

# *Moravian College*

## **SOC/IDIS 358 – Segregation in America:**

### **The Legacy of *Jim Crow***

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PPHAC 311

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Office Hours: T, W, & Th 12n - 1p/F 3p - 4p or By Appointment

#### **Course 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 19<sup>th</sup> 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.

#### **Course Objectives and Purpose:**

The basic aim of this course is to introduce in an interdisciplinary fashion the social, political, economic, and even cultural frames used to construct and perpetuate the tradition of segregation in the American experience. Against the backdrop of what many have termed The *Jim Crow* South, students will be asked to:

- explore critically the rudiments of race and racialized thought in the West and on to the American experience
- attempt to separate fact from fiction in terms of the meaning of race in the modern era
- expand beyond the simple assumption that race and racism in America was and remains relegated to Southern states
- articulate in both written and oral form the nature of segregation in American life

#### **Required Text:**

- C. Vann Woodward's *The Strange Career of Jim Crow*
- Course readings to be distributed throughout the term

**Some Recommended Texts (many of which to be sampled during the semester):**

- Franklin, John Hope and Moss, Jr., Alfred. *From Slavery to Freedom, A History of African Americans.*
- The Collected Works of Stetson Kennedy
- George M. Frederickson's *Racism: A Short History*
- Stephen Steinberg's *The Ethnic Myth.*

**Course Requirements:**

Students will be required to prepare a daily accounting of the reading/class content from the previous day, complete an annotated bibliography [topic to be negotiated and due at midterm], construct a source review, participate in a formal roundtable discussion, take a final exam, which will be cumulative, and perform other tasks, including writing article reviews, unannounced quizzes, etc., as befitting this level of course.

The breakdown of grades is as follows:

Misc. Work, Reviews, Quizzes, Participation	20%
Annotated Bibliography	20%
Source Review	20%
Roundtable Project (combined grade)	20%
Midterm & Final Exam Grades Combined	20%

As I typically employ letter grades on written assignments, I offer the below list of how each letter translates numerically:

- 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=55-50 [actual score depends on the severity of the error(s)/student will be notified]
- Failure to turn in work translates into a *ZERO*

**Grade Scale:**

- A=100-95/A-=94-90
- B+=89-88/B=87-84/B-=83-80
- C+=79-78/C=77-74/C-=73-70
- D+=69-68/D=67-64/D-=63-60

- F=59...

**Grade Advisory** – While I respect that students have to be grade conscious, it is imperative that students understand that:

### ***I treat evaluations as professional—not personal!***

Do not ask from me anything that steps outside the boundaries, and do not wait until *Zero Hour* to inquire as to your status. Moreover, it is your responsibility to keep abreast of your own grade calculations, and unless the circumstances are unique, I'll leave you to your own devices on that matter. Also, to save us all needless heartache, and in the interest of propriety and mental health, I also have to insist on a twenty-four hour grace period before I will speak to you about any returned work. You may find that this cooling off period is exactly what we both need to come together rationally and in the spirit of liberal learning.

### **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.

- 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.
- Student Services should be your first contact in case of emergency.

**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 one letter deduction. After your one exception, you will no longer enjoy this luxury
- There is no grace period for major assignments—no exceptions.

**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 others.

**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.

### **Out of Class Submission Expectations:**

- a title page with a suitable title, your name, the course, section, and my name all spelled correctly
- size 12 font Times New Roman in black with default margins and spacing set to double
- page numbers
- a *References* section (if necessary) at the end of the work done in the most recent citation form of your choice (depends on your major and other factors)<sup>1</sup>
- for every unedited internet site there must be at least *two* published sources
- 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 overuse of abbreviations and/or contractions
- this instructor insists upon Oxford commas
- a staple in the upper left hand corner (no frilly covers)

**\*\*Please Note that all in-class work must be done in blue or black ink\*\***

### **On Writing and Research:**

As this instructor is particularly driven by written expression, you should expect that there will be an emphasis placed on written expression in this course. I should also like you to know from the start that I spend a great deal of time pouring over your writing and expect that you will read and explore my commentary on all things ranging from content to grammar, punctuation, and syntax. Please try to check your ego at the doors and realize that this is a

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<sup>1</sup> Work not properly cited will not be graded and could be brought to the Academic Standards Committee under a charge of plagiarism. If you have questions, please seek me out. Also, *Wikipedia* and other types of non-academic encyclopedias will under no circumstances be considered legitimate sources!

learning experience while convincing yourself that blips and missteps are all part of the process.

You should also note that where applicable, this instructor expects his students to deal directly with all matters relating to the citation process. Failure to do so will be dealt with harshly with penalties ranging from a zero on work not properly documented to a formal report to the proper academic disciplinary committee.

### **A Note on Individual Accommodations:**

Students who wish to request accommodations in this class for a disability should contact Ms. Elaine Mara, Assistant Director of Academic & Disability Support, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic & Disability Support office.

Also, as the college's Writing Center is located in a building that is not accessible to persons with mobility impairments, those in need of further assistance or accommodation are encouraged to contact the center at 610/861-1392.

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*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  
from *The Souls of Black Folk* (1903)

## **Course Outline (Subject to Change):**

### **Unit I. Construction of a Racial Paradigm – Race and the American Experience**

- Race in the Homogeneous World
- Science and Mythology
- Race and Labor in the Heterogeneous World
- The Legacy of Dred Scott
- 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

**Midterm Exam (approx. 4 March)**  
**Annotated Bibliographies (approx. 4 March)**

**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

**Source Review (approx. 15 April)**  
**Roundtable Discussion (Last Week of Term)**  
**Final Wednesday 6 May @ 1:30p**

**Scheduled Films:**

- *The Rise and Fall of Jim Crow* (4 Parts)
- Excerpt from *Vaudeville: An American Experience*
- *Ethnic Notions*
- *A Raisin in the Sun*