

August 28, 2018 (Syllabus subject to change. Latest syllabus will be posted on blackboard)

Dr. Yevette Richards

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Office Hours: Tuesdays 1:30 - 3:30, Thursdays 1:30-2:30, or by appointment

COURSE SYLLABUS

Black Social Movements: Gendering of Violence and Activism HIST 389-005

Class Location: Music/Theater Building 1004

Class schedule: 12:00 pm-1:15 pm TR

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

Franklin, John Hope, and August Meier, eds. *Black Leaders of the Twentieth Century*. Vol. 82. Urbana, University of Illinois Press, 1982.

Gilmore, Glenda Elizabeth. *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920*. UNC Press Books, 1996.

Online texts

Leeman, Richard W., and Bernard K. Duffy, eds. *The Will of a People: A Critical Anthology of Great African American Speeches*. SIU Press, 2012.

Davis, Elizabeth Lindsay, ed. *Lifting as They Climb* (Washington, DC: National Association of Colored Women, 1933).

Course Requirements and

Methods of Instruction and Evaluation

1. Course participation- 5%
2. Student-led discussion-10%
3. Course Paper - 25%
4. Midterm exam - 30%
5. Final exam - 30%

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1. Course participation (5%)

This grade pertains to general class participation. Students are expected to come to class, be prepared, and participate in discussion. Instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Four or more absences over the course of the semester can lower this grade below an A. Missing 8 or more classes will result in a failing grade, translating to up to five points off of the final course grade. If for any reason you are reticent about speaking up in class, you should discuss this with me at the beginning of the semester. Attending class but seldom participating in class discussion is not sufficient for earning a high participation grade.

2. Student-led discussion (10%)

Twice during the semester, students will help inform class discussion by posting on black board a short paragraph assessing any of the major points covered in the class reading of the assigned date, followed up by one of two questions that may relate to your statement. Students are expected to post the day before class. Be sure not to post a similar question to one a fellow

student may have posted. The assignment calls for students to pose a question that directly draws fellow students to assess points made in the assigned literature for the day rather than the personal experience of students.

3. Course paper (25%)

Students will write a research paper based on a topic covered in the course. At least 5 sources must be used: at least one must be a course text, and three must be outside sources with a mix of primary and secondary sources.

Paper Requirements:

Five direct quotes from sources (at least one from each)

Computer check for grammar and spelling errors

Five to seven pages, double-spaced, 12-point font, regular one-inch margins

Less than five full pages will result in a half of a letter or more grade reduction

Half of a letter grade reduction per day for failure to pass in paper

Papers lacking the minimum requirements will incur a significant grade reduction.

Proper note citation and bibliography (Chicago style):

<https://writingcenter.gmu.edu/guides/chicago-citation-style-quick-guide>

or

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/chicago_manual_of_style_17th_edition.html

Primary Source Examples

<https://www.lib.uci.edu/examples-primary-sources>

Secondary Source Examples

<https://www.lib.uci.edu/secondary-sources>

Helpful Collections:

African American Odyssey, Library of Congress.

<http://memory.loc.gov/ammem/aohtml/exhibit/aointro.html>

How Did Black Women in the NAACP Promote the Dyer Anti-Lynching Bill, 1918-1923?

<http://womhist.alexanderstreet.com/lynch/intro.htm>

History Matters

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

4. Midterm exam (30%) on Oct. 16 covers reading dates up to and including Oct. 4

Will include multiple choice, short answer and longer essay. Missed exams cannot be made up without a doctor's excuse.

5. Final exam (30%) on Dec. 13 covers readings from Oct. 11 until the end of the semester.

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

CLASS POLICIES

1. 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.

2. Laptops or tablet use. Students are permitted to use laptops only to take lecture notes. Engaging in any other activities online (e.g., gaming, email, chat, etc.) is not allowed. No laptop use is allowed during the showing of films. Please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and will affect your participation grade.

3. Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight.

4. Class Room Etiquette. It is not acceptable to leave class early or take any breaks during class. If you have an appointment that interferes with class time or must suddenly leave, then provide the instructor with an explanation as soon as possible. It is not permissible to leave the class during the taking of an exam.

MASON 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.

Understanding the Consequences

In order to lend value to the degrees the institution confers, Mason takes instances of academic dishonesty very seriously. While the faculty have the authority to recommend the academic and educational sanctions for Honor Code violations listed below, there can be additional consequences based on the College your program is housed in.

<http://oai.gmu.edu/the-mason-honor-code-2/understanding-the-consequences/>

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://oai.gmu.edu/the-mason-honor-code-2/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://oai.gmu.edu/the-mason-honor-code-2/>

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 <https://registrar.gmu.edu/calendars/fall-2018/>

The add and drop deadlines for classes:

Last Day to Add Sept 4

Final Drop Deadline (no tuition penalty) Sept. 10

Student Self Withdrawal (100% tuition liability) Sept 11-30

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). <http://ds.gmu.edu/>

4. Mason email: In order to comply with student privacy laws, faculty and students need to use their Mason email accounts when corresponding with each other (blackboard email is connected to Mason email). Please activate and check your Mason email regularly so as not to miss any important announcements.

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/>

3. Learning Services

Learning Services provides a variety of experience based learning opportunities through which students explore a wide range of academic concerns

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

4. University Career Services

We are committed to educating and preparing students for meaningful careers in a global society.

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

COMMITMENT TO DIVERSITY

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.

University Catalog: <https://catalog.gmu.edu/>

University Policies: <https://universitypolicy.gmu.edu/>

CLASS SCHEDULE

Aug. 28

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

Recommended:

Rise and Fall of Jim Crow: Reconstruction (1865-1877)

http://www.pbs.org/wnet/jimcrow/stories_events_reconstruct.html

Rise and Fall of Jim Crow: Hayes-Tilden Election

http://www.pbs.org/wnet/jimcrow/stories_events_election.html

Rise and Fall of Jim Crow: The Supreme Court

http://www.pbs.org/wnet/jimcrow/struggle_court.html

Rise and Fall of Jim Crow: Plessy v. Ferguson

http://www.pbs.org/wnet/jimcrow/stories_events_plessy.html

Aug. 30

Film - *The Rise and Fall of Jim Crow*: Program 1, *Promises Betrayed* (1865-1896)

(E185.61.R58 2004 DVD) (in class viewing)

The end of the Civil War held much promise for newly freed black men and women. But as the North gradually withdrew its support of their aspirations for land, political rights, and legal due process, laws that segregated and disenfranchised African Americans were passed—and often enforced with violence. Activist/separatist Benjamin "Pap" Singleton, anti-lynching crusader Ida B. Wells, and educator and scientist Booker T. Washington became national figures in the emerging movement to overturn these discriminatory laws and win civil rights for black Americans.

<https://www.youtube.com/watch?v=j3IxWEK0uJA>

Sept. 4

Frances Ellen Watkins Harper, "Duty to Dependent Races," in *The Will of a People: A Critical Anthology of Great African American Speeches*, 133-148.

Available Online through Mason Libraries, library.gmu.edu

Sept. 6

Chapter 2, "Race and Womanhood," in *Gender and Jim Crow*, 31-60.

Sept. 11

Chapter 3, "Race and Manhood," in *Gender and Jim Crow*, 61-90.

Sept. 13

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

Sept. 18

Chapter 5, “No Middle Ground,” in Gilmore, *Gender and Jim Crow*, 119-146.

ACCOMODATION: THE HORRIBLE BARGAIN

Sept. 20

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

Sept. 25

Film -*The Rise and Fall of Jim Crow: Program 2 Fighting Back* (1896-1917)

(in class viewing)

Episode two illustrates the early rise of a successful Black middle class and the determination of white supremacists to destroy fledgling Black political power. The growing oppression had a profound effect on a professor at Atlanta University, W.E.B. Du Bois, and a teenage mail carrier named Walter White. Both would become leaders of a newly founded organization to fight Jim Crow: the National Association for the Advancement of Colored People. The episode ends with the violence at home giving way to warfare abroad as thousands of Black Americans depart for battle in World War I.

<https://www.youtube.com/watch?v=utwE5ZPd7Gk>

Sept 27

Emma Lou Thornbrough, “T. Thomas Fortune: Militant Editor in the Age of Accommodation,” in *Black Leaders of the 20th Century*, 19-36.

ANTI-LYNCHING CRUSADE

THE RISE OF THE BLACK WOMEN’S CLUB MOVEMENT

Oct 2

Film - *A Passion for Justice: Ida B. Wells* (view BEFORE class)
<https://www.youtube.com/watch?v=N4K8AYgP0hE>

(E185.97. W55 A77 2004 DVD, GMU library).

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), in *Lifting as They Climb*

Available Online through Mason Libraries, library.gmu.edu

Oct. 4

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

Oct. 9 Tuesday classes cancelled; Monday classes meet

Oct. 11

Brown, Mary Jane. "Advocates in the Age of Jazz: Women and the Campaign for the Dyer Anti-Lynching Bill." *Peace & Change* 28, no. 3 (2003): 378-419.

Available Online through Mason Libraries, library.gmu.edu

Oct. 16

Midterm – covers readings until October 4.

MILITANT LEADERSHIP OF NIAGARA AND NAACP

Oct. 18

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

Oct. 23

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

Oct. 25

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

Film excerpt: *The Rise and Fall of Jim Crow*, Program 3, *Don't Shoot to Soon (1918-1940)*, Du Bois, from 32 minutes (in class viewing)

<https://www.youtube.com/watch?v=FWEBqU9CfyI>

BLACK NATIONALISM AND RELIGIOUS MOVEMENTS**Oct. 30**

Film - *Marcus Garvey: Look For Me in the Whirlwind* (E185.97.G3 M3644 2001) Available Online through Mason Libraries, library.gmu.edu

Nov. 1

Lawrence W. Levine, “Marcus Garvey and the Politics of Revitalization,” *Black Leaders of the 20th Century*, 105-137.

Nov. 6 ----- (Election Day)

Beryl Satter, “Marcus Garvey, Father Divine and the Gender Politics of Race Difference and Race Neutrality,” *American Quarterly* 48, No. 1 (March 1996): 43-76.

Available Online through Mason Libraries, library.gmu.edu

Nov. 8

Film - *Father's Kingdom*

<http://www.fatherskingdommovie.com/>

EXCERSING NATIONAL POLITICAL POWER

Nov. 13

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

Nov. 15 ----- Paper due

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

Nov. 20

Smith, Elaine M. “Mary McLeod Bethune’s ‘Last Will and Testament’”: A Legacy for Race Vindication.” *The Journal of Negro History* 81, no. 1-4 (1996): 105-122.

Maida Springer on Bethune (blackboard)

Nov. 21-25 Thanksgiving Recess

Nov. 27

McCluskey, Audrey Thomas. "Setting the Standard: Mary Church Terrell's Last Campaign for Social Justice." *The Black Scholar* 29, no. 2-3 (1999): 47-53.

Available Online through Mason Libraries, library.gmu.edu

Nov. 29

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

Dec. 4

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

Dec 6

Final Review

Dec 13 (Thursday) Final Exam 10:30 am – 1:15 pm