

## **History 302-01 Race and Segregation**

Instructor: Dr. Michael Sistro  
Office Hours: 10:00-11:50 MWF, 2:00-3:00 TTh  
and by appointment.  
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Spring 2003  
225 McIver  
TTh  
12:00-1:45

### **Course Objectives:**

This class has three objectives. The first is to understand basic themes of African American history and American race relations over the past 138 years. Despite the name of the course, we will limit the definition of “race” to white and black Americans and we will stretch the time-line beyond the official beginning and end of legal segregation. Through lectures, readings, audio-visual material, and in-class discussions, we will consider individuals, sample communities, such as Greensboro, North Carolina and the Mississippi Delta, and race as an evolving, socially constructed idea and a defining element of public policy and mass popular culture. On the one hand, we will celebrate the vital role of African Americans in the country’s economic, cultural, and ideological development from the Civil War to the present and how generations of African Americans endured through adversity and expanded the definition of “freedom” for all of us. On the other hand, we will examine how twentieth century American apartheid thoroughly constrained the lives of African Americans and the chances for democracy and economic justice for the white poor and working class. Decades of struggle, culminating in the 1970s, finally ended legal segregation, disfranchisement, and discrimination, but the legacies of race and segregation continue to shape contemporary American society. A second objective, which involves the reading assignments and audio-visual material, is to explore different and interesting sources for learning African American history. The third objective, which involves the writing assignments, is to train you as an historian to make clearly organized and well supported arguments.

### **Course Requirements:**

Readings: The reading assignments will come from three texts and on-line course packs. The texts are available at the University bookstore and you can also find copies the library. You can find additional copies of the books at other local libraries and used copies are for sale at other campus bookstores in town.

#### Texts to purchase:

Darlene Hine et al, The African American Odyssey, Vol II [Note: you may also use the combined hardback edition if you already own it or can find a used copy.]

William Chafe, Civilities and Civil Rights: Greensboro, North Carolina and the Struggle For Black Equality

George Lipsitz, A Life in the Struggle: Ivory Perry and the Culture of Opposition

The course pack contains documents, introductory material, and links to several web sites where other supplemental readings are located. You will need to have ready access to the Internet, either from campus or at home and you will need to give yourself time to consult the web-based sources before the assigned class time.

The readings should be completed in advance of each class meeting. This class is intended to function more as a discussion seminar and less as a lecture course, but this can only work if you have done the readings before class.

Web Material: The course pack and other course material are accessible on-line at Blackboard. [<http://blackboard.uncg.edu>] Note: this is a new server for BB. In addition, you should now only use INTERNET EXPLORER rather than Netscape to access BB. Login with your UNCG username and your NOVELL (Netware) password. Anyone who does not know their Novell password can reset their password at <http://accounts.uncg.edu>. You do NOT need to know your current password to do this. To access BB, you need to have first activated your UNC-G e-mail account. Accounts can be activated at <http://accounts.uncg.edu> by selecting Unix Communications, Netware & Campus Pipeline Account Creation. If you are not sure if you have an account, complete the form and the system will either give you an account or will tell you the account username if you already have one. To access BB the first time, use your UNC-G user name. The password will be "password" until you change it. The simplest thing to do is to download the course packs, exams and other files from Blackboard onto your own computer. If you have trouble accessing Blackboard, let me know and I can e-mail you the files. You should also check the announcements section of BB regularly.

Written Work: In order to assist you in honing your writing and argumentation skills, you will also be responsible for three short readings-based papers during the course of the semester (three-four pages, double-spaced, typed). (See syllabus for due dates and separate file on paper topics on Blackboard.)

In order to allow you to explore your own interests and to expose you to the basics of historical research, you will also be responsible for one paper (five-seven pages, double-spaced, typed) based on independent research in some sources we did not examine in class. The research paper will be due on the last day of class, but you are highly encouraged to turn it in before then to free up your exam week and to ease my grading burden! (See separate on paper topics on Blackboard.)

Finally, over the course of the semester, you will also be responsible for submitting sixteen brief (one paragraph) summaries of the assigned readings for a given class. You can choose which ten days for which to write summaries. See the handout on Blackboard for more detail.

**Final Grade Composition:**

Participation:	20%
Readings Summaries	8% (16 worth .5% each)
1 <sup>st</sup> Readings-based paper	11%
2 <sup>nd</sup> Readings-based paper	16%
3 <sup>rd</sup> Readings-based paper	20%
Research paper:	<u>25%</u>
	100%

In my final analysis, these percentages can be somewhat flexible. I give weight to signs of improvement in your written work and to class participation.

## Class Schedule

Tues. Jan. 14. Introduction.

### **Part I: Redefining “Freedom” and Southern Race Relations, 1865-1900**

Thurs. Jan. 16. “Freedom” and the Legacies of Slavery, 1865-1868

Readings: Hine, African American Odyssey, pp. 259-264, 271-276 (Hereafter referred to as “text”)  
course pack, Pt I (see table of contents in course pack for each class date)

Tues. Jan. 21. Reconstruction and Redemption, 1868-1870s

Readings: text, pp. 276-280, 285-302

Thurs. Jan. 23. Segregating Society and the Growth of Black Communities, 1870s-1900s: Pt I: Schools

Readings: text, pp. 267-271, 335-341, listen to tracks #18 and 19 on the Living Words cd (The cd comes with the Hine text. See p. xv in text for track list)  
course pack

Tues. Jan. 28. Segregating Society and the Growth of Black Communities, 1870s-1900s: Pt II: Churches

Readings: text, pp. 264-267, 341-345  
course pack

Thurs. Jan. 30 Jim Crow’s Motives and Means: The Case of Wilmington, 1880s-1898

Readings: text, pp. 309-314, 319-322, listen to track #15 on cd  
course pack

Tues. Feb. 4. Jim Crow’s Regional & National Consequences, 1896-1900

Readings: text, pp. 314-319, 329-331  
course pack

Tues. Feb. 11. Black Responses: Accommodation and Resistance, 1895-1910s

Readings: text, pp. 365-374, listen to tracks #23 and 24  
course pack

Thurs. Feb. 13. Race and Place: Sorting Out the New American City, 1880s-1920s

Readings: text, pp. 351-356, 374-380, 383-395  
course pack

## Part II: Coming to Terms with American Racism, 1900s-1954

### Tues. Feb. 18. 1<sup>st</sup> readings-based paper due.

Racism and Black Public Health, 1900-1940s

Readings: course pack

Thurs. Feb. 20. The Spectrum of Southern Racism, 1900-1940s: Pt I: Urban

Readings: William Chafe, Civilities and Civil Rights, Introduction and Chap. 1 (pp. 13-24.) (Hereafter cited as Chafe)  
course pack

Tues. Feb. 25. The Spectrum of Southern Racism, Pt II: 1900-1940s: Rural

Readings: text, pp. 323-329  
George Lipsitz, A Life in the Struggle, Introduction and Chap. 1 (Hereafter cited as Lipsitz)  
course pack

Thurs. Feb. 27. Black Culture: From Bad Man, to Blues Man, to Jazz, 1920s-1940s

Readings: text, pp. 356-360, 413-422, 463-469, listen to track #26, 29, and 31  
course pack

Tues. March 4. Options for Resistance: Separation vs. Integration, 1914-1930s

Readings: text, pp. 401-413, 474-475, 429-441  
course pack

Thurs. March 6. The Paradox of Patriotism: Fighting for Democracy, 1898-1952

Readings: text, pp. 345-351, 380-383, 481-497  
Lipsitz, Chap. 2 [Note. There are 8 more chapters in this book to read, so you might want to get ahead over spring break.]  
course pack

Tues. March 11-Thurs. March 13. Spring Break. **No Class.**

Tues. March 18. Black Labor and the Potential for Interracial Unionism, 1945-1950s

Readings: text, 444-450  
Lipsitz, Chap. 3 (pp. 65-73)  
course pack

Thurs. March 20. Building Black Political Power, 1945-1950s

Readings: text, pp. 497-500  
Chafe, Chap. 1 (pp. 24-41)  
course pack

Tues. March 25. Building the Legal Case for Desegregation, 1945-1954

Readings: text, pp. 441-444, 472-474, 500-506  
course pack

### **Part III: The Freedom Struggle and Its Legacies, 1954-**

#### **Thurs. March 27. 2<sup>nd</sup> readings-based paper due.**

Rhythm and Blues and the Birth of Rock and Soul, 1945-1960s

Readings: text, pp. 455-462, 470-472

Tues. April 1. Responding to School Desegregation, 1954-1960

Readings: text, pp. 513-515

Chafe, Chap. 2 [Note: You need to have read through Chap. 5 by next Tuesday, so you might want to get ahead.]

course pack

Thurs. April 3. Montgomery and the Beginnings of Mass Protest, 1955-1960

Readings: text, pp. 515-522, listen to track #36

course pack

Tues. April 8. Greensboro and the Rise of Mass Protest, 1960-1964

Readings: text, pp. 522-533

Chafe, skim Chap. 3-5

Lipsitz, Chap. 3 (pp. 73-92)

course pack

Thurs. April 10. Fighting for Voting Rights, 1960-1965

Watch Freedom on My Mind.

Readings: text, review p. 526-527, read pp. 533-536

course pack

Tues. April 15. Black Power, Pt I: Local Activism, 1965-1970s

Readings: text, look at map on p. 537, 565-567

Chafe, Chap. 6 and 7 (pp. 172-178)

Lipsitz, Chap. 4 and 5

course pack

Thurs. April 17. Black Power, Pt II: Radicalism and Backlash, 1965-1970s

[Possible evening panel with participants in the 1963 Greensboro demonstrations. Attendance voluntary, but extra credit given.]

Readings: text, 543-558, 562-565, listen to track #39

Chafe, Chap. 7 (pp. 178-202)

Lipsitz, Chap. 6

course pack

Tues. April 22. Managing School Desegregation, 1967-1970s

[Pick topics for group reports on aspects of race & popular culture & politics for May 6.]

Readings: Chafe, Chap. 8 and 9

course pack

Thurs. April 24. Affirmative Action and the Duty of the New “Talented Tenth”, 1980s-  
Readings: text, pp. 567-570, skim 577-604  
course pack

Tues. April 29. Poverty, Crime and Race, 1970s-1990s  
Possible guest lecture by Rev. Nelson Johnson.  
Readings: text, review 567-570, 580, 588-590, 591-594  
Chafe, Epilogue  
Lipsitz, Chap. 7 and 8  
course pack

Thurs. May 1. The Black Image and Mass Popular Culture, 1960s-1990s  
Readings: text, 558-562, listen to tracks #41 and 42  
course pack

**Tues. May 6. Research Paper due.** Beyond Black and White, An Integrated Society?  
Group reports on aspects of race and popular culture and politics.  
Readings: text, review pp. 593, 594-604  
Lipsitz, Chap. 10 and Epilogue  
course pack

**Fri. May 9.** No Final Exam, but **3<sup>rd</sup> readings-based paper due by 5:00pm.**