruitt, PhD, Associate Professor of History

Office Hours, W, 10:00 A.M.-1:00 P.M., and 3:00 P.M.-5:00 P.M.; TTH, 11:00 A. M.-5:00 P.M.; S, 1:00  
P.M.-6:00 P.M.

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Please be advised that prearranged meetings, special engagements, important errands or emergencies  
may take me away from the office during preset conference times; if this happens, please contact me by  
phone, email, or in person to schedule a meeting date.

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2239

Physical Address: 1921 Ave. J, Huntsville, Texas 77340

For emergencies, call or email instructor in the office before 8 pm

**\*REQUIRED TEXTS**

Du Bois, W. E. B., *Souls of Black Folk*. Chicago: A. C. McClurg & Co., 1903. From Project  
Gutenberg. Accessed May 16, 2017.  
<http://www.gutenberg.org/ebooks/408>.

Wells, Ida B., *Southern Horrors: Lynch Law in All Its Phases*. New York: New York Age, 1892, 1893,  
1894.  
From Project Gutenberg. Accessed May 16, 2017.  
<http://www.gutenberg.org/files/14975/14975-h/14975-h.htm>.

\_\_\_\_\_. *The Red Record: Tabulated Statistics and Alleged Causes of Lynching  
in the United States*. Chicago: N.P., 1895. From Project Gutenberg. Accessed August 21,  
2017.  
<http://www.gutenberg.org/files/14977/14977-h/14977-h.htm>.

\_\_\_\_\_. *Mob Rule in New Orleans: Robert Charles and the Fight to His Death*. Chicago: N. P., 1901.  
From Internet Archive. Accessed August 21, 2017.  
[https://archive.org/details/mob\\_rule\\_new\\_orleans\\_1611\\_librivox/mobruleinneworleans\\_01\\_wells-barnett\\_128kb.mp3](https://archive.org/details/mob_rule_new_orleans_1611_librivox/mobruleinneworleans_01_wells-barnett_128kb.mp3).

White, Deborah Gray, Mia Bay, and Waldo E. Martin Jr. *Freedom on My Mind: A History of  
African Americans with Documents*, V. 2, 2<sup>nd</sup> ed. New York: Bedford/St. Martin's.  
Print Edition ISBN: 978-1319060534  
eBook Edition ISBN: 978-1319-06604-8  
ASIN: B01MT1PZ0E

\*Students are responsible for additional digital readings and documentaries. Please see the course  
calendar and Blackboard page [under Digital Sources link, Primary Documents portal, and  
Film/Documentaries portal] for details.

Woodson, Carter G. *The Miseducation of the Negro*. Washington, D.C.: N.P., 1933. From History is a Weapon. Accessed May 16, 2017. <http://historyisaweapon.com/defcon1/misedne.html>.

#### REQUIRED REFERENCE MATERIALS:

University of Chicago. *The Chicago Manual of Style Online: The Essential Guide for Writers, Editors, and Publishers*, 16th ed. Chicago: University of Chicago Press, 2010. From Newton Gresham Library, <http://www.chicagomanualofstyle.org/16/contents.html>

#### COURSE DESCRIPTION:

This course familiarizes undergraduate students with Modern African-American History and the ongoing fight for social equality, from Emancipation to the Modern-day Civil Rights Movement. The quest for social justice remains the most salient theme in Recent Black History. The contest for human and civil rights, of course, began centuries earlier. In the years between the start of the transatlantic slave trade and the end of the United States Civil War, an estimated twelve to twenty million Africans forcibly made their way into the Western Hemisphere principally to work as unpaid laborers. During the transatlantic Middle Passage and Second Middle Passage of internal migrations, Blacks, although largely the victims of cultural rape, chattel slavery, racial segregation, poverty, and familial separations, remained vigilant in their desire for emancipation and equity. They fought back in a multiplicity of ways, mainly through quiet protests but also by way of illegal, underground departures and occasional slave revolts. Change did ultimately emerge during the Civil War crisis when four million African-descent people secured freedom.

This revolution ushered in the era of Recent African-American history. Reconstruction, the next period of significance, led to voting rights, citizenship, public education, and land ownership. A furious White backlash however pushed back on Black social equality, prompting the Nadir era or period of modern racial exclusion. Blacks for nearly a century responded to this new phase of racial bigotry in a number of ways. In the years between Emancipation and the end of the Modern Civil Rights Movement, millions relocated from farms and small towns to cities. The desire for decent employment opportunities and the chance to remake their lives anew influenced these movements. The growing American (United States) economy fueled internal migrations, immigrations, and the expansion of cities and city jobs. With better earnings, Blacks often sought after other opportunities such as voting rights, a quality education, economic parity, decent homes, and social justice. Blacks thus partook in the Long Civil Rights Movement of the late nineteenth and twentieth centuries. A few people spoke out and fought back boldly and did so in the face of dangerous threats and gruesome violence. Like their ancestors in previous decades, most people quietly challenged White oppression, at least through the guise of passive resistance. All engaged in these sorted actions at the start of long civil rights between Reconstruction and the new century; upon the rise of the New Negro Movement at the start of World War I and during the interwar period; and on into the Modern Civil Rights years following World War II.

Course readings and assignments therefore attempt to educate students on the concept of racial autonomy during the period of social exclusion that followed the Civil War. The course also examines the rise of the Long Civil Rights Movement in the United States and the multiple strategies African-descent peoples utilized in their war against a formidable enemy—institutionalized racism. Building on the concept of long civil right activism, the course especially highlights the concept of Blackness—positive racial and ethnic identities rooted in African and African-American culture(s) in the United States and globally—from the era of Emancipation to the Modern Civil Rights Movement, on into the next millennium. This construct of racial autonomy has also helped create the Long Civil Rights Movement in the Black historical memory.

#### COURSE OBJECTIVES

The course objective is simple: to encourage a sincere admiration for the African-American fight for social equality through the guise of Long Civil Rights, particularly as it permeated the rise of civil-rights organizations, strategies, the New Negro Movement, and the push to integrate African peoples into United States society following World War II. History 3393 therefore attempts to educate students about the Long Civil Rights Movement in the United States, especially as it occurred in the early and mid-twentieth century. This ongoing conversation serves as a conduit to expose mainstay advanced undergraduate students interested in pursuing African-American History and Studies as doctoral disciplines and/or career options. The class attempts to place the New Negro Movement and Long Civil Rights within the larger context of human rights/civil rights activism. Furthermore, the course discusses the impact self-hate has had on African peoples worldwide, especially with respect to peoples of the African Diaspora.

The professor does have another motive as well: to propel students to find solutions to those perplexing problems that continue to hinder interracial, interethnic unity and reconciliation, i.e., challenges that explain the current state of race relations in the Age of President Trump. I also want students to recognize the countless number of men, women, and children who sacrificed their lives in the past to ensure the dream of human rights to all. Please remember and treasure these historical heroines and heroes. In addition, students should leave this course with a cursory understanding of Recent African-American history in the United States. An understanding of these historical events should propel individuals to promote brotherly and sisterly love, discipline, self-sacrifice, community building, and unending righteousness.

It is also the professor's hope that History 3393 this semester stimulates further interest in Black Studies interdisciplinary research among undergraduates. The professor strongly encourages students to pursue African-American Studies—and other disciplines—in graduate school. I want students to leave this course with a better appreciation for both Black Studies and scholarly writing/research in the major fields of Black Studies—history, sociology, political science, fine arts, social work, business, religion, psychology, education, public health, and economics. I have therefore designed the course to better prepare students for future graduate classes and perhaps future doctoral programs.

Students will become familiar with research methods as well—both source materials and the ability to disseminate history through historical information (primary and secondary sources). Finally, this course attempts to acquaint students with the thin line between historical facts and one's interpretations of the facts. Historians interpret historical facts in varying ways, depending on a litany of factors. Students must understand that one's interpretation of the facts should never cloud or malign an individual's understanding of actual events. In fairness, this proposition is sometimes quite challenging. Historians, for example, continue to debate the relevancy of the Modern Civil Rights Movement—its historical accuracy, the use of source materials, and scholarly interpretations of these factual events. This is the nature of this incredible discipline. One nevertheless must try to use objectivity and sensitivity when disseminating the truth. We will continue this debate over the course of the academic semester. Please know the splendor of history, particularly your personal genealogical pasts.

#### **Major Course Objectives in brief:**

- \*Encourage sincere passion for African-American history/African-American Studies
- \*Introduce students to the historic sacrifices made by African Americans
- \*Introduce students to the history of Blacks and the process of community building
- \*Help students understand and appreciate the Long Civil Rights Movement in the U.S.
- \*Introduce students to the migration/immigration phenomena in African-American Studies

- \*Introduce students to the dissemination of history through historical facts and Interpretations (historiography)
- \*Stimulate regular writing and reading discourse among students
- \*Encourage intellectual rigor among budding undergraduate students
- \*Motivate students to consider history, African-American Studies, the humanities and social sciences as graduate-school options

**\*Writing Enhanced Objective:**

History 3393 is a "W" or Writing Enhanced course. Essentially, 100 percent of students' course grades will come from writing assignments intended to ensure that individuals successfully master class goals for the semester. In truth, writing is the key tool the instructor will rely upon to ensure that students adequately learn the course essentials. Some writing assignments, for example, the working bibliographies, will require students to complete rough drafts and subsequently revise, with or without comments from the instructor. Writing exercises like these and others may not receive specified grades per se but will aid students in decisive contemplation of the coursework. Please tackle writing exercises in History 3393 as useful instruments of intellectual development as well as assessment tools of learning levels.

**CLASS FORMAT:**

The digital class periods will center on the course readings, digital sites, and films. While the class structure differs from face-to-face undergraduate classes in African American history, the instructor will provide students with historical overviews through brief lectures (written lecture posts and slideshows). The class will also occasionally discuss historical interpretations or historiography as they relate to course materials. From there, the digital seminar (discussion threads) will compliment and highlight the course readings, digital sites, and films. The instructor **may** also seek out student discussants each week to facilitate debates and probe intellectual discourse in Recent African American History. Right now, the instructor will post ten discussion-forum threads that will come from the weekly readings, especially the Document Analyses, as well as provide commentary from other materials, e.g., current events, documentaries, digital sites, historiographical readings, films, etc. While the course celebrates the Recent Black History paradigm in African American Studies, we will discuss the chapters in the *Freedom on My Mind* text each week, as these text selections will allow us latitude to comprehend the historical events happening within the Black community regionally, nationally, and internationally.

The first textbook—*Freedom on My Mind: A History of African Americans*, 2<sup>nd</sup> ed.—builds on the fine work of John Hope Franklin's celebrated textbook in Black history, *From Slavery to Freedom*. The first of its kind to celebrate African-descent people of any part of the world, the ninth edition came to press after Dr. Franklin's passing in 2009 at the age of ninety-four. It remains the best-selling textbook in the history of textbook publishing. Dr. Franklin published the first edition of the textbook in 1947. Dr. Deborah Gray White, one of the most extraordinary scholars in Early American Black history, along with her coauthors, has produced an exceptional work and continues to legacy of Franklin and his last coauthor, Elizabeth Brooks Higginbotham. This comprehensive work should serve as a wealth of knowledge, especially for those students unfamiliar with African-American history in the U.S. and the Diaspora. For a general overview of Recent African-American History and the course outline this semester, see the course summary outline on Blackboard. *Freedom on My Mind* follows this trajectory. Students will complete other tasks as well. I have assigned a book-review essay for the students, due on the date listed in the course calendar. As well, students will complete a select bibliography in Recent African-American history. Please see the instructions below and Blackboard page for more information on these important assignments.

**ABSENCE POLICY:**

**For online students:** Please participate in the digital classroom activities, e.g., discussion threads, responses to questions and observations each week posed by peers or professor, etc. Students who do not partake in the digital exercises and who fail to submit their work will risk earning poor grades at the end of the semester. If something comes up that prevents you from participating in the classroom activities, please let the instructor know immediately.

**OBSERVANCE OF RELIGIOUS HOLIDAYS:**

The Texas Education Code (Section 51.911[b]), along with Sam Houston State University policy (University Policy 851001), must recognize the mandatory observance of religious holy days for students. The university must permit students to celebrate religious holy days including travel for the same purpose. Please notify the instructor in writing within the first fifteen days of class of any observed religious holidays during the course of the semester. The instructor will not only excuse absences resulting from religious holiday observances, but will also allow students to make up examinations and assignments. Finally, the professor must alert students in writing (via the syllabus) of revised deadlines for the completion of missed exams and assignments.

**POLICY REGARDING SERVICES FOR STUDENTS WITH DISABILITIES:**

Students with disabilities cannot be denied the benefits of other students or suffer from discrimination by any academic or student life activity or program based on their impairment. Disabled students are, therefore, encouraged to seek assistance with academic matters and concerns from their professors, individual department or division heads, or by contacting the director of Services for Students with Disabilities (SSD), Mr. Kelley Osborn, in the Lee Drain North Annex, (936) 294-3512 (phone), 936-294-3794 (fax), (936) 294-3786 (TDD), or [cko002@shsu.edu](mailto:cko002@shsu.edu) (email). Go directly to the web page at <http://www.shsu.edu/dept/disability/>.

**COUNSELING SERVICES:**

The Sam Houston State University Counseling Center provides free services for students. The licensed therapists will provide students with group and confidential one-on-one counseling on an array of issues, from relationship matters, domestic violence, anxiety, to depression, suicidal urges, and lifestyle issues. Located next to Old Main Market on 1608 Avenue J, the center recently moved into its new building, one it shares with the Student Health Center. Please reach out to therapists at 936.294.1720. The mailing address is P.O. Box 2059, Huntsville, TX 77341-2059. For more, go to the webpage at <http://www.shsu.edu/dept/counseling/contact-us.html>.

**DIGITAL DECORUM:**

While the digital age has given the human species greater freedoms, students must remain respectful of the online class setting. Please refrain from posting online rude or lewd comments. In addition, respect each other and yourselves. Skype communication should not come with inappropriate images—nudity, inappropriate behavior in public, or the displaying of personal affects others may find offensive. The professor will not tolerate anger spells, cantankerous attitudes, or threats. We will treat each other with courtesy, regardless of our personal views regarding history and contemporary life and times. Please respect the digital classroom, instructor and your classmates. This is required of all students this semester in History 3393. For further questions, please refer to the student handbook (Section 5.2.22, beginning on page 29) online at [http://www.shsu.edu/students/StudentGuidelines2007\\_2008.pdf](http://www.shsu.edu/students/StudentGuidelines2007_2008.pdf). For any technological problems regarding Blackboard, contact IT personnel at 936-294-1950 or [helpdesk@shsu.edu](mailto:helpdesk@shsu.edu).

**ACADEMIC DISHONESTY:**

The instructor expects integrity from her students. She assumes students will engage in honest, healthy debate. She encourages and welcomes passionate exchanges of ideals in the traditional and digital classroom, among classmates, when researching and on paper. The professor will not however tolerate dishonesty in the classroom or/and away from class. Students found guilty of any form of academic dishonesty or abuse will be subject to punishment or severe consequences. Included are some of the most common and egregious of these illegalities: cheating, plagiarism, theft of resources or materials, or collusion with others to partake in any or all of these actions. Students accused of these actions may face disciplinary proceedings by university officials. In addition, the instructor will deduct twenty points from the final grade of those individuals accused and found guilty of academic dishonesty. Please, for your own sake, do not engage in this kind of behavior. As a precautionary measure, the professor will require students to submit their completed assignments online through Turnitin.

**LECTURES, DISCUSSIONS AND DIGITAL CLASS ACTIVITIES:**

Lectures/Digital lectures/discussions will come from the assigned topics in the course calendar. Students are responsible for all assigned readings and must stay abreast with lectures and discussions. All required reading and films are mandatory. Students should take exemplary lecture notes on the written/oral lecture topics, including slideshows—at least two to five pages for each lecture/digital discussion/lecture. Students should also participate fully in digital discussions and debates. The class will discuss current events as each relates to various topics. If the group can hold a weekend skype, we will do so over particular lecture topics (Again, we will conduct this activity if everyone's time permits [For digital classes only]).

**STUDY RECOMMENDATIONS:**

I cannot force students to abide by my wishes. I can only offer guidance and support as an instructor and mentor. It is my advice that students review their coursework daily. The SAM Center suggests that students read their text assignments at least three times: once before class, a second time following class, and again before examinations. I agree with my SAM Center colleagues. Let me encourage students to take detailed lecture notes. Students should not only audio-record the classroom lectures (if they wish to do so); they should also transcribe these recordings. Daily studying will enhance your chances of success this semester, during the course of your undergraduate career, in graduate or professional school and in your perspective careers. In fact, put together a comprehensive study schedule. This schedule should read as a detailed, actual diary of your goals, comings and goings and study dates. Regularly check off completed accomplishments. This suggestion could serve as a model for a more detailed life diary. One could take a tally of their daily spending and earnings, along with their work schedules, study dates, appointments, etc. This recommendation is designed to enhance your commitment to scholarly and lifestyle learning. In addition, never begin assignments the night before they are due. Begin, as an alternative, all assignments sooner than later; review your notes and read materials over the course of the semester. If students develop this discipline early on as undergraduates and graduate students, they will have a fruitful college career. Please sign up for the SAM Center's study skills series. For additional inquiries, contact the SAM Center via the internet at [http://www.shsu.edu/~sam\\_www/](http://www.shsu.edu/~sam_www/), toll free at 866-364-5211, from the Houston area at 281-657-6432, from the Huntsville area at 936-294-4444, or by facsimile at 936-294-1149.

**INSTRUCTOR EVALUATION(S):**

Students will complete a course/instructor evaluation near the end of the semester. Honors History classes will also complete an Honors Program evaluation sheet. The instructor will also ask students to do an informal, anonymous evaluation of the class online. Students will receive emails at mid-semester asking



them to complete their evaluations. These evaluations are important for both the university community and instructor who continue to grow as a scholar, servant, teacher, and mentor.

### DOCUMENT ANALYSIS:

Students will write one hundred-word document analyses each week summarizing primary sources in Recent Black History. Students will describe and assess the documents, discussing their purpose and relevancy in Recent African-American History. Students can earn up to ten points for each document analysis and a combined total of one hundred points. Everyone will find the documents in the Primary Documents Portal on our Blackboard page. Students will upload their brief summaries via Turnitin under the appropriate weekly module. The assignment is worth 20 percent of the final grade and due on the dates listed in the course calendar. See the following dates below for details:

Document 1 (Reconstruction in Texas, 1866-1880)	Sep 7
Document 2 (Mississippi Constitution of 1890)	Sep 14
Document 3 (The Atlanta Compromise Speech, 1895)	Sep 19
Document 4 (Records of the NACWC, 1895-1992)	Oct 5
Document 5 ( <i>The Red Book of Houston</i> , 1915)	Oct 10
Document 6 ("The Waco Horror," 1916)	Oct 17
Document 7 (The Houston Riot, 1917)	Oct 31
Document 8 (The Richardsons and the <i>Houston Informer</i> )	Nov 2
Discussion 9 (The Historic Census: Occ. & Mig., '10, '29, '40 & '50)	Nov 9
Document 10 (Harris County Welfare Applications, 1930s & 1940s)	Nov 13
Document 11 ( <i>Eyes on the Prize: America during the Civil Rights Years</i> )	Nov 16
Document 12 ( <i>Neo-African-Americans</i> )	Nov 28

### DISCUSSION THREADS:

Students **MUST** post ten discussion threads based on select Discussion Forums created by the instructor. Some of the forums will derive from the document analyses, while others will generate from the main textbook and current events. Students will write one hundred to two hundred words for each thread. Each thread is worth ten points, totaling a possible grade of one hundred. **This assignment is 20 percent of the final grade** and will be due on assigned dates listed in the course calendar and Blackboard page. Please see the designated modules on Blackboard for more details about the specific discussion forums.

Discussion Thread 1: Class Introductions

Discussion Thread 2: Did Reconstruction Fail Black America?

Discussion Thread 3: Whose politics made more sense: that of BTW or WE B Du Bois?

Discussion Thread 4: Compare the Old Negro to the New Negro

Discussion Thread 5: Does Carter G. Woodson's argument sound familiar? Explain.

Discussion Thread 6: How did the Great Depression and new Deal affect Black America?

Discussion Thread 7: Based on James Gregory's argument, how did Blacks, Whites, and Latinos respond to World War II? How did the war transform these groups?

Discussion Thread 8: How did the interwar period and World War II affect Black Workers in the United States?

Discussion Thread 9: Did the Modern Civil Rights Movement end Structural Racism? Explain.

Discussion Thread 10: What tensions exist between Neo-African-Americans and African Americans? Can these groups resolve their issues for the good of the larger Black community of communities?

### SELECT BIBLIOGRAPHY:

Students must formulate a select bibliography on any aspect of Recent African American History, particularly Reconstruction, Jim Crow segregation, racial accommodation, racial violence, buffalo soldiers, World War I, the Great Migrations, Black urban life, Black labor history, Black civic work, long civil rights, Black political mobilization, or the Modern Civil Rights Movement. The bibliography must comprise ten sources—ten secondary and fifteen primary sources. An abstract summarizing the select sources must explain the selected works, describe in detail some of the major themes of the selected works, and assess the significance in Recent African-American History. Please consider selecting sources that will help spark your passion for writing and research. Essentially you will write a descriptive analysis summarizing the entire select bibliography. The abstract should be no longer than two hundred and fifty words at length.

The select bibliography must be compiled appropriately. See the *Chicago Manual of Style Online* reference guide, 16<sup>th</sup> ed., as well as my examples of bibliographies on the Blackboard site for detailed instructions. Again, refer to the materials on Blackboard, and Chicago Manual of Style Online, 16th ed. (Ch. 14 and 15), for the correct writing of bibliographies, bibliographic information, and parenthetical citations for the annotations that refer to the source being assessed. Again, access the reference guide CMSO online through the Newton Gresham website at <http://www.chicagomanualofstyle.org/home.html>. Again, the selected bibliography must include fifteen primary sources and ten secondary sources as well as include a 250-word abstract on the cover page of the bibliography. Please, please consider Blackboard primary sources, class readings, source materials in databases for suggestions.

Students are expected to use primary-source materials in Recent African-American history (1865-the present) including newspaper editorials or columns, magazine or newspaper articles, welfare applications, photographs, cartoons, historical artifacts, and letters, vertical files, military service records, court proceedings, Congressional reports, manuscript collections, newspapers, census reports, voting rolls, census manuscripts, probate records, deeds, property tax statements, poll taxes, and government documents. Students should also utilize genealogical and historical databases such as HeritageQuest Online, Family Search, and Ancestry.com. Students should access the database HeritageQuest Online through the library's website. Please remember NGL's databases on Black history and life—African American Newspapers, 1827-1998, Black Studies Center, and History Vault: African American Freedom Struggle & NAACP Papers. These databases store some of the country's leading primary sources on the Black experience in this country: *Chicago Defender*, NAACP Papers, Mary McLeod Bethune Papers, Papers of A. Philip Randolph, Kerner Commission Report, National Association of Colored Women Clubs, Records of the Southern Christian Leadership Conference, etc. Go directly to these databases and sources at <http://shsulibraryguides.org/content.php?pid=152450&sid=1299138>. These sources will not only provide you with detailed accounts about Black civil rights, labor union activism, and women's organizing efforts; these poignant source materials will help you understand Black America from the inside out, particularly from the perspectives of the personal observations and ideas of civic leaders, educators, and activists.

Additionally, please consider museums, university libraries, archives, depositories, genealogy centers, etc., as exciting places of historical investigation. Students outside the Houston area should consult regional libraries in their general vicinity. Some of the earlier mentioned library databases will aid you as well. Increasingly, libraries have digitized their records. For example, the New York Library's Schomburg Center for Research in Black Culture created *In Motion: The African American Migration Experience* (accessed January 15, 2016), <http://www.inmotionaame.org/home.cfm?jsessionid=f8302497201452872943216?bhcp=1>. Its massive site provides an in-depth historical assessment of the Black migration experience in the African Diaspora and United States, from the transatlantic slave trade to the New Great Migrations of today. Primary documents



and secondary sources comprise the bulk of the site. This digital reference and primary-documents site will serve as a godsend for students interested in immigration and internal migration as topics. Another invaluable library archival source is Documenting the American South at the University of North Carolina at Chapel Hill Library (accessed January 16, 2017), <http://docsouth.unc.edu/>. This digital archive is extraordinary for its invaluable resources, from manuscripts and organizational records to government documents and contemporary writings on the South and by southerners. It will especially serve as a useful option for those students interested in a comparative history project or a topic other than Black Houston or Texas. Area library archives in Southeast Texas as well as those across the country will also be invaluable to students. Feel free to consult encyclopedic sources as well but for reference purposes only [Such sources require that students read and write on a series of entries (three to five) on the topic under discussion and usually do not give in-depth information as do traditional scholarly sources. Remember though that this does not matter to you since you will only annotate two primary source items]. In addition, the history bibliographic librarian, Prof. Erin Cassidy, will serve as an important guide, if you choose to seek her assistance. Please go to her embedded tutorial for specific details and suggestions.

Remember also that **plagiarism is illegal and unacceptable**. I do not expect students to write paragraphs word-for-word verbatim from the sources utilized. Again, this is unacceptable. Rather, paraphrase the ideas given in the source materials. Anything else is illegal and cause for an automatic F on the assignment. Furthermore, give me analysis, detail, and color. In other words, speak from the soul! Please write your bibliographies in the format given in the example(s) on Blackboard. There are no exceptions to this rule. In addition, use the appropriate format when writing your abstract and select bibliography. **The written annotations always follow the bibliographic entries. Only the first line of the bibliographic entry begins at the left margin while subsequent lines for the entry are indented.** Again, refer to the materials on Blackboard, and *Chicago Manual of Style Online*, 16<sup>th</sup> ed. (Ch. 14 and 15), for the correct writing of bibliographies, bibliographic information, and parenthetical citations for the annotations that refer to the source being assessed.

**This assignment, which is worth one hundred points, is 20 percent of the final grade and is due Thursday, Oct 12, before midnight.** Students must also submit a standard bibliography before completing their final assignment. A standard select bibliography of five to ten sources, including several primary sources, a topic title, and short research abstract, is due Tuesday, Oct 3 before midnight. The final annotated bibliography is due Thursday, October 12 at or before midnight. Again, this assignment is 25 percent of the final grade.

### **BOOK REVIEW ESSAY:**

Students will write ONE one-thousand- to two-thousand-word, double-spaced, word-processed book-review essay on the selected assigned readings. The review essay will compare/contrast Ida B. Wells-Barnett's *Southern Horrors* (1892-1896), *The Red Record* (1895), or *Mob Rule in New Orleans* (1901); W. E. B. Du Bois's *The Souls of Black Folk* (1903); and Carter G. Woodson's *The Miseducation of the Negro* (1933). The final assignment is due on the last day of class, Thursday, November 30 by midnight. The essay is worth 40 percent of the final grade.

Students will summarize and assess the selected books in detail. I have included in this syllabus and posted on Blackboard questions for the monographs. Please answer all or most of the questions when writing your reviews. I have paired and arranged the books topically and sequentially in the course calendar. Students will compare their selected books, explain their relevancy in Recent Black History, and explore the historiographical significance of the works.

The instructor expects students to adhere to some basic writing rules with respect to essay development. First, write an introductory paragraph outlining the paper's thesis. Then discuss each book's thesis. Students should write several subsequent paragraphs describing the major themes laid out as well as discussing the works' specifics (two to four paragraphs for each question). In developing these discussions, please consider comparing the selected works. Alternatively, students may feel more comfortable discussing one book at a time initially. Still, at some point, the narrative should include some discussion about the ways in which the books make similar or contrasting arguments regarding the themes discussed. Students should also dissect these arguments, drawing from chronological or sequential events. In addition, one or several concluding paragraphs should assess and deconstruct the works. Conclusions should also recommend future research directions in the topic or subfield under discussion—Long Civil Rights Movement. As well, write transitional sentences within paragraphs and when ending and beginning new paragraphs. In addition, avoid passive voice phrases whenever possible. Included in the syllabus or posted online is a detailed writing rubric, one everyone will find useful for all assignments this semester. Please review the writing rubric attached to the syllabus and/or on Blackboard. This, along with another writing and reference instructional paper and template bibliographies, should serve as your chief guidepost for appropriate writing and critical-thinking skills this semester.

Students should also use one book review for each work, the main textbook (*Freedom on My Mind*), and three other sources—one scholarly article or book that either discusses each book under review or is closely related. For example, a documents book or edited volume on *Southern Horrors* and *The Souls of Black Folk*, along with a scholarly article depicting or dissecting *The Miseducation of the Negro*, are recommended. Your book review essay will therefore include ten sources: the three books being reviewed, three book reviews on the books, the main textbook, and three additional sources closely related to the reviewed works. Essentially, students should select works that advance and validate their arguments in the given papers. The book reviews and historiographical chapters in one of the works on Blackboard should serve as useful guides.

Download book reviews and scholarly articles using the databases JSTOR and America: History and Life. Feel free to invest in some or one of the historiographical readers. Interlibrary Loan as well will aid you as you make your requests. Let me advise students to make use of other databases at the library's disposal for published book reviews, abstracts, encyclopedic essays, author biographical information, as well as primary sources. Feel free to reference databases of importance for this and other assignments. Books in Print, Bibliography of Native North Americans, Encyclopedia of Religion in America, Encyclopedia of US Political History, Handbook of Texas Online, Historical Abstracts, LexisNexis Academic, Library of Texas, HeritageQuest Online, Urban Studies Abstract, US Congressional Serial Set, *New York Times*, *Dallas Morning News*, *Houston Chronicle*, WorldCat, World Digital Library, World History Collection, Black Studies Center, Dissertations and Theses, Documenting the American South, Encyclopedia Americana and Book Review Digest are available through the library webpage. Please also consider using primary-sources available through NGL: The Black Studies Center; History Vault: Black Freedom Struggle and NAACP Papers; and African American Newspapers, Black Studies Center, 1827-1998. Feel free to access primary document sites such as the Library of Congress American Memory, the National Archives and Records Administration, Documenting the American South, Family Search, the Freedmen's Bureau, etc., from off-campus sites. See the virtual links portal on the Blackboard page to access these sites. These documents may allow you the opportunity to integrate primary documents in your assessment of the two books. Students may also look at bound copies of the book reviews, which students can access on the NGL page or through other research libraries' sites. If anyone has any questions or concerns, please speak with me directly. Students **must** cite the selected sources under review and the other source items used for the papers (book reviews, historiographical essays, primary documents, etc.). For more direct questions about the library's digital resources and other online materials found useful,

contact our History bibliographic and digital librarian, Prof. Erin Cassidy, at 936-294-4567 or [ecassidy@shsu.edu](mailto:ecassidy@shsu.edu). In addition, please see her embedded thread on the homepage of our Blackboard page. Please use footnotes /endnotes and a select bibliography. See the *Chicago Manual of Style Online*, 16<sup>th</sup> edition, Chapter 14, for details and specified examples. While an important component of the final book review essays due later in the semester, your citations should not be religiously lengthy. Citations are required throughout the paper. As a rule, cite at the end of each paragraph, after direct quotations, and materials that precede direct quotations. When using direct quotations from the selected source materials, always use a superscript immediately following the quote and then cite the source of the quoted item in a footnote/endnote. Writers must document all direct and indirect quotations taken from sources. Anything else is plagiarism. When citing books, historiographical essays, and reviews, please include all required information pertaining to the sources in a footnote or endnote—the book under review, historiographical piece, and two book reviews (See *Chicago Manual of Style Online*, 16<sup>th</sup> ed., chapter 14, and templates of bibliographical materials or note materials on Blackboard under the Select Bibliographies and Writing Material portals for specific examples). While I will provide you with examples of book review essays that include parenthetical notes, this class will refrain from these types of citations for all book-review assignments. Instead, students will make use of superscripted footnotes or endnotes.

Once more, students must use at least seven sources in their papers—the three books under review, three book reviews, and the main textbook. Students are eligible to earn one hundred points on each assignment. Late papers will be marked down ten points automatically. **Again, the final papers are due November 30 and are 40 percent of the final grade.**

### FINAL GRADE

Students can earn a total number of 500 hundred points this semester, calculated as follows:

Document Analysis (due on scheduled dates)	100 Points
Discussion-Forum Threads (due on scheduled dates)	100 Points
Select Bibliography (Due Oct 12)	100 Points
Book Review Essay (Due Nov 30)	200 Points
Total Points for the Semester	500 Points

#### All Assignments

Ten Document Analyses	See Scheduled Due Dates
Ten Discussion Threads	See Scheduled Due Dates
Working Bibliography, Topic Title, and Abstract	Oct 3
Final Select Bibliography	Oct 12
Book Review Essay	Nov 30

#### \*GRADING SCALE:

The professor will average the final grade by the total number of points; the following comprises the grading scale for each assignment and final grade:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Sam Houston State University—Fall 2017  
 African-American History: The Rise of Long Civil Rights, 3393.01 W, CRN: 82847

**Module 1**

Aug 24-Sep 7

**WELCOME!**

**INTRODUCTION TO COURSEWORK/SELECTION OF  
 COURSEWORK READINGS AND RESEARCH**

**\*\*TENTATIVE TUTORIALS**

**Writing Center Tutorial, Farrington 111**

Tutoring Session will cover the following:

- \*Compiling a standard bibliography
- \*Writing an annotated bibliography
- \*Writing a book review/book review essay
- \*Developing an outline
- \*Using the annotated bibliography to write the paper
- \*Writing a research paper
- \*Citing sources using superscripts, footnotes, and a select bibliography

**NGL Tutorial with Prof. Erin Owens, NGL 155 or 157**

**Module 2**

Sep 7

***Submit Discussion Thread 1: Class Introductions***

**Module 3**

Aug 31-Sep 14

**Topic Readings on Historiography (Blackboard**

**Historiographical Essays)**

**Historiographical Essays**

*Interpretations of American History, V. 2, Since Reconstruction, 9<sup>th</sup> ed.*

"Introduction"

*African American History Reconsidered, "Conceptualizing  
 Black History, 1903-2006"*

**Module 4**

Sep 14

**Submission of Document Analysis 1: "Race, Politics, and Reconstruction in Texas," in *Major Problems in Texas History*, 2<sup>nd</sup> ed., ed. Sam Haynes and Cary D. Wintz (Boston: Cengage, 2017).**

**Instructions:** Write a brief analysis on ONE of the primary documents

**PART ONE: EMANCIPATION, RECONSTRUCTION, AND THE RISE OF LONG CIVIL RIGHTS**

**Module 5**

Sept 14

**Emancipation and Reconstruction**

*Interpretations of American History, "Reconstruction" in United States*

*Historiography*

*Freedom on My Mind, Ch. 8,*

*"Reconstruction: The Making and Unmaking of a Revolution, 1865-1885"*

W. E. B. Du Bois,

*Souls of Black Folk: Essays and Sketches*, 2nd ed. (Chicago: A. C. McClurg & Co., 1903, in Documenting the American South. Accessed January 17, 2016.

<http://docsouth.unc.edu/church/dubois/dubois.html>.

"Forethought"

"On the Dawn of Freedom"

Digital Site: Texas Library and Archives Commission

*Forever Free: African American Texas Legislators and Constitutional Convention Delegates of Texas*,

<https://www.tsl.texas.gov/exhibits/forever/index.html>.

## Module 6

Sep 14

**Submit Discussion Thread 2: Did the era of Reconstruction fail Black America?**

## Module 7

Sep 14-Oct 10

Welcome Jim Crow

*Freedom on My Mind*, Ch. 9 "Black Life and Culture during the Nadir, 1880-1915,"

Booker T. Washington,

Atlanta Compromise Speech, Atlanta, Georgia, September 18, 1895, from

"Booker T. Washington Delivers the 1895 Atlanta Compromise Speech,"

History Matters: U.S. History Survey on the Web (accessed

January 18, 2016), <http://historymatters.gmu.edu/d/39/>.

Atlanta Cotton Exposition Compromise Speech, Atlanta, Georgia,

September 18, 1895, YouTube (accessed January 17, 2016),

<https://www.bing.com/videos/search?q=booker+t%ee%80%81+washington+atlanta+compromise+%ee%80%80speech%2c+youtu&view=detail&mid=731C884B505146DE0614731C884B505146DE0614&FORM=VIRE9>.

Ida B. Wels-Barnett

*Southern Horrors in All Its Phases*. New York: *New York Age*, 1892. From Project Gutenberg. Accessed August 21, 2017.

<http://www.gutenberg.org/files/14975/14975-h/14975-h.htm>.

*Red Record: Lynchings in the United States*, 1895

From Project Gutenberg. Accessed August 21, 2017.

<http://www.gutenberg.org/files/14977/14977-h/14977-h.htm>.

*Mob Rule in New Orleans: Robert Charles and His Fight to the Death*,

1901. From Internet Archive. Accessed August 21, 2017.

[https://archive.org/details/mob\\_rule\\_new\\_orleans\\_1611\\_librivox](https://archive.org/details/mob_rule_new_orleans_1611_librivox).

William Edward Burghardt Du Bois,



*Souls of Black Folk: Essays and Sketches*, 2<sup>nd</sup> ed. (Chicago: A. C. McClurg & Co., 1903, in Documenting the American South). Accessed January 17, 2016.  
<http://docsouth.unc.edu/church/duboissouls/dubois.html>.

"For Mr. Booker T. Washington and Others"  
 "Of the Meaning of Progress"  
 "Of the Wings of Atlanta"  
 "The Training of Black Men"  
 "Of the Black Belt"  
 "Of the Quest of the Golden Fleece"  
 "Of the Sons of Master and Man"  
 "Of the Faith of the Fathers"  
 "Of the Passing of the First-Born"  
 "Of the Coming of John"  
 "The Sorrow Songs"  
 "Afterthought"

William Edward Burghardt Du Bois, *Souls of Black Folk*, 1903, from YouTube,  
<https://www.bing.com/videos/search?q=souls+of+black+folk%2c+youtube&view=detail&mid=DBAA8E07024044A92191DBAA8E07024044A92191&FORM=VIRE1>.

**Module 8**  
**Sep 28**

**Submission of Document Analysis 2: The Second Mississippi Plan**  
 1890 Constitution of Mississippi, Articles 3, 8, 10, 12 & 14  
 Write a brief analysis on the new constitution and its impact on Black Mississippians

**Module 9**  
**Sep 28**

***Submit Discussion Thread 3: Whose politics made more sense: Booker T. Washington or W. E. B. Du Bois?***

**Module 10**  
**Oct 5**

**Submission of Document Analysis 3: The Atlanta Compromise**  
 Please assess BTW's immortal speech

**Module 11**  
**Oct 5**

**The Working Bibliography, Abstract, and Topic Title are due**  
 Please submit a select bibliography of five to ten sources, along with topic title and short abstract

**Module 12**  
**Oct 5**

**Submission of Document Analysis 4: Papers of the NACWC, 1896-1992**  
 What does the finding aid of this organization tell us about middle-class Black women alive over a century ago?

**Module 13**  
**October 12**

No Class: East Texas Historical Association Fall Meeting  
**Submit Final Select Bibliography via Turnitin by Midnight**

**Module 14**

Carter G. Woodson, *The Miseducation of the Negro*, 1933  
<http://historyisaweapon.com/defcon1/misedne.html>.  
"The Seat of the Trouble"  
"How We Missed the Mark"  
"How We Drifted Away from the Truth"  
"Education Under Outside Control"  
"The Failure to Learn to Make a Living"  
"The Educated Negro Leaves the Masses"

**Module 15**

Oct 19

**Submission of Document Analysis 5: *The Red Book of Houston***

"Introductory," 3"  
"Efficiency," 5  
"Views of Houston Schools," 87  
"Schools and Teachers," 91  
"Negro Health Problem," 148  
What does this document tell us about Black Houstonians and their  
Relationship with Whites a century ago?

**Module 16**

Oct 17-26

**The New Negro and the First Great Migration**

**Topic Readings:**

*Freedom on My Mind*, Ch. 10, "The New Negro Comes of Age, 1915-1940"

**Module 17**

Oct 19

***Submit Discussion Thread 4: Compare the Old Negro to the New Negro***

**PART TWO: THE FIRST GREAT MIGRATION AND THE BIRTH OF TWENTIETH-CENTURY CIVIL RIGHTS**

**Module 18**

Oct 24-31

Digital Site: Schomburg Center for Research in Black Culture  
*In Motion: The African American Migration Experience*,  
"The Great Migration,"

<http://www.inmotionaame.org/home.cfm>

**Historiography (Blackboard Historiographical Essays)**

The Historiography of the Great Migrations

The Great Migration in Historical Perspective, "Introduction:  
Black Migration in Historical Perspective; A Review of  
the Literature"

Carter G. Woodson, *The Miseducation of the Negro*, 1933

<http://historyisaweapon.com/defcon1/misedne.html>.

"Dissention and Weakness"

"Professional Educated Discouraged"

"Political Education Neglected"

"The Loss of Vision"

"The Need for Service Rather Than Leadership"

"Hirelings in the Places of Public Service"

## **Module 19**

Oct 26

### **Submission of Document Analysis 6: The Waco Horror**

Assess "The Waco Horror: A Record of a Lynching," *Crisis: Record of the Darker Races*, July 1916

## **Module 20**

Oct 28

**Submit Discussion Thread 5: Does Carter G. Woodson's arguments In The Miseducation of the Negro sound familiar? Explain.**

## **Module 21**

Oct 31

### **Submission of Document Analysis 7: The Houston Riot**

Martha Gruening, "Houston: An Investigation," *Crisis: Record of the Darker Races*, November 1917

#### Additional Recommended Blackboard Secondary Sources

Steven Reich, "Soldiers for Democracy: Black Texans and the Fight for Citizenship in Texas, 1917-1924," *Journal of American History* 82 (March 1998): 1476-1504

What impact did the Houston Mutiny have on Texans?

## **Module 22**

Oct 31-Nov 7

Carter G. Woodson, *The Miseducation of the Negro*, 1933

<http://historyisaweapon.com/defcon1/misedne.html>.

"Understand the Negro"

"The New Program"

"Vocational Guidance"

"The New Type of Professional Man Required"

"Hire Strivings in the Service of the Country"

"The Study of the Negro"

Appendix

## **Module 23**

Nov 2

### **Document Analysis 8: Clifton F. Richardson Sr., Clifton F. Richardson Jr., and the *Houston Informer***

Clifton F. Richardson Jr. Interview by Louis Marchiafava and Veronica Perry. Digital Tape Recording. Houston Oral History Project. Houston Metropolitan Research Center. Houston, Texas. 9 June 1975.

<http://digital.houstonlibrary.net/oral-history/cliff-richardson.php>.

Clifton F. Richardson Sr., Editorials, *Houston Informer*, 1919-1930

What do these sources—oral interview and two or three Clifton F.

Richardson Sr. editorials in the Houston Informer between 1919 and 1930 tell us about the Richardsons as New Negroes?

**Module 24**  
Nov 2

**Submit Discussion Thread 6: How did the Great Depression and new Deal impact Black America?**

**Module 25**  
Nov 7-9

### **PART THREE: THE SECOND GREAT MIGRATION AND THE MODERN-DAY CIVIL RIGHTS MOVEMENT UNFOLDS**

#### **The World War II Era**

##### **Topic Readings**

*Freedom on My Mind*, Ch. 11, "Fighting for a Double Victory in the Era of World War II, 1939-1948"

##### **Additional Recommended Digital Readings**

*In Motion*, "The Second Great Migration"

<http://www.inmotionaame.org/home.cfm>

James Gregory, "The Second Great Migration: A Historical Overview," in *African American Urban History since World War II*, ed. Kenneth Kusmer and Joe W. Trotter. Chicago: University of Chicago Press, 2008.

**Module 26**  
Nov 9

**Submit Discussion Thread 7: Based on James Gregory's argument, how did Blacks, Whites, and Latinos respond to World War II? How did the war transform these groups?**

**Module 27**  
Nov 9

#### **Submission of Document Analysis 9: Bureau of Census Data**

Bureau of Census, *Negroes in the United States, 1920-1932*

Bureau of Census, *Detailed Characteristics of Texas*, for 1950

Briefly discuss the occupational variables for Blacks in 1930, 1940 & 1950

Texas. Concentrate on a Texas rural county and city. How does rural-to-urban migration affect Black Texas work options?

[If you are not a Texas resident, please feel free to select another state of your choice to examine but please be mindful of the importance of rural-to-urban and South-to-North or South-to-West migration as an important theme within this document analysis assignment]

**Module 28**  
Nov 14

**Submit Discussion Thread 8: How did the interwar period and World War II affect Black Workers in the United States?**

**Module 29**  
Nov 14

#### **Submitting Document Analysis 10: Harris County Social Service Client Files**

Select a Black family from the hundreds of case files and discuss the family in detail, focusing on family characteristics, rural-to-urban

migration, occupations, education levels, home ownership, and family history within the social service arena

### Module 30

Nov 9-30

#### The Modern Civil Rights Movement

##### Topic Readings:

*Freedom on My Mind*, Ch. 12, "The Early Civil Rights Movement, 1945-1963"

*Freedom on My Mind*, Ch. 13, "Multiple Meanings of Freedom: The Movement Broadens, 1961-1976"

##### Documentaries

*Eyes on the Prize: America during the Civil Rights Years* series

##### Series Episodes

*Awakening* (1954-1956)

*Fighting Back* (1957-1962)

*Ain't Scared of Your Jails* (1960-1961)

*No Easy Walk* (1961-1963)

*Mississippi: Is This America?* (1962-1964)

*Bridge of Freedom* (1965)

*The Time Has Come* (1964-1966)

*Two Societies* (1965-1968)

*Ain't Gonna Shuffle No More* (1964-1971)

*A Nation of Laws?* (1968-1971)

*The Keys to the Kingdom* (1974-1980)

*Back to the Movement* (1979-Mid 1980s)

### Module 31

Nov 16

***Submit Discussion Thread 9: Did the Modern Civil Rights Movement end Structural Racism? Explain.***

### Module 32

Nov 16

#### **Submission of Document Analysis 11: Documenting Contemporary Civil Rights**

*Eyes on the Prize: America during the Civil Rights Years* series

*The Strange Demise of Jim Crow*, produced by Thomas Cole, 56 minutes, California Newsreels, DVD.

*The New Black: LGBT Rights and Black Communities*, Yoruba Richen, Yvonne Welbon, Co-Producer: Angela Tucker. Director: Yoruba Richen. In association with ITVS, Ford Foundation/Just Films and Chicken & Eggs Pictures

Write a synopsis on ONE documentary/documentary series episode

### Module 33

Nov 28-30

#### **PART FOUR: THE NEW GREAT MIGRATIONS IN THE ERA OF UNFINISHED CIVIL RIGHTS**

##### The New Great Migrations and Urban Life

##### Topic Readings



*Freedom on My Mind*, Ch. 14, "Racial Progress in the Era of Backlash and Change, 1967-2000"  
*Freedom on My Mind*, Ch. 15, "African Americans in the New Century, 2000-Present"  
*In Motion: AAME*  
 "Return South Migrations"  
 "Caribbean Movements"  
 "Haitian Immigrations"  
 "African Immigrations"  
<http://www.inmotionaame.org/home.cfm>

**Module 34**  
 Nov 21-23

No Assignments, No Class: Happy Thanksgiving! ☺

**Module 35**  
 Nov 28-30

**Submission of Document Analysis 12**  
*The Neo-African-Americans*, produced by Kobina Aidoo, 62 minutes, Kobi-1 Productions, 2008.  
 Who are the Neo-African-Americans and how do they differ from other African Americans in the United States?

**Module 36**  
 Nov 28

***Discussion Thread 10: What tensions exist between neo-African-Americans and African Americans? Can these groups rise above the fray for the good of the larger Black Diasporic community?***

**Module 37**  
 Nov 30

Submission of Final Paper: Book Review Essay over the Class Readings

**BE ADVISED THAT CHEATING AND PLAGIARISM CAN RESULT IN AN AUTOMATIC "F" FOR THE COURSE. THIS GOES FOR ALL ASSIGNMENTS AND TESTS. PLEASE REMEMBER DUE DATES FOR ALL ASSIGNMENTS AND TESTS. PLEASE DO NOT LOSE THIS SYLLABUS AND COURSE CALENDAR. THESE WILL BE YOUR LIFELINE FOR THE COURSE THIS SEMESTER. I HOPE THAT YOU WILL HAVE A GREAT TIME IN THIS CLASS.**

\*The professor reserves the right to deduct anywhere from ten to thirty points from students' final average for incomplete and plagiarized work! Please complete all assignments in a timely manner to avoid grade deductions.

\*\*Specific Dates TBA