“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

Professor: Ibram X. Kendi, Ph.D.  
Office: 226 Keene-Flint Hall  
Office Hours: Tuesdays, 11:00 a.m. – 2:00 p.m. or by appointment  
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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  
Talitha L. LeFlouria, Chained in Silence: Black Women and Convict Labor in the New South (Chapel  
R. Volney Riser, Defying Disenfranchisement: Black Voting Rights Activism in the Jim  
Nan Elizabeth Woodruff, American Congo: The African American Freedom Struggle in the Delta  
(Chapel Hill, NC, 2012).  
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  
Mary L. Dudziak, Cold War Civil Rights: Race and the Image of American Democracy (Princeton,  
Premilla Nadasen, Household Workers Unite: The Untold Story of African American Women Who  
Built a Movement (Boston: Beacon Press, 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)

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<th>Numerical Grade Equivalent</th>
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<td>93-90</td>
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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*
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.)