

Last Updated: August 27, 2012

(Syllabus subject to change. Latest syllabus will be posted on blackboard)

Dr. Yevette Richards

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

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Office Hours: Tuesdays 12:30-2:30; Thursdays 12:00-1:00

Office Location: Johnson Center 240C

COURSE SYLLABUS

Black Social Movements: Gendering of Violence and Activism

WMST 309-002; AFAM 390-002; HIST 389-004; GOVT 329-003; SOCI 395-002

Class Location: University Hall 1202

Class schedule: TH; 10:30 am - 11:45 am

Course Description

The course examines the underlying causes of the increased violence and oppression African Americans faced post-Reconstruction and the organizational responses of blacks to the drastic curtailment of their basic rights. During this period of Jim Crow ascendancy, African American life was circumscribed by race riots and lynching, police brutality, segregation, job exclusion, housing discrimination, unequal educational opportunities and disfranchisement. Race and gender ideology figured prominently in white justification for violence and the restrictions meted out against blacks. In addition to examining the changing political and economic conditions that gave rise to various protest and civil rights organizations and movements, the course analyzes the different personalities and ideologies of leaders in these organizations, explores the class, color, race, and intergenerational divisions that sometimes impeded a movement's effectiveness, and investigates the gender politics of the organizations and the gendered meanings of what it meant to be black and white in America. The organizations that form part of this course's study include the Tuskegee Machine, the Afro-American Council, the Niagara Movement, the National Association of Colored Women, the NAACP, the Universal Negro Improvement Association, the Father Divine Peace Mission, the Brotherhood of Sleeping Car Porters, the People's Committee, and the March on Washington Movement.

Required Course Texts

John Hope Franklin and August Meier, ed., *Black Leaders of the 20th Century*, Urbana: Univ. of Illinois Press, 1982

Glenda Elizabeth Gilmore, *Gender And Jim Crow: Women And The Politics of White Supremacy In North Carolina, 1896-1920*, Chapel Hill: The Univ. of North Carolina Press, 1996

Jill Watts, *God, Harlem USA: Father Divine*, Berkeley: Univ. of California Press, 1995

To find journal articles on E-Journal

- Go to <http://library.gmu.edu/phpzone/ej.php>
- Put the title of the journal in the top box and do a search
- Some databases may only have the abstract so try another one if you have a choice

In your search with the E-Journal Finder, do not include “The” or “A” at the beginning. If the journal has a hyphen (-) or an ampersand (&) in its name you may have to do the search with or without the hyphen or with the & instead of “and.”

Course Requirements and Methods of Instruction and Evaluation

1. Class participation 10%
2. Five minute presentation of two primary documents to the class - 5%
3. Paper on the importance of primary documents to the class readings - 15%
4. Paper analyzing one of the course films – 10%
5. Midterm exam (date) - 25%
6. Final exam (date and time) - 35%

All written work must be handed in hard copy form. Always save a copy of all your written work.

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1. Class participation (10%)

Attendance: Students are expected to be prepared for each class and to participate in discussion. Instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. More than four absences over the course of the semester can negatively affect this class participation grade.

2. Five minute presentation of two primary sources to the class (5%). The documents must relate directly to that day’s readings (assigned dates on blackboard). No reassignment allowed for failure to present on the assigned day unless a doctor’s excuse is presented.

What are Primary Sources?

<http://www.calstatela.edu/library/guides/pswhat.htm>

<http://www.lib.umd.edu/guides/primary-sources.html#primary>

Good Databases for Research

<http://furbo.gmu.edu/dbwiz/alpha.php?start=w>

Women & Social Movements in the U.S.

<http://furbo.gmu.edu/dbwiz/news>

click on “African American Periodicals, 1825-1995”

<http://furbo.gmu.edu/dbwiz/soc>

click on “Black Thought & Culture” and/or “Oral History Online”

<http://furbo.gmu.edu/dbwiz/hist>

Accessible Archives

African American Periodicals, 1825-1995

American History in Video

American Periodicals

American Presidency Project

Black Drama

Black Thought & Culture

Congressional Hearings Digital Collection

Daily Life though History Premium

Federal Surveillance of African Americans

Monthly Catalogue of US Government Publications

New York Public Library Digital Library

NewspaperCat

Oral History Online

Proquest Congressional

Proquest Historical Newspapers

US Supreme Court Records and Briefs

Women and Social Movements in the US

<http://furbo.gmu.edu/dbwiz/SPT--BrowseResources.php>

Databases by subject

3. Class paper (15%)

Students will write a three-page paper analysis of some aspect of the class readings, which also incorporates the primary source material.

Paper - minimum of three full pages, 12-point font, and double-spaced

Anything less than three full pages will incur a significant grade reduction.

Due the week after presentation of primary sources to the class.

Full letter grade reduction per day for failure to pass in paper.

How to cite references (Chicago style):

periodicals

<http://owl.english.purdue.edu/owl/resource/717/04/>

books

<http://owl.english.purdue.edu/owl/resource/717/03/>

web sources

<http://owl.english.purdue.edu/owl/resource/717/05/>

interviews

<http://owl.english.purdue.edu/owl/resource/717/07/>

4. Paper analyzing major themes of a course film (10%)

Due the week after the film is shown in class (student choice, but the Randolph film at the semester's end is not eligible).

Paper - minimum of two full pages, 12-point font, and double-spaced

Anything less than three full pages will incur a significant grade reduction.

Full letter grade reduction per day for failure to pass in paper.

All films may also be viewed in the Johnson Center Library.

5. Midterm exam 25%

Covers material from the beginning of the semester. Will include multiple choice, short answer and longer essay. Missed exams cannot be made up without a doctor's excuse.

6. Final exam (35%)

Covers material from after the midterm. Will include multiple choice, short answer and longer essay. Missed exams cannot be made up without a doctor's excuse.

Grading Scale

100-95 A+

94-93 A

92-90 A-

89-87 B+

86-83 B

82-80 B-

79-77 C+

76-73 C

72-70 C-

69-60 D

59 and below F

About Email

Please note that I may make communications through Mason email. Please activate and check your Mason email regularly so as not to miss any important announcements.

About Blackboard

This management system is a very important tool for the course. I will post on blackboard the syllabus, instructions for all course assignments, selected class notes, exam review questions, some required and recommended readings, links to relevant web sites,

photographs, instructions for accessing and using library databases, and selected campus services. If any changes occur in the syllabus, I will post an updated document on blackboard. I also will announce any changes to the syllabus in class and through email.

About Writing Skills

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/>
703-993-1200 wcenter@gmu.edu

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 registrar.gmu.edu

The add and drop deadlines for classes:

Last day to drop with no tuition penalty: Sept. 4

Last day to add: Sept. 4

Last day to drop (67% tuition penalty): Sept. 28

Selective Withdrawal Period: Oct. 1 – Oct. 26

After the last day to drop a class, withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons. Undergraduate students may choose to exercise a selective withdrawal. See the Schedule of Classes for selective withdrawal procedures.

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).

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.

CLASS SCHEDULE

RACIAL CARICATURE AND MINSTRELSY

August 28

Introduction to the course and a general overview of the periods of Reconstruction and the Jim Crow Segregation

What Was Jim Crow?

<http://www.ferris.edu/jimcrow/what.htm>

ILLICIT SEX

August 31

Martha Hodes, "Illicit Sex Across the Color Line: White Women and Black Men in the Civil War South" *Critical Matrix* 5, 1 (Dec. 31, 1989), 29 pages (**E-journal**)

RESTRICTIONS ON BLACK RIGHTS

Sept. 4

"Frances Ellen Watkins Harper" (243-251) in Bert Loewenberg and Ruth Bogin, ed., *Black Women in Nineteenth-Century American Life* (**Blackboard**)

IMPORTANCE OF DEBUNKING THE REVENGE MODEL

Sept. 6

Anna Julia Cooper, *A Voice From the South: By a Black Woman of the South*, Xenia, Ohio: The Aldine Printing House, 1892, 211-227.

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

Frances E.W. Harper, "Light beyond the Darkness: A Fairer Hope, A Brighter Morn," in African American Perspectives: Pamphlets from the Daniel A.P. Murray Collection, 1818-1907, American Memory Collection, Library of Congress

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

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

DISFRANCHISEMENT AFTER THE CIVIL WAR

Sept. 11

Film - *The Rise and Fall of Jim Crow*, Program One: Promises Betrayed (1865 - 1896). Whites pass laws to segregate and disenfranchise African Americans; Ida B. Wells and Booker T. Washington lead struggles for justice. (E185.61 .R58 2004 DVD) website, <http://www.pbs.org/wnet/jimcrow/about.html>)

Lesson 3: The Battle Over Reconstruction: The Aftermath of Reconstruction

<http://edsitement.neh.gov/lesson-plan/battle-over-reconstruction-aftermath-reconstruction#sect-background>

REFUTATION OF DESIRE FOR SOCIAL EQUALITY

Sept. 13

John Wesley Gaines, "Amalgamation," "The Intermarriage Question," and "Right Treatment Urged," *The Negro and the White Man*, Philadelphia: A. M. E. Publishing House, 1897, 151-167, 194-202.

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

Sept. 18

Chapter 4, "Sex and Violence in Procruste's Bed," 91-118, in Gilmore, *Gender And Jim Crow*.

Sept. 20

Chapter 5, "No Middle Ground," 119-146, in Gilmore, *Gender And Jim Crow*.

EROSION OF BLACK WORKERS' RIGHTS

AND POLITICAL REPRESENTATION

Sept. 25

T. Thomas Fortune, "Political Independence of the Negro," *Black and White: Land, Labor, and Politics in the South*, NY: Fords, Howard, & Hulbert, 1884, 112-130.

<http://teachingamericanhistory.org/library/index.asp?document=1166>

George H. White's Farewell Address To Congress

<http://www.blackpast.org/?q=1901-george-h-whites-farewell-address-congress>

George Henry White, Representative, 1897–1901, Republican from North Carolina

<http://baic.house.gov/member-profiles/profile.html?intID=22>

ACCOMODATION: THE HORRIBLE BARGAIN

Sept. 27

Booker T. Washington, "Speech at the Cotton States and International Exposition in Atlanta, 1895"

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

Governor James K. Vardaman, Governor of Mississippi, "A Governor Bitterly Opposes Negro Education," *Leslie's Weekly*, Feb. 4, 1904

<http://teachingamericanhistory.org/library/index.asp?documentprint=2201>

David G. Sansing, "James Kimble Vardaman: Thirty-sixth Governor of Mississippi: 1904-1908,"

<http://mshistorynow.mdah.state.ms.us/articles/265/index.php?s=extra&id=137>

Oct. 2

"Booker T. Washington and the Politics of Accommodation," in Franklin and Meier, *Black Leaders of the 20th Century*, 1-18.

ANTI-LYNCHING CRUSADE

Oct. 4

Paula Giddings, "Missing in Action Ida B. Wells, the NAACP, and the Historical Record," *Meridians* 1, 2 (Spring, 2001): 1-17.

"Without Sanctuary, Photographs and Postcards of Lynching in America," Collection of James Allen and John Littlefield

<http://www.withoutsanctuary.org/main.html>

Oct. 9 Columbus Day recess (Monday classes/labs meet Tuesday. Tuesday classes do not meet this week)

Oct. 11 Midterm

Oct. 16

Thomas C. Holt, "The Lonely Warrior: Ida B. Wells-Barnett and the Struggle for Black Leadership," in Franklin and Meier, *Black Leaders of the 20th Century*, 39-60.

THE RISE OF THE BLACK WOMEN'S CLUB MOVEMENT

Oct. 18

Josephine St. Pierre Ruffin, "Call of Meeting of '95. Let Us Confer Together" (14-17), and "Address of Josephine St. P. Ruffin, President of Conference" (17-19), both in *Lifting as They Climb*, by Elizabeth Lindsay Davis (Washington, DC: National Association of Colored Women, 1933)

- Mason Library, "w" under databases by title, Women and Social Movements in the United States, 1600-2000, search "Ruffin"

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

Mary Church Terrell, "Lynching from a Negro's Point of View," *North American Review*, 178 (1904): 853-68. Included *How Did Black and White Southern Women Campaign to End Lynching, 1890-1942?* by Thomas Dublin, Kathryn Kish Sklar, and Karen Vill. (Binghamton, NY: State University of New York at Binghamton, 1999).

- Mason Library, "w" under databases by title, Women and Social Movements in the United States, 1600-2000, search "Terrell"

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

THE BIND OF BLACK LEADERSHIP

Oct. 23

Franklin and Meier, *Black Leaders of the 20th Century*:

Emma Lou Thornbrough, "T. Thomas Fortune: Militant Editor in the Age of Accommodation" (19-36)

MILITANT LEADERSHIP

Oct. 25

Film - W.E.B. Du Bois: A Biography in Four Voices (E185.97.D73 W2)

The Niagara Movement [newspaper accounts]

<http://www.oberlin.edu/external/EOG/Niagara%20Movement/niagaramain.htm>

Oct. 30

Elliot Rudwick, "W.E.B. Du Bois: Protagonist of the Afro-American Protest," in Franklin and Meier, *Black Leaders of the 20th Century*, 63-85.

Nov. 1

Eugene Levy, "James Weldon Johnson and the Development of the NAACP," in Franklin and Meier, *Black Leaders of the 20th Century*, 85-103.

BLACK NATIONALISM

Nov. 6

Lawrence W. Levine, "Marcus Garvey and the Politics of Revitalization," in Franklin and Meier, *Black Leaders of the 20th Century*, 105-137

RELIGIOUS MOVEMENTS

Nov. 8

Jill Watts, *God, Harlem USA: Father Divine, 1-13, 21-22, 34-41, 45-48, 69-80, 87-90, 96-97, 105-108.*

Nov. 13

Jill Watts, *God, Harlem USA: Father Divine, 113-121, 144-178.*

Nov. 15

Beryl Satter, "Marcus Garvey, Father Divine and the Gender Politics of Race Difference and Race Neutrality," *American Quarterly* 48, (1 March 1996): 43-76 (**E-journal**).

Nov. 21-25 Thanksgiving Break

Nov. 27

Film - *Adam Clayton Powell* (E748.P86 A53 2005, DVD)

Nov. 29

Martin Kilson, "Adam Clayton Powell, Jr.: The Militant as Politician," in Franklin and Meier, *Black Leaders of the 20th Century*, 259-274.

Dec. 4

Film - *A Philip Randolph For Jobs and Freedom* (E185.97.R27 A83 1996 DVD)

Dec. 6

Benjamin Quarles, "A. Philip Randolph: Labor Leader at Large," in Franklin and Meier, *Black Leaders of the 20th Century*, 139-164.

Dec. 18 (Tuesday) Final Exam 10:30 to 1:15.