JIM CROW AMERICA (Seminar)
ANG 6930 (Sect 10521)
ANT 4930 (Sect 10683)

Fall 2019

Class Room: CBD, Room 0224 (105 Classroom Building, 105 NW 16th St)
Time: Monday (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: Fridays 1:30 – 3:30 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 Slaverries; 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.
Oxford University Press.
Tolnay, Stewart E. and E. M. Beck

Hornsby, Alton Jr.

**Grading:**
Synopses for key readings 20%
Class attendance and participation 10%
Two short essays (10% each) 20%
Research Paper 50%

**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 7 pages each. Their topics and due dates will be scheduled later in the semester.

**Discussion:**
Class discussion/participation constitutes 10% of the final grade.

**Research Paper:**
One major research paper will be due at the end of the semester (15 to 20 pages for graduate students; 10 to 15 pages for undergraduates). 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 (August 20 thru August 23)
No class. Read the materials and be prepared for Week 2 discussion.

Week 2 (August 26)
**Introduction of Concepts, Reconstruction and the Post Reconstruction Eras**

Week 3 (Sept 2)
No class – Labor Day

Week 4 (Sept 9)
**Race, Racism**

Week 5 (Sept 16)
**The Construction of Jim Crow**

Week 6 (Sept 23)
**Transportation and Plessy V. Ferguson**

Week 7 (Sept 30)
**The Negro Problem**
Week 8 (Oct 7)
Rural Living: Tenancy and Farm Life in The New South

Week 9 (Oct 14)
Urban Living: Structural violence in City Housing, Infrastructure and Spatial Segregation

Week 10 (Oct 21)
Schools and Brown v Board of Education

Week 11 (Oct 28)
Health, Life and Death

Week 12 (Nov 4)
Lynching, Riots and Interpersonal Violence

Week 13 (Nov 11)
No class – Veterans Day

Week 14 (Nov 18)
Body Image, Cosmetics, and Race Pride

Week 15 (Nov 25)
The New Negro and Harlem Renaissance

Week 16 (Dec 2)
Documenting Whiteness and Preserving Jim Crow Era Heritage Sites
**Topics and Specific Readings:**

**Week 1**  
**NO CLASS**

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: No Class**

**Week 4: Race, Racism**

Taylor, Carol M.  

Babson, David W.  

Caspari, Rachel  
2003  From Types to Populations: A Century of Race, Physical Anthropology, and the American Anthropological Association. *American Anthropologist* (Special Issue: Biological
Anthropology: Historical Perspectives on Current Issues, Disciplinary Connections, and Future Directions) 105(1):65-76.

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

Harrison, Faye V.

Banks, James A.

Watkins, Rachel J.

Ferguson, Elizabeth A.

Jackson Jr., John P.

Brown, William O.

**Week 5: The Construction of Jim Crow**

Woodward, C. Vann

Carlton, Frank T.

Rabinowitz, Howard N.

Wynes, Charles E.
Folmsbee, Stanley J.  

Washington, Booker T.  

**Week 6: Travel, Transportation and Plessy V. Ferguson**  

Bishop, David W.  

XXX  

Stephenson, Gilbert Thomas  

XXX  

Mack, Kenneth W.  

Kelley, Blair L. M.  

XXX  

Meier, August and Elliott Rudwick  

Foster, Mark S.  

Kahrl, Andrew W.  

Armstead, Myra B. Young  

Week 7: 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
1911 Evolution of the Negro Problem. The Sewanee Review 19(4):385-399. XXX

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

Myers, William Starr
1913 Some Present-Day Views of the Southern Race Problem. The Sewanee Review 21(3):341-349. XXX

Paschal, Andrew G.
1931 The Paradox of Negro Progress. The Journal of Negro History 16(3):251-265. XXX

Du Bois, W. E. Burghardt

Week 8: Rural Living: Tenancy and Farm Life in The New South

Hibbard, Benjamin H.
1913 Tenancy in the Southern States. The Quarterly Journal of Economics 27(3):482-496. XXX

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 9: 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  
2000 “Being in the Field of Education and also Being a Negro...Seems...Tragic”: Black Teachers in the Jim Crow South. The Journal of American History 87(1):65-91. XXX

Cothran, Tilman C.  

Abel, Elizabeth  

Messick, J. D.  
1947 Negro Education in the South. The Journal of Educational Sociology 21(2):88-96. XXX

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.
1918  The Truth about Lynching and The Negro in The South, in which The Author Pleads that the South be Made Safe for The White Race. The Neale Publishing Company: New York, NY.

Tolnay, Stewart E. and E. M. Beck

**Week 13: No Class – Veterans Day**

**Week 14: 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

**Week 15: The New Negro and Harlem Renaissance**

Morse, Josiah

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 16: 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.