JIM CROW AMERICA  
Graduate Seminar  
ANG 6930 (ANT 4930)  
Spring 2016

Class Room: Turlington 2341  
Time: Friday (6 through 8 periods) 12:50 pm to 3:50 pm  
Instructor: James M. Davidson, Ph.D.  
Office: Turlington B134  
Email: davidson@ufl.edu  
Office Hours: Mondays: 3-5 pm (and by appointment)

Course Description and Objectives: The seminar’s goal is to briefly outline the underlying historical basis of race and racism in the United States during the 18th and early 19th centuries, and then focus upon the time period between the 1880s and circa 1950, or the era which became known as Jim Crow, when segregation in this country was formalized and maintained through force or its threat as a means of social control and economic exploitation. Our sources will include formal histories, biographies, fiction, poetry, and contemporary accounts and eye witnesses to these events.

Topics include: Race and Racism; The Construction of Jim Crow; Transportation and Plessy V. Ferguson; Incarceration and Second Slaverities; The Negro Problem; Body Image, Cosmetics, and Race Pride; Rural Living -- Tenancy and Farm Life in The New South; Urban Living -- Structural violence in City Housing, Infrastructure and Spatial Segregation; Segregation, Schools, and Brown v Board of Education; Health, Life and Death (Bioarchaeology); The New Negro and Harlem Renaissance; Lynching, Riots and Interpersonal Violence; Preserving Jim Crow Heritage Sites.

Required Readings:
Woodward, C. Vann  

Washington, Booker T.  

Johnson, James Weldon  
(1912/1927) The Autobiography of an Ex-Colored Man (Dover Thrift Editions)

Du Bois, W. E. Burghardt  

Ayers, Edward L.  

Tolnay, Stewart E. and E. M. Beck

Hornsby, Alton Jr.

**Grading:**

<table>
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<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Synopses for key readings</td>
<td>20%</td>
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<tr>
<td>Class attendance and participation</td>
<td>10%</td>
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<tr>
<td>Two short essays</td>
<td>(10% each) 20%</td>
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<tr>
<td>Research Paper</td>
<td>50%</td>
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**Grade Percentile breakdown:**

- A (93-100%);
- A- (90-92%);
- B+ (88-89%);
- B (83-87%);
- B- (80-82%);
- C+ (78-79%);
- C (73-77%);
- C- (70-72%);
- D+ (68-69%);
- D (63-67%);
- D- (60-62%);
- E (59% or below)

**Attendance:** Regular attendance and participation in class discussions is a requirement. Students are expected to have read the material for that day, and come to class prepared to discuss the readings.

**Synopses of Readings/Two Exercise or Reaction Papers:**

For some key readings, a synopsis (i.e., a critical summary) not to exceed a half page in length for each reading) will be required and due at the beginning of each class, before we begin the discussion. Readings requiring synopses are marked with a bold, underlined X at the end of each citation.

Two smaller paper assignments, on specific readings, will range from 5 to 10 pages each. Their topics and due dates will be scheduled later in the semester.

**Team Discussion:**

Each week, one student will help lead class discussion. Each discussion leader will be expected to organize readings and to prepare a list of questions/points of discussion. This aspect of class participation constitutes a substantial portion of the grade (10%).

**Research Paper:**

One major research paper will be due at the end of the semester (15 to 20 pages). Each student will choose the individual topics of the paper, after consultation with me. It could involve original research, an analysis of an existing dataset, or a comparison of two or more papers, books, or perspectives. Time permitting, each student will be present his or her work to the class, during the last week of the semester.
Accommodating Students with Disabilities:
Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student, who in turn must provide this documentation to me when requesting accommodation.

Academic Honesty:
The University reminds every student of the implied pledge of Academic Honesty: “on any work submitted for credit the student has neither received nor given unauthorized aid.” This refers to cheating and plagiarism. Consult the Student Guide at www.dso.ufl.edu/stg/ for further information. To avoid plagiarism, you must give credit whenever you use another person’s idea, opinion, or theory; any facts, statistics, graphs, drawings (any pieces of information) that are not common knowledge; quotations of another person’s actual spoken or written words; or paraphrase of another person’s spoken or written words. Students caught cheating will be referred to the University administration for disciplinary action, the consequences of which can include failure of this course, and possible expulsion from the University.

Schedule of Classes and Topics:

Week 1 (Tuesday, Jan 5 thru Friday, Jan 8)
NO CLASS I will be Washington DC, attending the SHA meetings.

Read the materials and be prepared for Week 2 discussion.

Week 2 (Jan 11 thru Jan 15)
Introduction of Concepts, Reconstruction and the Post Reconstruction Eras

Week 3 (Jan 18 thru Jan 22)
Race, Racism

Week 4 (Jan 25 thru Jan 29)
The Construction of Jim Crow

Week 5 (Feb 1 thru Feb 5)
Transportation and Plessy V. Ferguson

Week 6 (Feb 8 thru 12)
The Negro Problem

Week 7 (Feb 15 thru Feb 19)
Rural Living: Tenancy and Farm Life in The New South

Week 8 (Feb 22 thru Feb 26)
Urban Living: Structural violence in City Housing, Infrastructure and Spatial Segregation
Week 9 (Feb 29 thru March 4)
NO CLASSES: SPRING BREAK

Week 10 (March 7 thru March 11)
Schools and Brown v Board of Education

Week 11 (March 14 thru March 18)
Health, Life and Death

Week 12 (March 21 thru March 25)
Lynching, Riots and Interpersonal Violence

Week 13 (March 28 thru April 1)
Body Image, Cosmetics, and Race Pride

Week 14 (April 4 thru April 8)
The New Negro and Harlem Renaissance

Week 15 (April 11 thru April 15)
Documenting Whiteness and Preserving Jim Crow Era Heritage Sites

Week 16 (Monday, April 18 thru Wednesday, April 20)
No class

Topics:

Week 1 (Tuesday, Jan 5 thru Friday, Jan 8)
NO CLASS  I will be Washington DC, attending the SHA meetings.

As background for Week 2 and beyond, read:

Washington, Booker T.  

Week 2: Introduction of Concepts, Reconstruction and the Post Reconstruction Eras

Smythe, Hugh H.  

Wilson, William J.  
Bernard, Raymond

King, Desmond and Stephen Tuck

Introduction and Chapter 1 of Alton Hornsby 2010 (*African-Americans in the Post-Emancipation South: The Outsider’s View*)

**Week 3: Race, Racism**

Taylor, Carol M.

Babson, David W.

Caspari, Rachel

Jackson, John P. Jr. and Nadine M. Weidman

Harrison, Faye V.

Banks, James A.

Watkins, Rachel J.

Ferguson, Elizabeth A.
Week 4: The Construction of Jim Crow

Woodward, C. Vann

Carlton, Frank T.

Rabinowitz, Howard N.

Wynes, Charles E.

Folmsbee, Stanley J.

Week 5: Travel, Transportation and Plessy V. Ferguson

Bishop, David W.

Stephenson, Gilbert Thomas

Mack, Kenneth W.
Kelley, Blair L. M.  

Meier, August and Elliott Rudwick  

Foster, Mark S.  

Kahrl, Andrew W.  

Armstead, Myra B. Young  


**Week 6: The Negro Problem**

Shannon, A. H.  
1907   *Racial Integrity and Other Features of The Negro Problem*. Publishing House of The M. E. Church: Nashville, TN.

Bruce, Philip Alexander  

McKinley, Carlyle  
1889   *An Appeal to Pharaoh; the Negro Problem, and its Radical Solution*. Fords, Howard & Hulbert: New York, NY.

Myers, William Starr  

Paschal, Andrew G.  
Week 7: Rural Living: Tenancy and Farm Life in The New South

Hibbard, Benjamin H.
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Branson, E. C.

Gray, Lewis Cecil

Stone, Olive M.

Davis, John P.

Stine, Linda France

Fisher, James S.


Stone, Percy H

Johnson, Guy B

Week 8: Urban Living: Structural Violence in City Housing, Infrastructure and Spatial Segregation
Andrews, W. T.  

Marks, Carole  

Farley, Reynolds  

Heathcott, Joseph  

Troesken, Werner  

Mullins, Paul R.  

Mullins, Paul R.  


**Week 10: Segregation, Schools, and Brown v Board of Education**

Highsmith, Andrew R. and Ansley T. Erickson  

Fairclough, Adam  

Cothran, Tilman C.  
Abel, Elizabeth

Messick, J. D.

Roche, John P.

Chapter 4 of Alton Hornsby 2010 (*African-Americans in the Post-Emancipation South: The Outsider’s View*)

**Week 11: Health, Life and Death**

Jones, S. B.

Frazier, E. Franklin

Dublin, Louis I.

Chivers, Walter R.

Johnson, Charles S.

Kiple, Kenneth and Virginia Kiple

Patterson, Andrea

Davidson, James M., Jerome C. Rose, Myron Gutmann, Michael Haines, Cindy Condon, and Keith Condon

Hoffman, Frederick L.  

Rose, Jerome C.  

Brandt, Allan M.  

**Week 12: Lynching, Riots and Interpersonal Violence**

Davidson, James M.  

Tolnay, Stewart E. and E. M. Beck  

Cutler, James Elbert  

White, Walter F.  

Bailey, Amy Kate, Stewart E. Tolnay, E. M. Beck and Jennifer D. Laird  

Perloff, Richard M.  

Collins, Winfield H.  
Week 13: Body Image, Cosmetics, and Race Pride

Clark, Kenneth B. and Clark, Mamie P.

Clark, Kenneth B.

Dunford, Francis Marion

Dorman, Jacob S.

Gooden, Amoaba

Johnson, Guy B.

Kephart, William M.

Mehaffy, Marilyn Maness

Morland, J. Kenneth
1963 The Development of Racial Bias in Young Children. Theory into Practice 2(3):120-127. XXX

Week 14: The New Negro and Harlem Renaissance

Morse, Josiah
1920 The Outlook for the Negro. The Sewanee Review 28(2):152-159. XXX

Paschal, Andrew G.

**Selections of Black Poetry from the 1920s, 1930s**

Wright, Richard  
1937 “The Ethics of Living Jim Crow: An Autobiographical Sketch”. (from *Uncle Tom’s Children*).

Johnson, James Weldon  
(1912/1927) *The Autobiography of an Ex-Colored Man* (Dover Thrift Editions)

Rampersad, Arnold  

Holloway, Jonathan Scott  

**Week 15: Documenting and Preserving Jim Crow Era Heritage Sites**

Carpenter, Lucas  

Barile, Kerri S.  
2004 Race, the National Register, and Cultural Resource Management: Creating an Historical Context for Postbellum Sites. *Historical Archaeology* 38(1):90-100.

Davidson, James M.  
2004 “Living Symbols of their Lifelong Struggles”: In Search of the home and household in the Heart of Freedman’s Town, Dallas, Texas. In *Household Chores and Household Choices: Theorizing the domestic Sphere in Historical Archaeology*, edited by Kerri S. Barile and Jamie C. Brandon, pp. 75-106. The University of Alabama Press, Tuscaloosa

Hoelscher, Steven  

Weyeneth, Robert R.  

Shackel, Paul A.  