**Syllabus**

**HIST 3361.80 (CRN 44821) Spring 2019**

**African American History from 1865**

**The George Washington University**

Tuesday / Thursday, 12:45 – 14:00 / MON 115

2115 “G” Street, N.W.

**Instructor: Bell Julian Clement,** **Clement@GWU.edu**

**Office Hours:** Wednesdays, 11:00-13:00, Phillips 304, & by appointment

##  Course Statement

The year 1865 found African American people stranded in history: no longer enslaved, but not fully free; chattels no more, but not yet recognized in their full citizenship.

This course examines the path of development of the African American community out of that moment. We will explore how African American action and activism changed the community itself and altered the American polity as a whole.

Like their fellow citizens, nineteenth- and twentieth-century African Americans faced the challenges, and sought the opportunities, of changes in land tenure, industrialization, consolidation of capital, urbanization and the evolving U.S. global role. However, as an identified, vulnerable, and often disprivileged community, their experience was unique. African Americans were excluded from politics and production in ways that forced them back on their own community’s resources, to make unique responses and find unique solutions.

Along the way, the African American experience has produced some of the nation’s most vivid voices of analysis, critique, and art. Mindful of their connections to one of history’s great diasporas, African American actors have shone light on the links between struggles within the United States and those in the world beyond.

Most broadly, African American presence and activism has forced reform and expanded inclusivity in American governance. Disproportionately poor and working class, the presence of the African American community has served to highlight, and demand attention to, the failures of American politics and government to provide equal justice and opportunity for all Americans. Beyond this, the enduring demand that the American polity make good on its founding promises of liberty and equality has reworked politics, law, and systems of governance, all of which, it can be hoped, have spurred the American community toward more perfect union. We will explore these contributions, and the situations which brought them into being.

## Learning Deliverables

Upon successful completion of this course – including energetic engagement with the readings, active participation in class discussions, thorough response to written assignments, and focussed effort to develop their own independent points-of-view on topics addressed – participants will have gained

• Familiarity with the use of a variety of types of texts, including primary sources, scholarly analyses, and historical narrative; and an introduction to some of the standard works in African American history;

• Sharpened ability to absorb and evaluate scholarly analyses of social and political issues;

• Greater familiarity with how historical arguments are constructed, and experience in assembling them in evaluating historical questions;

• Familiarity with the key developments, and with factors shaping those developments, during this period of African American history, along with the era’s significant events, and actors; familiarity with issues in scholars’ interpretation of this period, and an understanding of its scope, sweep, and contingency;

• A sense of how historical imagination operates, and experience in deploying it;

• A more fully articulated personal position on the impact of the African American experience in forming the shape and influencing the trajectory of U.S. history.

## Assignments and Evaluation

• **Session attendance and participation – 20 percent of course grade**.

 Session attendance and participation are highly valued and are weighted accordingly in calculating course marks. Students earn credit for each of our 28 course sessions participated in, calculated as 4 points per session (112 points possible). A student may be absent up to 4 times and still earn an A (96) in this category. Students absent no more than twice earn extra credit (up to 112 points). I do not request or accept documentation relating to absences (doctors’ notes, etc.).

• **Analytic book review (1500 words) – 15 percent of course grade**

 DUE: noon, Thursday, February 14, 2019

Assignment rubric and sample book list will be posted to Blackboard January 24. Students may write on books of their own choice, cleared with me.

• **In-class midterm questions – 15 percent of course grade.**

 Thursday, March 7, 2019

• **Analytic essay – actors in African American history (2500 words) – 25 percent of course grade**

DUE: noon, Thursday, April 11, 2019

Assignment rubric and sample “actors” list will be posted to Blackboard February 28. Students may write on actors of their own choice, cleared with me.

• **In-class end-of-term questions – 25 percent of course grade.**

Exam week, TBA.

## Sessions

Readings are available in Gelman electronic databases via the links provided or (in the case of readings marked [Bb]) as PDFs posted to Blackboard under “Electronic Reserves.”

### Session 1 – Historiography, Introductions, Overview

Tuesday, January 15, 2019

READINGS

**Franklin**, John Hope. “On the Evolution of Scholarship in Afro American History.” In *The State of Afro-American History*, edited by Darlene Clark Hine, 13–22. Baton Rouge: Louisiana State University Press, 1986. <http://bsc.chadwyck.com.proxygw.wrlc.org/search/displayKeyresourceItemById.do?ItemID=PALM_15>. **[Bb]**

**Aptheker**, Herbert. “American Negro Slave Revolts.” *Science & Society* 1, no. 4 (1937): 512–38. **[Bb]**

### Session 2 – Slavery to Citizenship: Framework in the Law

Thursday, January 17, 2019

READINGS

**Slavery to Citizenship**. U.S. Constitution and Amendments, Emancipation Proclamation, Civil Rights Act of 1866. **[Bb]**

**Foner,** Eric. “The Meaning of Freedom in the Age of Emancipation.” *The Journal of American History* 81, no. 2 (1994): 435–60. <http://www.jstor.org/stable/2081167> **[Bb]**

### Session 3 – From Presidential to Radical Reconstruction

Tuesday, January 22, 2019

READINGS

**Foner**, Eric. “The Continuing Evolution of Reconstruction History.” *OAH Magazine of History* 4, no. 1 (1989): 11–13. <http://www.jstor.org/stable/25162634> **[Bb]**

**Foner**, Eric. “Rights and the Constitution in Black Life during the Civil War and Reconstruction.” *The Journal of American History* 74, no. 3 (1987): 863–83. <http://www.jstor.org/stable/1902157> **[Bb]**

### Session 4 – Labor & Land: The Economy of Reconstruction

Thursday, January 24, 2019

READINGS

**Special Field Orders, No. 15,** “Order by the Commander of the Military Division of the Mississippi, January 16, 1865.” <http://www.freedmen.umd.edu/sfo15.htm>. **[Bb]**

**Foner**, Eric. “The Economics of Freedom,” pp. 102-10; Beginnings of Economic Reconstruction,” pp. 170-75; and “The Anatomy of Presidential Reconstruction,” pp. 198-216 in *Reconstruction: America’s Unfinished Revolution, 1863-1877*. New York: Harper and Row, 1988. **[Bb]**

**Du Bois**, W.E. Burghardt. Chapter 2, “On the Dawn of Freedom,” pp. 13-40 in *The Souls of Black Folk: Essays and Sketches*. 8th ed. Chicago: A.C. McClurg & Co., 1909. **[Bb]**

### Session 5 – Is the War over ?: The Politics of Reconstruction

Tuesday, January 29, 2019

READINGS

**Foner**, Eric. “Party and Government in the Reconstruction South,” pp. 346-64; and “The Ku Klux Klan,” pp. 425-44 in*Reconstruction: America’s Unfinished Revolution, 1863-1877*. New York: Harper and Row, 1988. **[Bb]**

### Session 6 – Exodusters & Black Towns

Thursday, January 31, 2019

READINGS

**Painter,** Nell Irvin. Chapter 15, “The Kansas Fever Exodus of 1879,” in *Exodusters: Black Migration to Kansas after Reconstruction*. New York: Knopf, 1976**. [Bb]**

**Tolson,** Arthur L. “Black Towns of Oklahoma.” *The Black Scholar* 1, no. 6 (1970): 18–22. **[Bb]**

### Session 7 – Black Labor & Organized Labor

Tuesday, February 5, 2019

READINGS

**Schwalm**, Leslie, “‘Sweet Dreams of Freedom’: Freedwomen’s Reconstruction of Life and labor in Lowcountry South Caroline,” in Eric Arnesen, ed., *The Black Worker: Race, Labor, and Civil Rights since Emancipation*. Urbana: University of Illinois Press, 2007. **[Bb]**

**Arnesen**, Eric, “The Quicksands of Economic Insecurity: African Americans, Strikebreaking, and Labor Activism in the Industrial Era,” in Eric Arnesen, ed., *The Black Worker: Race, Labor, and Civil Rights since Emancipation*. Urbana: University of Illinois Press, 2007. **[Bb]**

### Session 8 – Booker T. Washington

Thursday, February 7, 2019

READINGS

**Washington**, Booker T. “Atlanta Exposition Address, 1895.” *Black History Bulletin; Silver Spring* 68, no. 1 (Winter 2006): 18–20. **[Bb]**

**Washington**, Booker T. Chapter 3, “The Struggle for an Education,” pp. 42-62 in *Up from Slavery*, 1907. **[Bb]**

**Meier**, August. “Toward a Reinterpretation of Booker T. Washington.” *The Journal of Southern History* 23, no. 2 (1957): 220–27. <https://doi.org/10.2307/2955315>. **[Bb]**

### Session 9 – Reform: Women’s Politics

Tuesday, February 12, 2019

READINGS

**Berry**, Mary Frances. Chapter 2, “Organizing the national Ex-Slave Mutual Relief, Bounty and Pension Association,” pp. 50-80 in *My Face Is Black Is True*. New York: Random House, 2005. **[Bb]**

**Giddings**, Paula. Chapter 6, “‘To Be a Woman, Sublime’: The Ideas of the National Black Women’s Club Movement (to 1917)” in *When and Where I Enter: The Impact of Black Women on Race and Sex in America*. 1st ed. New York: William Morrow, 1984. **[Bb]**

### DUE: Assignment #1, noon, Thursday, February 14, 2019

### Session 10 – National Colored Farmers Alliance & Populism

Thursday, February 14, 2019

READINGS

**Ali**, Omar H. Chapter 1, “Roots and Early Development,” and Chapter 2, “The Colored Farmers’ Alliance,” in *In the Lion’s Mouth: Black Populism in the New South*. Jackson, Mississippi: University Press of Mississippi, 2010. **[Bb]**

### Session 11 – Jim Crow & Nadir

Tuesday, February 19, 2019

READINGS

**Woodward**, C. Vann. Chapter 3, “Capitulation to Racism,” pp. 67-109 in *The Strange Career of Jim Crow*. 3d rev. ed. New York: Oxford University Press, 1974. **[Bb]**

### Session 12 – Empire & Color Line

Thursday, February 21, 2019

READINGS

**Du Bois**, W. E. B. “The Present Outlook for the Dark Races of Mankind.” In *The Problem of the Color Line at the Turn of the Twentieth Century*, edited by Nahum Dimitri Chandler, 111–38. The Essential Early Essays. Fordham University, 2015. <https://doi.org/10.2307/j.ctt1287g49.8>. **[Bb]**

**Gatewood**, Willard B. “Black Americans and the Quest for Empire, 1898-1903.” *The Journal of Southern History* 38, no. 4 (1972): 545–66. <https://doi.org/10.2307/2206149>. **[Bb]**

### Session 13 – Du Bois & Progressive Era Activism

Tuesday, February 26, 2019

READINGS

**Rudwick**, Elliott M. Chapter 5,”Niagara Movement: The Protest,” pp.94-119 in *W.E.B. Du Bois: Propagandist of the Negro Protest*. 2nd ed. University of Pennsylvania Press, 1968. <http://www.jstor.org/stable/j.ctv512qt5.9>. **[Bb]**

### Session 14 – Migration & Urbanization

Thursday, February 28, 2019

READINGS

**Driskell**, Jay Winston. Chapter 2, “‘To Humiliate the Progressive Negro’: The Atlanta Race Riot of 1906,” pp. 61-105 in *Schooling Jim Crow: The Fight for Atlanta’s Booker T. Washington High School and the Roots of Black Protest Politics*. University of Virginia Press, 2014. <http://www.jstor.org/stable/j.ctt9qhb0p.6>. **[Bb]**

### Session 15 – War & Reaction

Tuesday, March 5, 2019

READINGS

**Hahn**, Steven. “Marcus Garvey, the UNIA, and the Hidden Political History of African Americans.” In *The Political Worlds of Slavery and Freedom*, 115–62. Harvard University Press, 2009. <https://www.jstor.org/stable/j.ctt13x0gf2.6>. **[Bb]**

### Session 16 – MIDTERM QUESTIONS

Thursday, March 7, 2019

### SPRING BREAK – Week of March 11, 2019

### Session 17 – The New Negro & Renaissance

Tuesday, March 19, 2019

READINGS

**Locke**, Alain. “The New Negro (1925).” In *I Am Because We Are*, edited by Fred Lee Hord, Mzee Lasana Okpara, and Jonathan Scott Lee, pp. 361–71. University of Massachusetts Press, 2016. <https://www.jstor.org/stable/j.ctt1hd18x6.41>. **[Bb]**

**Williams**, Chad L. “Vanguards of the New Negro: African American Veterans and Post-World War I Racial Militancy.” *The Journal of African American History* 92, no. 3 (2007): 347–70. **[Bb]**

### Session 18 – Organized Labor

Thursday, March 21, 2019

READINGS

**Kelley**, Robin D. G. Chapter 1, “An Invisible Army: Jobs, Relief, and the Birth of a Movement,” pp. 13-33; and Chapter 2, “In Egyptland: The Share Croppers’ Union,” pp. 34-56 in *Hammer and Hoe: Alabama Communists during the Great Depression*. Chapel Hill: University of North Carolina Press, 1990. **[Bb]**

### Session 19 – Great Depression: Challenges & Opportunities

Tuesday, March 26, 2019

READINGS

**Myrdal**, Gunnar. Chapter 12, “New Blows to Southern Agriculture During the Thirties: Trends and Policies,” pp. 251-65 in *An American Dilemma; the Negro Problem and Modern Democracy*. New York, London: Harper & Brothers, 1944. **[Bb]**

**Green**, Constance McLaughlin. Chapter 19, “The New Deal Capital in White and Black, 1933-1940,” pp. 387-419 in *Washington: Capital City, 1879-1950*. Vol. 2. Princeton, New Jersey: Princeton University Press, 1962. **[Bb]**

**Pacifico**, Michele F. “‘Don’t Buy Where You Can’t Work’: The New Negro Alliance of Washington.” *Washington History* 6, no. 1 (1994): 66–88. **[Bb]**

### Session 20 – World War II & Double V

Thursday, March 28, 2019

READINGS

**Modell**, John, Marc Goulden, and Sigurdur Magnusson. “World War II in the Lives of Black Americans: Some Findings and Interpretation.” *The Journal of American History* 76, no. 3 (1989): 838–48. <https://doi.org/10.2307/2936424>. **[Bb]**

**Randolph**, A. Philip. “March on Washington Program for the Negro,” 1941 **[Bb]**

**Sitkoff**, Harvard. “The Detroit Race Riot of 1943,” pp. 43-64 in *Toward Freedom Land*: *The Long Struggle for Racial Equality in America*. University Press of Kentucky, 2010. <http://www.jstor.org/stable/j.ctt2jcgvk.7>. **[Bb]**

### Session 21 – Ghetto

Tuesday, April 2, 2019

READINGS

**Clark**, Kenneth Bancroft. Chapter 2, “The Invisible Wall,” pp. 11-20; and Chapter 3, “The Social Dynamics of the Ghetto,” pp. 21-62 in *Dark Ghetto: Dilemmas of Social Power*. New York: Harper and Row, 1965. **[Bb]**

### Session 22 – NAACP LDF: Assault on Jim Crow

Thursday, April 4, 2019

READINGS

**Kluger**, Richard. Chapter 21, “The Best Place to Attack,” (excerpt) in *Simple Justice: The History of Brown v. Board of Education and Black America’s Struggle for Equality*. New York: Alfred A. Knopf, 1976. **[Bb]**

**Sullivan**, Patricia. Chapter 8, “Justice Now,” pp. 287-332 in *Lift Every Voice: The NAACP and the Making of the Civil Rights Movement*. New York: New Press, 2009. **[Bb]**

### Session 23 – Historiography of the Civil Rights Movement

Tuesday, April 9, 2019

READINGS

**Lewis**, David Levering. “The Origins and Causes of the Civil Rights Movement,” pp. 3-17 in Charles Eagles, ed. *The Civil Rights Movement in America*, 1986. **[Bb]**

### DUE: Assignment #2, noon, Thursday, April 11, 2019

### Session 24 – Second Reconstruction

Thursday, April 11, 2019

### Session 25 – Radical Voices

Tuesday, April 16, 2019

READINGS

**Joseph**, Peniel E. Chapter 3, “Stokely Carmichael and America in the 1960s,” pp. 107-60 in *Dark Days, Bright Nights: From Black Power to Barack Obama*. New York, UNITED STATES: Basic Books, 2010. <http://ebookcentral.proquest.com/lib/gwu/detail.action?docID=496433>. **[Bb]**

### Session 26 – Seventies Reckonings

Thursday, April 18, 2019

### Session 27 – New Jim Crow

Tuesday, April 23, 2019

### Session 28 – WRAP

Thursday, April 25, 2019

NOTE: Over 14 weeks, students will spend 2.5 hours (150 minutes) per week attending class for a total of about 35 hours of direct instruction and discussion. Reading course materials and other out-of-class work is estimated at an average of around 5 hours (300 minutes) per week, for a total of about 70 hours over the course of the semester.

**University Policies**

**University policy on observance of religious holidays** In accordance with University policy, students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. For details and policy, see: [students.gwu.edu/accommodations-religious-holidays.](https://students.gwu.edu/accommodations-religious-holidays)

**Academic integrity code** Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. For details and complete code, see: [studentconduct.gwu.edu/code-academic-integrity](http://studentconduct.gwu.edu/code-academic-integrity)

**Safety and security** In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.

**Support for Students outside the Classroom**

 **Disability Support Services (DSS)** Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information see: [disabilitysupport.gwu.edu/](https://disabilitysupport.gwu.edu/)

 **Mental Health Services 202-994-5300** The University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. For additional information see: [counselingcenter.gwu.edu/](http://counselingcenter.gwu.edu/)