

Dr. Yevette Richards

Preferred contact method: e-mail through Blackboard (courses.gmu.edu)

Office Location: Robinson Hall B 373C

History and Art History Office Phone: 703-993-1250

Office Hours: Tuesdays 12:00 to 2:00; Thursdays 12:00-1:00 or by appointment

COURSE SYLLABUS

Gender and Racial Ideologies of Early Jim Crow America

HIST 615-006

Class Location: Robeson Room, 240A Johnson Center

Tuesdays 4:30-7:10PM

Course Description

The conflict between the Booker T. Washington and W.E.B. Du Bois camps over strategies to address the black condition has dominated scholarship of the African American experience between the end of Reconstruction and the ascendancy of Jim Crow segregation. Through the use of primary and secondary literature this course presents a more complex and nuanced portrayal of the black response to the deterioration of black political and social status and the continuation of economic oppression following the reconciliation of Northern and Southern whites with the Compromise of 1877. Paying close attention to racial, gender, class, and regional differences as well as the influence of a slave or free status past on the shaping of leadership, the course investigates ideological questions concerned with various strains of African American thought and activism.

Books to purchase or obtain through interlibrary loan:

1. Gilmore, Glenda Elizabeth. *Gender and Jim Crow: Women and the politics of white supremacy in North Carolina, 1896-1920*. The University of North Carolina Press, 1996.
2. Lewis, David L. *WEB Du Bois, 1868-1919: Biography of a race*. Vol. 1. Macmillan, 1994.
3. Harlan, Louis R. *Booker T. Washington: Volume 2: The Wizard Of Tuskegee, 1901-1915*. Oxford University Press, 1983.
4. Feimster, Crystal Nicole. *Southern Horrors: Women and the Politics of Rape and Lynching*. Harvard University Press, 2009.

You may purchase these books or read online
(Available Online through Mason Libraries)

1. Alexander, Shawn Leigh. *An Army of Lions: The Civil Rights Struggle Before the NAACP*. University of Pennsylvania Press, 2011.
2. Blum, Edward J. *Reforging the White Republic: Race, Religion, and American Nationalism, 1865--1898*. LSU Press, 2015.
3. Mitchell, Michele. *Righteous propagation: African Americans and the politics of racial destiny after Reconstruction*. Univ of North Carolina Press, 2005.
4. Hunter, Tera W. *To 'Joy My Freedom: Southern Black Women's Lives and Labors after the Civil War*. Harvard University Press, 1997.
5. Anderson, James D. *The Education of Blacks in the South, 1860-1935*. Univ of North Carolina Press, 1988.

Course Requirements and Methods of Instruction and Evaluation

About Blackboard

This course management system is a very important tool for this class. I will post on blackboard the syllabus, instructions for all course assignments, deadlines, recommended readings, and links to relevant web sites and selected campus resources. If any changes occur in the syllabus I will post an updated document. I will announce in class any changes to the syllabus and also alert you through the blackboard message board. I prefer blackboard email for correspondence.

Course requirements

- 30% - Class participation
- 25% - One analytical essay - 7 to 10 pages
- 10% - Proposal and annotated bibliography
- 35% - Research paper - 18 to 20 pages

All work must be given in hard copy form. Always save a copy of all your written work and any returned work.

This course follows a standard seminar format. Students are expected to attend class and contribute to each week's discussion of the readings. More than one absence from class requires makeup work in the form of a four-page essay on the literature for the missed class. This work cannot count toward the student's short essay.

Class participation includes general participation in class discussion, leading class sessions, peer feedback on proposals and a proposal presentation. In order to facilitate widespread discussion, all students should come prepared with at least one question for each class.

Leading class discussion: Students assigned to the same day may collaborate on how to present the readings and the class discussion. On blackboard the day before class, students should briefly summarize the argument or major theme(s) of the readings (short paragraph) and then pose about 5 questions related to the readings' evidence or claims.

Analytical essay: Students will write one short paper analyzing the readings of one or more class sessions. Students may augment the class literature with recommended readings or other scholarly or primary sources. In addition to examining the authors' arguments, students may structure the essay in the following ways: What are the differences and commonalities in the themes or topics and arguments across the literature. How well does the evidence support the argument or thesis? Are there any gaps or biases in the argument? How do the themes, arguments, interpretations of the literature fit in with other course readings? How do the primary sources provide a view of the historical context in which these subjects lived? What are other approaches or questions that arise from the literature?

By **Sept. 10** students will send a blackboard email to the professor stating their choices of texts to be covered for the short paper. **Oct. 18th** is the due date for all papers covering course material before that date. Otherwise the paper is due a week after the class for the readings has met.

Proposal and annotated bibliography: Students will use at least ten scholarly sources for the research paper. You should aim to collect as many as 24 sources and then narrow the sources down to the ones that most meet the needs of your paper. Be sure to look at the bibliographies of the sources you find for any additional sources. You may also peruse library databases including:

African American Biographical Database
African American Newspapers (1827-1998)
African American Periodicals (1825-1995)
Black Studies Center
Black Economic Empowerment: The National Negro Business League
Black Thought and Culture
Nineteenth Century US Newspapers
Women & Social Movements in the US

By **Nov. 5th** students will post their research proposal and annotated bibliography on blackboard for peer comment, and by the **Nov. 8th** class date students will provide me with a hard copy of this document.

Between **Nov. 5th and 12th** students should read two proposals and comment on them on blackboard. No more than 2 students should comment on any one

proposal. Students may at first note their intention of commenting on a particular proposal before giving the actual feedback.

On **Nov. 29** and **Dec. 6th** students will discuss their research projects.

For the research proposal and annotated bibliography, students should include the following information as thoroughly as possible given the amount of research conducted.

1. State the thesis or the question(s) you want to explore in your paper. What do you hope to get out of your research? Your thesis statement should be analytical, displaying your intention of making an argument related to a specific topic. Alternatively you may write a historiographical essay, in which you analyze how historians have assessed historical events or actors overtime. (See websites below on thesis statements).
2. Explain the importance of the topic. Why is this topic worthy of research? What is the public concern with this issue? What conclusions do you expect to reach?
3. Write an annotated bibliography of at least ten scholarly sources. Also include identifying information of all the partially relevant sources you found in your search. Summarize the text and then state how you believe it will help you with your research. Annotations should be brief, written in short paragraph form.

Tips and Examples for Writing Thesis Statements

<http://owl.english.purdue.edu/owl/resource/545/01/>

Annotated Bibliographies

<http://owl.english.purdue.edu/owl/resource/614/01/>

How to Prepare an Annotated Bibliography

<http://copia.library.cornell.edu/olinuris/ref/research/skill28.htm>

Critically Analyzing Information Sources

<http://copia.library.cornell.edu/olinuris/ref/research/skill26.htm>

Help with Writing a Research Paper

<http://mason.gmu.edu/~montecin/writ-pap.htm>

Reference Citation Style

Chicago style, notes and bibliography style

literature, arts, history

<http://owl.english.purdue.edu/owl/resource/717/1/>

<http://library.williams.edu/citing/styles/chicago1.php>

http://www.chicagomanualofstyle.org/tools_citationguide.html

<http://www.library.csi.cuny.edu/dept/history/lavender/footnote.html>

About Research

Jen Stevens, English, Communication & Women's Studies Liaison Librarian is available to help anyone with research. She is also available during her office hours in the Women and Gender Studies Center. jsteven7@gmu.edu

A244 Fenwick Library 703/993-2211

You may also schedule individual consultations with librarians.

E-mail Reference Service <http://library.gmu.edu/research/email/>

Call Fenwick Library 703/993-2210, Johnson Center Library 703/993-9070

University-wide Grading System

| Grade | Quality Points | Graduate Courses |
|-------|----------------|------------------------|
| A+ | 4.00 | Satisfactory/Passing |
| A | 4.00 | Satisfactory/Passing |
| A- | 3.67 | Satisfactory/Passing |
| B+ | 3.33 | Satisfactory/Passing |
| B | 3.00 | Satisfactory/Passing |
| B- | 2.67 | Satisfactory*/Passing |
| C | 2.00 | Unsatisfactory/Passing |
| F | 0.00 | Unsatisfactory/Failing |

* Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

http://catalog.gmu.edu/content.php?catoid=5&navoid=104#grad_poli

PLEASE NOTE: COURSE POLICIES

1. George Mason University Honor System and Code Honor Code

George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited. All violations of the Honor Code will be reported to the Honor Committee.

Plagiarism (statements from Mason Web Site)

Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit.

<http://mason.gmu.edu/~montecin/plagiarism.htm#plagiarism>

Please familiarize yourself with the Honor System and Code, as stated in the George Mason University *Undergraduate Catalog*. When you are given an assignment as an individual, the work must be your own. Some of your work may be collaborative;

source material for group projects and work of individual group members must be carefully documented for individual contributions.

<http://mason.gmu.edu/~montecin/plagiarism.htm>

2. Class Registration

Students are responsible for verifying the accuracy of their own schedules. Students need to check PatriotWeb regularly to verify that they are registered for the classes that they think they are. This is particularly important since students are no longer dropped for nonpayment. Faculty may not allow a student who is not registered to continue to attend class and may not grade the work of students who do not appear on the official class roster.

Deadlines each semester are published in the Schedule of Classes available from the Registrar's Web Site <http://registrar.gmu.edu/calendars/2013fall/#dates>

The add and drop deadlines for classes:

Sept. 6: Last day to add classes—all individualized section forms due; Last day to drop with no tuition penalty

Sept. 20: Last day to drop with a 33% tuition penalty

Sept. 30: Final drop deadline (67% tuition penalty)

3. Accommodations for students with disabilities:

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Resources at 703-993-2474. All academic accommodations must be arranged through that office.

The need for accommodations should be identified at the beginning of the semester and the specific accommodation has to be arranged through the Office of Disability Resources. Faculty cannot provide accommodations to students on their own (e.g. allowing a student extra time to complete an exam because the student reports having a disability).

STUDENT SERVICES

1. Writing Center

Students may elect to visit the Writing Center on their own to get help with writing strategies. After your first writing assignment, I may recommend students to visit the writing center. These services are valuable and free.

“The Writing Center will not proofread your work for you, but we will work with you to develop revision and editing strategies that can last a lifetime. Our tutors want to emphasize positive attitudes and helpful ways of thinking about writing. We want you to become more confident and effective writers across the curriculum and in your personal and professional lives.” <http://writingcenter.gmu.edu/>
Robinson Hall, 703-993-1200 wcenter@gmu.edu

2. Counseling and Psychological Services (CAPS)

CAPS “provides a wide range of services to students, faculty, and staff. Services are provided by a staff of professional counseling and clinical psychologists, social workers, and counselors. CAPS individual and group counseling, workshops and outreach programs are designed to enhance students’ personal experience and academic performance.” SUB 1, Room 3129, 703-993-2380

<http://caps.gmu.edu/>

George Mason University: Diversity Statement

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason’s commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.

Women and Gender Studies Commitment to Diversity Statement

The Women and Gender Studies program seeks to create a learning environment that fosters respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning environment to engage with the

material personally, but to also be open to exploring and learning from experiences different than their own.

Reconstruction and Post-Reconstruction Overview

August 30

Blum, *Reforging the White Republic*, 1-50.

September 6

Blum, *Reforging the White Republic*, 51-249.

September 13

Hunter, *To 'Joy My Freedom*, 1-43, 74-144, 168-238

September 20

Gilmore, *Gender and Jim Crow*, 1-146.

Document 2: Frances Ellen Watkins Harper, "Duty to Dependent Races," in Rachel Foster Avery, ed., *Transactions of the National Council of Women of the United States* (Philadelphia: J. B. Lippincott, 1891), pp. 86-91 (Gerritsen Collection of Women's History Microfilm, no. 2035).
Women & Social Movements in the U.S. database (Mason libraries)

September 27

Feimster, *Southern Horrors: Women and the Politics of Rape and Lynching*, 1-185.

Black Leaders Examine Legacy of Slavery and the Production of Black Sexual Stereotypes

October 4

Alexander, *An Army of Lions*, 1-97.

Gaines, *The Negro and the White Man* (Philadelphia: A. M. E. Publishing House, 1897), 151-167, 194-202.

Electronic Edition. © This work is the property of the UNC Chapel Hill.

<http://docsouth.unc.edu/church/gaines/gaines.html>

Anna Julia Cooper, "One Phase of American Literature (*188-227), in *A Voice from the South* (Xenia, Ohio: The Aldine Printing House, 1892)

Electronic Edition. © This work is the property of the UNC Chapel Hill.

<http://docsouth.unc.edu/church/cooper/cooper.html>

Frances E. W. Harper, "A Fairer Hope, A Brighter Morn," *Light beyond the darkness* (Harper's rebuttal to James Maurice Thompson's poem.)

[http://memory.loc.gov/cgi-bin/query/r?ammem/murray:@field\(DOCID+@lit\(lcrbmrpt0b13div2\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/murray:@field(DOCID+@lit(lcrbmrpt0b13div2)))

October 11

Columbus Day recess October 10

(Monday classes/labs meet Tuesday. Tuesday classes do not meet this week)

Woman's Roles – Contested Terrain

October 18

Mitchell, *Righteous Propagation*, 108-172.

Alexander Crummell, "Marriage and Divorce: A Sermon, Preached in St. Luke's Church, Washington, D.C., on Sunday, March 23, 1881."

Daniel A. P. Murray Pamphlet Collection, 1818-1907, African American Perspectives, Library of Congress

<http://memory.loc.gov/cgi-bin/query/r?ammem/murraybib:@field%28NUMBER+@band%28lcrbmrp+t0c17%29%29>:

Cooper, "Womanhood: A Vital Element in the Regeneration and Progress of a Race" (9-47) and "Woman versus the Indian" (80-126), in *A Voice from the South*.

Electronic Edition. © This work is the property of the Univ. of North Carolina at Chapel Hill

<http://docsouth.unc.edu/church/cooper/cooper.html>

Paternalism, Racism and Sexism in the Shaping of Educational Opportunities

October 25

James D. Anderson, *The Education of Blacks in the South*, 33-147.

Roy E. Finkenbine, "'Our Little Circle': Benevolent Reformers, the Slater Fund and the Argument for Black Industrial Education, 1882-1908," *Hayes Historical Journal* vi, no. 1 (Fall, 1986), 6-22.

http://www.rbhayes.org/hayes/content/files/NEH2009/our_little_circle.pdf

Crummell, "Common Sense in Common Schooling: A Sermon" [Rector of St. Luke's Church, Washington, D.C. s.n., 1886].

Daniel A. P. Murray Pamphlet Collection...

[http://memory.loc.gov/cgi-bin/query/h?ammem/murraybib:@field\(NUMBER+@band\(lcrbmrp+t0e03\)\)](http://memory.loc.gov/cgi-bin/query/h?ammem/murraybib:@field(NUMBER+@band(lcrbmrp+t0e03)))

Cooper, "The Higher Education of Women" (48-79) and "What are We Worth," (*250-263), *A Voice from the South*

Electronic Edition. © This work is the property of the UNC Chapel Hill.

<http://docsouth.unc.edu/church/cooper/cooper.html>

Struggle for Civil Rights
Movement Organization and Leadership Dissension

November 1

Booker T. Washington Delivers the 1895 Atlanta Compromise Speech

<http://historymatters.gmu.edu/d/39>

The only known recording of Washington's voice

<http://historymatters.gmu.edu/d/88>

Booker T. Washington, *Up From Slavery* (Garden City, NY: Doubleday & Company, Inc., 1901)

Chapters 1-8, 11;

Ch 12 just paragraph 9 (My experience in getting money for Tuskegee...)

Ch 14 from paragraph 28 to the end

Ch 17 from paragraph 40 to the end

<http://www.bartleby.com/1004/> also <http://docsouth.unc.edu/fpn/washington/menu.html>

November 8

Alexander, *An Army of Lions*, 135-176

Louis R. Harlan, *Booker T. Washington: Volume 2: The Wizard Of Tuskegee, 1901-1915* (OUP, 1972), 32-106, 174-201, 379-404.

November 15

"Of Mr. Booker T. Washington and Others," W. E. Burghardt Du Bois, *The Souls of Black Folk* (Chicago, 1903).

<http://historymatters.gmu.edu/d/40>

David Levering Lewis, *W.E.B. Du Bois: A Biography*, 179-286.

Alexander, *An Army of Lions*, 262-296.

Scientific Racism Miscegenation, and Colorism

November 22

James G. Hollandsworth, Jr., *Portrait of a Scientific Racist: Alfred Holt Stone of Mississippi* (LSU Pr, 2008), 76-90, 104-130, 161-210, 260-271. (Mason libraries)

November 23 - November 27 Thanksgiving recess

November 29

Mitchell, "A Burden of Responsibility: Gender, Miscegenation and Race Type," *Righteous Propagation*, 197-217.

Fortune, "The Latest Color Line," T. *Thomas Fortune, The Afro-American Agitator*, ed. Shawn Leigh Alexander (Univ. Pr of Florida, 2008), 230-236.

Paper presentations

December 5

Glenn T. Eskew, "Black Elitism and the Failure of Paternalism in Postbellum Georgia The Case of Bishop Lucius Henry Holsey," in *Georgia in Black and White: Explorations in Race Relations of a Southern State, 1865-1960*, ed. John C. Inscoe (Univ. of Georgia Pr, 2009), 106-140.

Paper presentations

Dec. 13

Final Paper, Due by 1:00PM

Once you've placed a copy in my mailbox in the History Department, Robinson Hall B 359, please send me a confirmation email.