

Writing the Racial Mountain in the Age of Jim Crow

AFR S 023, GWS 025, HIST 023

Tuesday/Thursday 10-11:25
Mass Hall Faculty Room

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Office Hours: M-H, 1-3 or by appt

DESCRIPTION

What did it mean to be black in the late nineteenth and early twentieth centuries? What sources did prominent African American leaders in this period draw upon to make sense of, create, and negotiate meanings of the racialized self and collective? How did notions of black womanhood and black manhood contribute to the historical development of racial segregation and attempts to challenge and dismantle it?

This course will explore arguments about and controversies over "the strange meaning of being black" from the post-Reconstruction period to the Great Depression. We will read and analyze a variety of primary source documents within the context of the social, political, and economic aspects of the Jim Crow Era, a period of legal segregation that lasted from the late nineteenth century through the mid-to-late twentieth. Following Reconstruction, a brief experiment in interracial democracy, African Americans reached a nadir, or a low point, as racial violence increased dramatically and the "separate but equal" doctrine became legal. While many interpretations emphasize racial and economic dimensions, we will integrate into the discussion two other critical categories of analysis: gender and sexuality. We want to learn how African American writers and thinkers drew upon notions of black masculinity and femininity as they made sense of their new reality. In addition, we want to interrogate how the theory and practice of racial segregation drew upon interpretations of "true" men and "true" women to support disfranchisement, racial violence, and limited social and economic mobility for African Americans.

Organized thematically, *Writing the Racial Mountain* is a writing intensive course designed to teach you the historian's craft. You will be required to submit short writing assignments and a final research paper.

GOALS

Upon successful completion of this class, you will be able to identify the chronological, causative, and contextual dimensions of the Jim Crow Era, African American life under segregation, and African Americans' varied and creative means of negotiating and making meaning for themselves within a racially hostile context. In addition, you will be able to demonstrate critical thinking, reading, writing, and researching skills.

You will succeed in this course to the extent that you keep up with assignments and readings, actively participate in class discussions and writing workshops, provide thorough and constructive feedback on your colleagues' work, incorporate criticisms into your own, and write an engaging and well-argued research paper.

TEXTS

Jane Dailey, *The Age of Jim Crow* (New York: W.W. Norton & Company, 2009)

Leon Litwack, *Trouble in Mind: Black Southerners in the Age of Jim Crow* (New York: Alfred A. Knopf, 1998)

Mary Lynn Rampolla, *A Pocket Guide to Writing in History, Fifth Ed.* (New York: Bedford St. Martin's, 2007)

We will refer to Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations, 7th ed.* (Chicago: University of Chicago Press, 2007), which outlines the Chicago style of citation required for this course. The Hawthorne-Longfellow Library has a circulating copy and two non-circulating copies. You may wish to purchase a copy of your own.

ONLINE INFORMATION

Updates to the syllabus, announcements, links, discussion forums, blogs, course readings, and other materials are all available on Blackboard. You will use this course management system to submit all of your assignments.

GUIDELINES

Papers should be turned in on the date and at the time they are due. Extension requests must be submitted in person at least three days before the due date. Permission is granted only in rare cases.

You are expected to follow the Academic Honor and Social Code found in the Student Handbook (<http://www.bowdoin.edu/studentaffairs/student-handbook>). If you are unclear on what constitutes as plagiarism or have further questions please contact me.

Use 12 pt Times New Roman font with default Microsoft Word margins, double-spacing, and the Chicago citation style.

Attendance is mandatory but if you are ill *please* remain home and contact me as soon as you can. Together we will create a plan for you to complete the work you missed.

You are strongly encouraged to bring laptops to class but you are to use them for educational purposes only.

Reading the newspaper or other non-course related material is unacceptable.

Bring the Dailey and Litwack texts to every class.

Use Blackboard to sign-up for office hours and submit general inquiries to the Discussion Board. Emails should be reserved for personal matters.

Consult the services of The Writing Project (<http://academic.bowdoin.edu/writing-project>) to receive additional feedback.

ASSIGNMENTS*

Participation (15%)

- In-Class Discussion
- Discussion Preps
- Attendance

Writing Workshops (10%)

- Working with Sources
- Plagiarism & Citation
- Document Analysis Peer Review Workshop
- Comparative Analysis Peer Review Workshop
- Annotated Bibliography
- Hawthorne-Longfellow Library Visit
- Theses, Topic Sentences, and Annotated Evidence Lists

Secondary Literature Analysis (5%)

- 1-2 pages
- Cover Letter

Document Analysis Essay (5%)

- 1-2 pages
- Cover Letter
- Individual Appointment
- Rewrite
 - New Cover Letter (Response to Comments)

Comparative Analysis Essay (5%)

- 2-3 pages
- Cover Letter
- Individual Appointment
- Rewrite
 - New Cover Letter (Response to Comments)

Annotated Bibliography (5%)

Thesis Paragraph and Annotated Evidence List (5%)

Peer Response (5%)

Research Paper (45%)

- 5-7 pages
- Cover Letter
- Individual Appointment
- Rewrite
 - New Cover Letter (Response to Comments)

*Check Blackboard for specific information.

GRADING CRITERIA

Short Writing Assignments

Case-by-Case Basis-Consult Blackboard for Specific Information

Participation and Writing Workshops

- Analysis
 - Thorough
 - Constructive
 - Incisive
- Participation
 - Discussions posted on time
 - Active Listening and Contributing

Research Paper

- Analysis
 - Convincing
 - Complex/Nuanced
- Accuracy
 - Factual
- Organization
 - Flow
 - Grammar/Mechanics
 - Citation

Scale:

A= excellent (deep, nuanced, and clear understanding, organizationally sound, independent analysis, accurate in all details, creative and original in approach, exceptionally well-written)

B= above average (good understanding, generally well-organized and accurate, some independent analysis, well-written)

C= average (acceptable level of understanding, some organizational issues, little independent analysis, adequately written and accurate)

D= below average (misinterprets ideas, lacks organization and independent analysis, poorly written, inaccurate)

ASSIGNMENT DUE DATES* AND WRITING WORKSHOP DATES

✓	Task	Due
	Discussion Prep	9/7
	Discussion Prep	9/9
	WORKING WITH SOURCES WORKSHOP	9/15
	Discussion Prep	9/16
	PLAGIARISM & CITATION WORKSHOP	9/22
	Discussion Prep	9/23
	Secondary Literature Analysis	9/25
	Discussion Prep	9/28
	Discussion Prep	9/30
	Document Analysis Essay	10/2
	DOCUMENT ANALYSIS PEER REVIEW WORKSHOP	10/6
	Discussion Prep	10/7
	Document Analysis Essay Rewrite	10/9
	Discussion Prep	10/14
	Discussion Prep	10/19
	Discussion Prep	10/21
	Comparative Analysis Essay	10/23
	COMPARATIVE ANALYSIS PEER REVIEW WORKSHOP	10/27
	Discussion Prep	10/28
	Comparative Analysis Essay Rewrite	10/30
	Discussion Prep	11/2
	ANNOTATED BIBLIOGRAPHY WORKSHOP	11/5
	HAWTHORNE-LONGFELLOW LIBRARY VISIT	11/10
	Discussion Prep	11/11
	Annotated Bibliography	11/13
	Discussion Prep	11/16
	THESES, TOPIC SENTENCES, AND ANNOTATED EVIDENCE LISTS	11/18
	Thesis Paragraph and Annotated Evidence List	11/22 (midnight)
	Discussion Prep	11/23
	Discussion Prep	11/30
	Discussion Prep	12/2
	First Draft of Research Paper	12/6 (noon)
	Peer Response	12/8 (ten a.m.)
	RESEARCH PAPER PEER REVIEW WORKSHOP	12/8
	Final Draft of Research Paper	12/18 (ten a.m.)

* All assignments except the thesis paragraph and annotated evidence list are due by midnight.

CLASS SCHEDULE

September

9/3	Interrogating the Racial Mountain Langston Hughes, "The Negro Artist and the Racial Mountain" http://www.english.illinois.edu/Maps/poets/g_l/hughes/mountain.htm
9/8	The Age of Jim Crow Litwack, "Preface," xi-xviii Dailey, "Bigger Than A Hamburger," xi-xvi
9/10	Racial Baptisms: Learning Jim Crow Litwack, "Baptisms," 3-13 Richard Wright, "The Ethics of Living Jim Crow" http://newdeal.feri.org/fwp/fwp03.htm
9/15	Workshop: Working with Sources Rampolla, "Working with Sources," 6-24
9/17	Racial Baptisms: Learning Jim Crow, 2 Litwack, "Baptisms," 34-37; 47-51 Dailey: "Mr. Johnson Introduces the Miscegenation Issue (January 30, 1866)," 6-7; "Mr. Dawson on the Republicans an Social Equality (January 30-31;February 1, 1866)," 9-10;"Mr. Rainey on Social Rights (December 19, 1873)," 15; "Mr. Ransier on Social Equality (January 5, 1874)," 16; "Mr. Beck Proposes as Amendment to the Civil Rights Act (January 5-6, 1874)," 16-17
9/22	Workshop: Plagiarism and Citation Rampolla, "Plagiarism," 89-95; "Quoting and Documenting Sources," 96-103
9/24	Teaching the "Freedom" Generation: The Challenge of Black Education Litwack, "Lessons," 69-86 Secondary Literature Analysis due Friday 9/25
9/29	Teaching the "Freedom" Generation: The Challenging of Black Education, 2 Booker T. Washington, "The Atlanta Compromise Speech," 1895 http://historymatters.gmu.edu/d/39/ Dailey, "Of Mr. Booker T. Washington and Others (1906)," 95-104 Dailey, "The Niagara Movement: Declaration of Principles (1906)," 113-118

October

10/1	<p>The Economic Blues: Fashioning a Black Working-Class</p> <p>Litwack, "Working," 117-127</p> <p>Dailey, W.E.B. Du Bois, "Georgia: Invisible Empire State (January 21, 1925)," 141-147</p> <p>Documentary Analysis Essay due Friday 10/2</p>
10/6	<p>Workshop: Document Analysis Peer Review</p>
10/8	<p>The Economic Blues: Fashioning a Black Working-Class, 2</p> <p>Litwack, "Working," 167-174</p> <p>Dorothy Sterling, ed. <i>We Are Your Sisters: Black Women in the Nineteenth Century</i> (New York: W.W. Norton and Company, 1984), 73-74</p> <p>Michelle R. Scott, <i>Blues Empress in Black Chattanooga: Bessie Smith and the Emerging Urban South</i> (Urbana: University of Illinois Press, 2008), 73-74</p> <p>Dailey, Fannie Barrier Williams, "The Club Movement among Colored Women of America (1904)," 104-108</p> <p>Document Analysis Essay Rewrite due 10/9</p>
10/15	<p>Day-to-Day Encounters with Jim Crow</p> <p>Litwack, "White Folks: Acts," 218-237</p> <p>Racial Segregation Signs: www.afroamhistory.about.com/od/jimcrowlaw1/jg/Racial-Segregation-Signs/DrinkingFountain.-4j.htm</p>
10/20	<p>Day-to-Day Encounters with Jim Crow, 2</p> <p>Litwack, "White Folks: Acts," 243-246</p> <p>Dailey, <i>Plessy v. Ferguson</i>, 68-73</p>
10/22	<p>Racial Violence</p> <p>Litwack, "Hellhounds," 280-300</p> <p>Without Sanctuary www.withoutsanctuary.org/main.html</p> <p>Comparative Analysis Essay due Friday 10/23</p>
10/27	<p>Workshop: Comparative Analysis Essay Peer Review</p>
10/29	<p>Racial Violence, 2</p> <p>Litwack, "Hellhounds," 300-312</p> <p>Dailey, "Ida B. Wells-Barnett, <i>On Lynching</i>," 61-68</p> <p>Comparative Analysis Essay Rewrite due Friday 10/30</p>

November

11/3	<p>The Racial Etiquette Code and Its Impact</p> <p>Litwack, "Enduring," 326-341</p> <p>Mamie Garvin Fields, <i>Lemon Swamp and Other Places: A Carolina Memoir</i>, 71-73</p>
11/5	<p>Workshop: Annotated Bibliographies</p> <p>Rampolla, "Reading and Writing in History," 29-31</p>
11/10	<p>Hawthorne-Longfellow Library Session</p> <p>Rampolla, "Conducting Research," 77-86</p>
11/12	<p>The Intraracial World</p> <p>Litwack, "Enduring," 374-379</p> <p>Read the brief biography of Isaiah Montgomery and watch clip http://www.pbs.org/wnet/jimcrow/stories_people_mont.html</p> <p>Annotated Bibliography due Friday 11/13</p>
11/17	<p>The Defiant Generation and "Interior Exiles"</p> <p>Litwack, "Crossroads," 404-422</p> <p>Dailey, Listen to Robert Johnson, "Cross Road Blues" (1937) http://www.pbs.org/theblues/classroom/cd.html#cross</p>
11/19	<p>Workshop: Theses, Topic Sentences, and Annotated Evidence Lists</p> <p>Rampolla, "Following Conventions of Writing in History," 47-60</p> <p>Create an account with http://bubbl.us</p> <p>Annotated Evidence List and Thesis Paragraph (Introduction) due *Sunday 11/22 (midnight)*</p>
11/24	<p>The Defiant Generation and "Interior Exiles," 2</p> <p>Litwack, "Crossroads," 430-444</p> <p>View "The Fight of the Century" Jack Johnson v. Jim Jeffries July 4, 1910 http://www.pbs.org/unforgivableblackness/fight/</p>

December

12/1	The New Negro Litwack, <i>Epilogue</i> , 481-496 Alain Locke, Forward to The New Negro, An Interpretation http://www.yale.edu/glc/archive/1113.htm Claude McKay, "If We Must Die" http://historymatters.gmu.edu/d/5130/ Dailey, "Speech (September 1921)," 136-137
12/3	The New Negro, 2 Langston Hughes, "The Negro Artist and the Racial Mountain" http://www.english.illinois.edu/Maps/poets/g_l/hughes/mountain.htm First Draft of Research Paper due Sunday 12/6 (noon)
12/8	Workshop: Research Paper Peer Review Rampolla, "Revising Your Paper," 60-68 Peer Response due 12/8 (ten a.m.)
12/10	Research Talks
12/18	Final Draft Research Paper due (ten a.m.)