Overview and Objectives

The purpose of this course is to examine the history of African Americans from Emancipation through the presidency of Barack Obama. Topics of discussion will include but are not limited to: the development of Jim Crow laws in the aftermath of Reconstruction; the diversity of Black responses to second-class citizenship; the long civil rights movements; artistic and intellectual cultures within the African-American community; changes in African American political participation; and the political, economic, and social issues that Blacks have faced since the Civil Rights Movement. In this course, students will:
1. Explore the broad experiences of African Americans in the United States since 1865, with particular emphasis on the diversity of efforts among Black communities to combat racial inequality as well as various contributions of African Americans in the history of the United States.

2. Analyze primary source documents and discuss their broader historical context and significance.

3. Analyze secondary source readings and be able to identify historical arguments and supporting primary source evidence.

4. Develop writing skills and interpretations of primary sources to construct historical arguments.

5. Think about modern issues facing African American communities in their proper historical context.

Given the length of summer classes, daily meetings will consist of lectures broken up by periodic discussion of primary source materials in From Timbuktu to Katrina or other assigned materials on Canvas. We will also have a 10-minute break every day about half way through the class.

**Required Readings**


Additional Primary Source Readings on Canvas

**Assignments and Grading**

**Attendance and Discussion Participation (15%):** This grade is determined by your attendance as well as active willingness to analyze primary source documents and contribute to a scholarly discussion of those documents in class. Extra credit can be earned for these categories by attending one or more of the scheduled film screenings of *Rosewood*, *The Color Purple*, *A Raisin in the Sun*, *Selma*, and/or *Malcolm X* (see course schedule below for dates). There is no cap on these extra credit films.

**Document Comparison (15%):** 2-3 pages. In preparation for using primary sources in the *Chicago Defender* assignment, you will compare two of the selected Week 1 documents by Booker T. Washington, W.E.B. DuBois, and Ida B. Wells to explore differing strategies for accommodating or combating Jim Crow at the turn of the twentieth century. In addition to these primary sources, you can also use *Creating Black Americans* and lecture for additional background context on individuals or their ideas. You will be evaluated on your ability to incorporate the primary sources as evidence and your ability
to construct and defend a clear thesis. *Paper must be submitted on Canvas by Midnight on Saturday of Week 1 (July 25).*

**Chicago Defender Newspaper Analysis (30%):** 5-6 pages. For this research paper, you will select a single event relevant to African American History from 1910-1975 (date range of the *Chicago Defender* database). You will examine coverage of that event in the *Chicago Defender, New York Times*, and at least one other newspaper at the time of its occurrence as well as subsequent decades. In addition to these newspaper sources, you can also use *Creating Black Americans*, one additional secondary source (scholarly book or journal article), and/or any relevant documents in *From Timbuktu to Katrina*. The paper must address the following questions: Did coverage at the time of the event differ in the *Chicago Defender* compared to other newspapers? Have perceptions of the event changed over time? How do recent descriptions and analyses of the event compare to media portrayals at the time of the event? *Paper topic and bibliography are due on Friday of Week Three (August 7) and the final paper must be submitted on Canvas by Midnight on Friday of Week Four (August 14).*

**Quizzes (40%):** The quizzes will consist of multiple choice and matching questions, term identifications that require the student to relate basic facts as well as historical significance of terms, as well as short essay questions. See course schedule below for dates. Lecture outlines, which I will distribute every class, will serve as your study guides for key historical terms, themes, and questions.

**Accessibility and Accommodations**

The University of Oregon works to create inclusive learning environment. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaece@uoregon.edu.
COURSE SCHEDULE AND READINGS

WEEK 1:
A Dream Deferred (1865 - 1900)

Monday, July 20: Introduction, American Slavery, and the Civil War
  • Familiarize yourself with the Course Syllabus and Reading Schedule

Tuesday, July 21: The Promises and Pitfalls of Reconstruction, 1865-1877
  • Creating Black Americans, Chapter 6

  • Creating Black Americans, Chapter 7

Thursday, July 23: The Color Line: Accommodation or Agitation?
  • Creating Black Americans, Chapter 8
  • Booker T. Washington - "Atlanta Compromise" speech (1895, Canvas); Ida B. Wells - excerpts from the Southern Horrors (1892, Canvas); W.E.B. DuBois - "Of Mr. Booker T. Washington and Others" from The Souls of Black Folk (1903, Canvas)
  • QUIZ 1

***ASSIGNMENT: Document Comparison (Due midnight on Saturday, July 25, on Canvas)

WEEK 2:
Combating the Color Line (1900 - 1940)

Monday, July 27: The "Long Movement," the Great War, and the Great Migration, 1900-1920
  • Creating Black Americans, Start Chapter 9 (p. 190 - 206)
  • "The Niagara Movement" (1905, p.8); "Crisis: The First Editorial" (1910, p.11); "The National Urban League" (1914, p.13); W.E.B. DuBois - "Close Ranks" (1918, p.25)
  • Recommended: From Timbuktu to Katrina, Ch. 1-2

Tuesday, July 28: "Long Movement," War, and Migration (cont.)
  • W.E.B. DuBois - "We Return Fighting" (1919, p.26); "East St. Louis, 1917: An American Pogrom" (1917, p.22); "Chicago Defender Describes the Race Riot" (1919, p.28); Claude McKay - "If We Must Die" (1919, p.45); Marcus Garvey - "Views on Race and Nation" (1925, p.50);
  • Recommended: Timbuktu, Ch. 1-2

FILM: Rosewood, location TBD, 6:00p (1997, 140 mins, Dir. John Singleton)
Wednesday, July 29: The New Negro and the Harlem Renaissance, 1920-1929
- *Creating Black Americans*, Finish Chapter 9 (p. 206 - 214)
- Alain Locke - "The New Negro" (1925, p.43); Zora Neale Hurston - "On Color" (1928, p.48); View materials under "Black Arts Movement" folder on Canvas too
  - Recommended: *Timbuktu*, Ch. 3

Thursday, July 30: Depression and New Deal, 1929-1940
- *Creating Black Americans*, Chapter 10
- "The Messenger: A Black Socialist Newspaper" (1919, p.54); "Negro Women in Steel" (1938, p.57); "Franklin Roosevelt: Roy Wilkins Remembers" (1940, p.59)
  - Recommended: *Timbuktu*, Ch. 3
  - *QUIZ 2*

**FILM:** *The Color Purple*, location TBD, 6:00p (1985, 154 mins, Dir. Steven Spielberg, Written by Alice Walker)

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**WEEK 3:**

**The Modern Civil Rights Movement (1940 - 1968)**

Monday, August 3: Double V for Victory, 1941-1945
- *Creating Black Americans*, Chapter 11
- A. Philip Randolph - "March on Washington" (1941, p.65); "The Liberation of the Death Camps" (1945, p.71); Walter F. White - "A Rising Wind" (1945, p.72)
  - Recommended: *Timbuktu*, Ch. 4

Tuesday, August 4: Cold War Civil Rights, 1945-1954
- *Creating Black Americans*, Begin Chapter 12 (p. 261 - 270)
- "'Live Anywhere!' High Court Rules" (1948, p.79); "Army Integration in the Korean War" (1948, p.80); "Paul Robeson Sings on the Border" (1950s, p.83)
  - Recommended: *Timbuktu*, Ch. 5

**FILM:** *A Raisin in the Sun*, location TBD, 6:00p (1961, 128 mins, Dir. Daniel Petrie, Written by Lorraine Hansberry)

Wednesday, August 5: The Modern Civil Rights Movement, 1954-1960
- *Creating Black Americans*, Finish Chapter 12 (p. 270 - 288)
- "Martin Luther King and the Montgomery Story" (1957, Canvas); "The Montgomery Victory" (1956, p.88); President Dwight Eisenhower - "Sending Troops to Little Rock, AR" (1957, p.90); "The First Sit-In: Wichita, KS" (1958, p. 93); "With All Deliberate Speed" (1960, p.92)
  - Recommended: *Timbuktu*, Ch. 5
Thursday, August 6: The Rise and Fall of the Second Reconstruction, 1960-1968
- *Creating Black Americans*, Chapter 13
- Martin Luther King, Jr. - "Letter from a Birmingham Jail" (1963, p.97); Fannie Lou Hamer - "Testifies at Democratic National Convention" (1964, p.101); "SNCC Statement on Vietnam" (1966, p.113); "Kerner Commission on Race in America" (1967, p.114)
- Recommended: *Timbuktu*, Ch. 5
- **QUIZ 3**

**FILM**: *Selma*, location TBD, 6:00p (2014, 128 mins, Dir. Ava DuVernay)

**ASSIGNMENT**: *Paper Topic* (Submit a short description of the topic/event and bibliography for your Newspaper Analysis by midnight on Friday, August 7, on Canvas)

**WEEK 4:**
The Paradoxes of a "Colorblind" America (1968 - Present)

- *Creating Black Americans*, Chapter 14
- Malcolm X - "On White Oppression" (1965, p.108); Stokely Carmichael - "On Black Liberation" (1966, p.112); "The Black Panther Party" (1968, p. 116); "Black Power Comes to Cleveland" (1967, p. 117); "University of Washington Black Student Union" (1968, p.120); "Black Feminists Organize" (1973, p.123)
- Recommended: *Timbuktu*, Ch. 6

**FILM**: *Malcolm X*, location TBD, 6:00p (1992, 202 mins, Dir. Spike Lee)

Tuesday, August 11: Progress and Poverty in an Era of Conservatism and Fracture, 1980-2008
- *Creating Black Americans*, Chapter 15
- Recommended: *Timbuktu*, Ch. 7-8

Wednesday, August 12: Obama and the Age of Ferguson and Baltimore
- *Creating Black Americans*, Epilogue
- **QUIZ 4**

**ASSIGNMENT**: *Newspaper Analysis* (Due midnight on Friday, August 14, on Canvas)