

“From Ferguson to Ferguson: African American History Since 1877”

Department of History, University of Florida

AMH 5930, Section 14EB

Tuesdays, Periods 8 to 10, 3 – 6 p.m.

Location: FLI 0229

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Course Description:

In 1896, the Supreme Court ruled in favor of segregation in *Plessy v. Ferguson*. In 2014, patrolman Darren Wilson killed the unarmed Michael Brown in Ferguson, Missouri. The Ferguson ruling legalized the New South’s separate but (un)equal society that emerged in the wake of the violent destruction of Reconstruction in 1870s. The Ferguson shooting catalyzed a movement against a carceral society that emerged in the wake of the violent destruction of the civil rights and Black power movements in the 1970s. This course studies the origins of those two landmarks events in contemporary African American history, as well as everything in between. It surveys the lives, ideas, cultures, struggles, triumphs, and diversity of people of African descent in the United States from 1877 until today. The course examines their varied perspectives and experiences as they encountered and adjusted to historical developments impacting human beings of all colors in the United States and the Western world.

Required Texts

Kidada E. Williams, *They Left Great Marks on Me: African American Testimonies of Racial Violence from Emancipation to World War I* (New York: NYU Press, 2012).

Talitha L. LeFlouria, *Chained in Silence: Black Women and Convict Labor in the New South* (Chapel Hill, NC: UNC Press, 2015).

R. Volney Riser, *Defying Disenfranchisement: Black Voting Rights Activism in the Jim Crow South, 1890-1908* (Baton Rouge, LA: LSU Press, 2013).

Nan Elizabeth Woodruff, *American Congo: The African American Freedom Struggle in the Delta* (Chapel Hill, NC, 2012).

William H. Chafe, Raymond Gavins, and Robert Korstad, eds., *Remembering Jim Crow: African Americans Tell About Life in the Segregated South* (New York: New Press, 2014).

Marcia Chatelain, *South Side Girls: Growing Up in the Great Migration* (Durham, NC: Duke University Press, 2015).

Thomas J. Sugrue, *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit* (Princeton: Princeton University Press, 2014).

Mary L. Dudziak, *Cold War Civil Rights: Race and the Image of American Democracy* (Princeton, NJ: Princeton University Press, 2011).

Premilla Nadasen, *Household Workers Unite: The Untold Story of African American Women Who Built a Movement* (Boston: Beacon Press, 2015).

- Joshua Bloom and Waldo E. Martin, *Black Against Empire: The History and Politics of the Black Panther Party* (Berkeley, CA: UC Press, 2014).
- Michael Javen Fortner, *Black Silent Majority: The Rockefeller Drug Laws and the Politics of Punishment* (Cambridge, MA: Harvard University Press, 2015).
- N. D. B. Connolly, *A World More Concrete: Real Estate and the Remaking of Jim Crow South Florida* (Chicago: University of Chicago Press, 2014).
- Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (New York: New Press, 2012).
- Ta-Nehisi Coates, *Between the World and Me* (New York: Spiegel & Grau, 2015).

Academic Course Requirements (see course schedule for deadlines)

1. *Book Review* (3). Compose three book reviews at around 1,000 words each. Choose any of the required books published in 2014 or 2015. The reviews should: summarize the text, the author's argument/objective, and the sources. This summarizing should be brief. The bulk of the book review should: assessing the text, arguments, objectives, content organization, sources, writings, and the position of the book in larger historiographical debate(s) and literature(s). See book reviews in professional history journals for examples (See *Journal of American History*, *Journal of African American History*, *American Historical Review*, *Journal of Southern History*, etc.). Each book review should state on the title page or header a history journal the review could be sent to. In writing the review, follow the writing guidelines of that journal.
2. *Source Analysis Paper*. Choose any of the required books—aside from the three books they are writing book reviews on—for this assignment. Summarize the sources and the types of sources the author used. Speculate on why they used those sources, and then assess whether those sources and those types of sources allowed the author to effectively advance his or her argument/objective. This paper should be no more than 1,500 words.
3. *Weekly Reading Reflection Assignments*. Classes will be sectioned into three parts (1) book content, (2) research/writing analysis, and (3) research ideas, and the completion of these reading assignments facilitate students participation in each section. As students read the books, take note of the author's arguments, any points of class discussion they want to raise, or any questions about the book. Students should also take note of any ideas that come to mind of future research projects they could pursue. These assignments are *not* to be turned in after each class. All the assignments are to be handed in together at the end of class. They can be submitted in any form (notebook, photocopies, typed documents, etc). This will help fulfill your class participation grade.

Note: All typed assignments must be in 12-point in a word processing font.

Grade Percentages for Academic Course Requirements

1. Book Review 1 (15%)
2. Book Review 2 (15%)
3. Book Review 3 (15%)
4. Source Analysis Paper (15%)
5. Reading Assignments/Class Participation (40%)

Grading Scale (Numerical Grade Equivalent)

	100-94 = A	93-90 = A-
89-87 = B+	86-84 = B	83-80 = B-
79-77 = C+	76-74 = C	73-70 = C-
69-67 = D+	66-64 = D	63-60 = D-
	59-0 = E	

Grading Policy

The grading for this course will be based on the student's knowledge of the material, and how they articulate this knowledge through class discussion and assignments. **Students cannot turn in any assignments late.**

Course evaluation process

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

Class attendance policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Students with Disabilities

Students requesting classroom accommodation must first register with the Dean of Student Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

UF's Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

Tentative Course Schedule

Week # 1: Tuesday, August 24 – Orientation & Course Introduction

Week #2: Tuesday, September 1 – The End of Reconstruction

Required reading: Allen Peskin, "Was There a Compromise of 1877," *The Journal of*

American History, Vol. 60, No. 1 (June 1973), 63-75.

Week #3: Tuesday, September 8 – Violent Construction of Jim Crow

Required reading: Williams, *They Left Great Marks on Me*

Week #4: Tuesday, September 15 – Convict Leasing and the New Slavery

Required reading: LeFlouria, *Chained in Silence*

Week #5: Tuesday, September 22 – Resisting the Mass Disenfranchisement

Required reading: Riser, *Defying Disenfranchisement*

Week #6: Tuesday, September 29 – Black Life in American South I

Required reading: Woodruff, *American Congo*

Book Review #1 Due

Week #7: Tuesday, October 6 – Black Life in American South II

Required reading: Chafe, *Remembering Jim Crow*

Week #8: Tuesday, October 13 – Great Migration

Required reading: Chatelain, *South Side Girls*

Week #9: Tuesday, October 20 – Urbanization of Black America

Required reading: Sugrue, *The Origins of the Urban Crisis*

Week #10: Tuesday, October 27 – Civil Rights Movement

Required reading: Dudziak, *Cold War Civil Rights*

Book Review #2 Due

Week #11: Tuesday, November 3 – Workers Activism in the 1960s

Required reading: Nadasen, *Household Workers Unite*

Week #12: Tuesday, November 10 – Black Power Movement

Required reading: Bloom and Martin, *Black Against Empire*

Week #13: Tuesday, November 17 – Emergence of Law and Order America

Required reading: Fortner, *Black Silent Majority*

Week #14: Tuesday, November 24 – Segregation after the 1960s

Required reading: Connolly, *A World More Concrete*

Book Review #3 Due

Week #15: Tuesday, December 1 – Mass Incarceration

Required reading: Alexander, *The New Jim Crow*

Week #16: Tuesday, December 8 – Race in 21st Century

Required reading: Coates, *Between the World and Me*

Reading Assignment Booklets Due

Week #17: Thursday, December 17, 7:30 – 9:30 a.m.
Final Exam Period (no class meeting)
Source Review Paper Due (e-mail to professor by 9:30 a.m.)