

Moravian College

SOC/IDIS 394 – Segregation in America: The Legacy of *Jim Crow*

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PPHAC 317

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Description

This course will offer a more grounded approach for tracing and interpreting the wide reach of legalized and enforced segregation in American life focusing primarily on the post-bellum period of the 19th century through the Civil Rights Struggles of the 1960s and 70s. We will aim to look past many of the more commonly understood (and often misinterpreted) elements of the so-called *Jim Crow* edifice by looking at all regions of the country during this period in a more comparative frame. Moreover, we will seek to examine the social, historical, economic, and political forces that both fueled the construction of segregation then while attempting to make sense of discussions relative to race, class, and power in America today.

Required Text:

- Franklin, John Hope and Moss, Alfred, Jr. *From Slavery to Freedom, A History of African Americans*. 8th Edition. NY: Alfred A. Knopf, 2000.
- Supplemental readings to be announced throughout the semester.

Recommended Text:

- Frederickson, George M. *Racism: A Short History*. Princeton, NJ: Princeton University Press, 2002.
- Steinberg, Stephen. *The Ethnic Myth*. Boston: Beacon Press, 1989.
- The Collected Works of Stetson Kennedy
- C. Vann Woodward's *The Strange Career of Jim Crow*.

Course Requirements:

Students will be required to take a midterm exam, complete an annotated bibliography [topic to be negotiated], participate in a group project with a *solo* writing component, take a final exam, which will be cumulative, and perform other tasks, including writing article reviews, unannounced quizzes, etc., as befitting this type of course. The midterm will be spaced at approximately half

of the way through the course—fair warning will precede it. The final exam **must** be taken at the assigned period as outlined in the college schedule.

The breakdown of grades is as follows:

Misc. Work, Reviews, Quizzes, Participation etc.	20%
Midterm Exam Grade	20%
Annotated Bibliography	20%
Group Project (combined grade)	20%
Final Exam Grade	20%

The grade scale is as follows:

- A+ =100/A=96/ A-=92
- B+ =89/ B=86/B-=82
- C+=79/C=76/C-=72
- D+=69/D=66/D-=62
- F=from 59-50 (you will be notified as to which; dependent upon several factors including effort, deadlines, etc.)

Classroom Decorum and Expectations:

Attendance – Class attendance is mandatory and vitally important to your success. Failure to attend on a regular basis not only puts your grade in jeopardy but may also be met with a lowered mark for participation.

- Please Note – there are no excused absences. If you have a legitimate emergency, it is your responsibility to bring it to the attention of your instructor at your earliest convenience.

Tardiness – Tardiness to class is not only detrimental to the learning process but quite disruptive and unfair to those who make it to class on time regularly. Recurring tardiness shows a lack of respect for the classroom, the instructor, and one’s fellow students and will not be tolerated. Therefore, once the door has been shut, you will not be permitted to enter.

Deadlines – Assignment deadlines are exactly that. Students are expected to comply with deadlines in accordance with all rules, guidelines, and expectations of each assignment proffered. Failure to do so will result in a tendering of no-grade for work not done to expectation or submitted on time. The policy for late papers is as follows:

- On minor assignments, you will be allowed to turn in one late assignment as long as it is within twenty-four hours for a ten point deduction. After your one exception, you will no longer enjoy this luxury
- Do not expect me to have to chase you down in order to turn in assignments!

Participation – Classroom discussions are a big part of the learning process. Your participation is not requested—it is required. Failure to do so is both in bad taste and could conceivably be detrimental to your ability to learn effectively.

Disruptions – Disruptive behavior, including talking, unengaged behavior, i.e. reading a book, magazine, or newspaper, sleeping, chronic tardiness alongside loud entrances, and any other unfortunate breach will not be tolerated. Learning is an active process, and failure to actively engage not only threatens the individual’s ability to learn but also affects those around him or her.

Academic Honesty – You are all responsible for knowing and adhering to the code of academic honesty here at Moravian College. For those of you unfamiliar with this code, it can be found on pages fifty-two through fifty-seven in your student handbook.

Please note: It is your responsibility to see to it that these expectations and guidelines are met satisfactorily and consistently. I take the classroom quite seriously, and I expect all of you to do the same as well.

Submission Expectations:

Out of class work must include:

- a title page with a suitable title, your name, the course, section, and my name all spelled correctly
- 12 font (in black) with default margins and spacing set at 1½ to 2
- page numbers at the bottom center starting with page 2
- a *References* section (if necessary) at the end of the work done in the most recent MLA form (for every unedited internet cite you must have at least ***two*** published sources)¹
- with few exceptions, single & two-digit numbers (*zero through ninety-nine*) are to be spelled out; three digits are to be written numerically
- be wary of over use of abbreviations and/or contractions
- a staple in the upper left hand corner (no frilly covers)
- in-class work must be done in blue or black ink

¹ Work not properly cited will not be graded. And *Wikipedia* will under no circumstances be considered a legitimate source!

The problem of the twentieth century is the problem of the color-line—the relation of the darker to the lighter races of men in Asia and Africa, in America and the islands of the sea.
—W. E. B. DuBois

Course Outline (STC):

Unit I. Constructing a Racial Program – The American Experience

- Race in the Homogeneous World
- Science and Mythology
- Race and Labor in the Heterogeneous World
- The Legacy of the “Dred Scott Decision”
- A Material Civil War
- Reconstruction and a Successful Reinvention of America’s Racial Hierarchy
- Minstrelsy in Black and White
- Miscegenation and Lynch Law
- King Kong and Other Racial Markers
- Northern and Western Segregation in Parallel

Unit II. *Africanisms* and Blackness in Popular Conception – The Cultural Politics of *Jim Crow*

- The Harlem Renaissance
- *Race* Records and *Race* Films
- Negro League Baseball
- Plessy v Ferguson
- Washington’s Self-Help v DuBois’ Political Activism
- For Whites Only
- Brown v Topeka
- Little Rock, Selma, and Oxford
- Vestiges of the Old Regime in the Contemporary World
- Contemporary Strains through Culture and Such

****Check Black Board (Bb) Site Daily****