



## American Places: Sites of Race, Riots, and Rebellions

**Instructor:** Cicely Hunter, MA  
**Days:** Tuesdays and Thursdays  
**Time:** 2:15pm-3:30pm  
**Location:** McGannon Hall 211

**Office Hours:** By appointment  
**Email:** [cicely.hunter@slu.edu](mailto:cicely.hunter@slu.edu)

### Course Description:

In today's political climate, there is a need for a greater understanding of racialized violence and protest. This course will examine African Americans and the history of riots and rebellions in America. American Places: Sites of Race Riots and Rebellions is organized chronologically and assesses the end of the Reconstruction era to the present day. Over the course of the semester, students will study how African Americans resisted, fought, and protested. Students will be challenged to approach materials through an interdisciplinary scope as they navigate themes of race, class, and gender.

### Assignments:

Attendance/Participation/Preparation	15%
Blackboard Posts	10%
Proposal for Paper #1 and Final Essay	15%
Pop Quizzes	10%
Student-Led Group Presentation	10%
Paper #1	20%
Final Essay (6-8 pages)	20%

Attendance/Participation/Preparation: This course will introduce a number of complex topics. The purpose of our discussions is to elicit questions, opinions, and beliefs on these subjects. Students are welcomed and encouraged to agree or disagree with any reading, the instructor, or any student in the class. However, I ask that students are respectful while doing so. Students will be graded based on their ability to discuss class materials, ask questions, demonstrate out-of-class preparation, and attentive in class.

Students can miss up to two classes throughout the semester without a grade reductions. After the two excused absences, the student's participation grade will be adversely affected. A student who has missed more than five classes will fail the course. Exceptions will be made only for documented, serious illnesses or emergencies.

Blackboard Posts: Each student is required to submit a 250 word reading response to Blackboard every Wednesday by 10:00p.m. Students' Blackboard post should include materials for both Tuesday's and Thursday's class. This Blackboard post gives students the opportunity to grapple with their observations, questions, ideas and criticisms that are relevant to the course and subject matter. This is a casual writing assignment and will be assessed according to + – or 0. Students that successfully complete the assignment will receive a + (equivalent to an A), but if the post does not demonstrate knowledge of the week's material, students will receive a – (equivalent to a B-). Students will receive a 0 (equivalent to an F) if they do not complete the assignment. Students can miss 2 out of 13 posts without any penalty.

Proposal Paper #1 for Final Essay: Students need to submit a double spaced, 1-2 page-length proposal. Begin the proposal with a brief introduction to the topic and the cultural or material text. Next, state the question, issue or general problem that the student will examine in the final essay. Then, discuss how the student's research interest relates to other scholarship. Students should conclude their proposal by stating the significance of the topic. Lastly, student should list three scholarly works they plan to use in their final essay. Due at the beginning of class on Thursday, February 15, 2018.

Pop Quizzes: There will be between two and seven pop quizzes throughout the semester. The pop quizzes are intended to hold students accountable for each week's course work. The number and frequency of these quizzes will vary based on their weekly preparations for class.

Student-Led Group Presentation: The instructor will set aside time in class to distribute a sign-up sheet for students to select their groups and a day to present. The presentation will consist of 2-3 students per topic. Each group will need to supply the class with an in-depth summary (written document or oral overview) of the class reading. Then the group should pose analytical questions about the reading. Visuals are not required, but students can utilize them. Students should include an example of a cultural text that is exemplary of the class materials. Each group will be responsible for presenting to the class for 15-20 minutes. Students will be assessed according to the following guidelines: identifying the thesis, summarizing the reading, presentation skills, example of a cultural text and thought-provoking analytical questions. Students should meet outside of class to discuss the format of their discussion and questions. The groups can schedule an appointment with the instructor a week before they lead discussion.

Paper #1: Students are expected to select a cultural or material text (photograph, novel, film, song...) and introduce, contextualize, and analyze it. They will examine the cultural or material text closely and construct a well-written, thesis-driven, 4 page analysis related to race, riots, and rebellions. Students should perform their own, original reading of the cultural or material text, making a claim about what meanings one can extract from it. They are required to: describe the cultural or material text (be specific and describe it); make a claim (construct a thesis that makes a statement or claim about it); and support the claim with evidence. Students are not required to use outside secondary sources, but they can use the course readings to construct an argument. Refer to Chicago Manual Style for proper citations. Paper #1 is due Thursday, Mar 8, 2018. No Class, submit papers to my mailbox by 2:30pm in Adorjan Hall, Room 131.

**Final Essay:** The final paper should hone in on a major theme of the course like race, culture, politics, riots, or rebellions. Each student will need his or her topic approved by the instructor. Further instructions will be given after mid-term week. The final exam is due on May 10, 2018, by 3:00p.m. in the instructor's mailbox in Adorjan Hall, Room 131.

**Grading Procedures:**

GRADING SCALE	
A = 100-93	C = 76-73
A- = 92-90	C- = 72-70
B+ = 89-87	D+ = 69-67
B = 86-83	D = 66-63
B - = 82-80	D- = 62-60
C+ = 79-77	F = BELOW 60

**Course Policies:**

**Deadlines**

Students are expected to meet all deadlines. If a student does not turn in an assignment by the due date, he or she will receive a 10% deduction per day after the initial due date. For example, if the paper receives a 90%, it will be reduced to an 80%.

**Laptops, Cell Phones, iPad, iPod, and Other Electronics:** Students are not allowed to use electronic devices. Students must have devices silenced or turned off before class begins. Students must bring all readings to class.

**Documented Disabilities**

Students who may need academic accommodations due to a disability are encouraged to contact Disability Services (977-8885 or BSC 331). The instructor will gladly make appropriate accommodations for students who have been approved by Disability Services. And, of course, the instructor will handle such matters in strict confidence.

**Required Field Trip**

In early April, students will be asked to take a field trip to the History Museum. The instructor will provide details about the trip closer to the date.

**Academic Integrity**

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any

unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University's evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator. Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, colluding with another student or students to engage in an act of academic dishonesty; and making unauthorized use of technological devices in the completion of assignments or exams. Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University.

Complete, specific college guidelines are available at <http://www.slu.edu/x12657.xml>.

### **Course Topics:**

Articles or book chapters can be found on Blackboard.

### **Unit 1-"Freedom, But At What Cost?"**

#### **Week 1:**

Tuesday, Jan 16:

-Syllabus and Introduction

Thursday, Jan 18: Nat Turner Rebellion

-Nat Turner's Rebellion of 1831 excerpt

#### **Week 2:**

Tuesday, Jan 23: Reconstruction

-Eric Foner. A Short History of Reconstruction: America's Unfinished Revolution, 1863-1877 (1988)

Thursday, Jan 25: New Orleans and Memphis Race Riots in 1866

-Laine Kaplan-Levenson. "An Absolute Massacre: The 1866 at the Mechanics' Institute in 1866," July 14, 2016.

-James Gilbert Ryan. "The Memphis Riots of 1866: Terror in a Black Community During Reconstruction," 1977.

## **Unit 2-The Threat to African American Citizenship Rights**

### **Week 3:**

Tuesday, Jan 30: Plessy vs. Ferguson (1896)

-William James Hull Hoffer. Plessy v. Ferguson: Race and Inequality in Jim Crow America excerpt

Thursday, Feb 1: New York Race Riot 1900

-Martha Hodes. "Knowledge and Indifference in the New York City Race Riot of 1900: An Argument in Search of a Story"

### **Week 4:**

Tuesday, Feb 6: Springfield Race Riot 1908

-Documentary—Springfield Had No Shame: The Springfield Race riot of 1908 (2008). Total 29 minutes. Watch all 6 parts of the documentary on Youtube. Link for Part 1:

<https://www.youtube.com/watch?v=omata3Nqjq4>

-Senechal de la Roche. *In Lincoln's Shadow: The 1908 Race Riot in Springfield, Illinois.*

Thursday, Feb 8: Birth of a Nation and Ida B. Wells

-Melvyn Stokes. D.W. Griffith's Birth of a Nation: A History of the 'Most Controversial Motion Picture of All Time.'"

-Mia Bay. *To Tell the Truth Freely: The Life of Ida B. Wells*, (2010)

### **Week 5:**

Tuesday, Feb 13: Jack Johnson Defeats the "Great White Hope"

-The Johnson Jeffries Fight and Censorship of Black Supremacy excerpt

-David Margolick. 'Unforgivable Blackness': The Great Black Hope. November 7, 2004.

<http://www.nytimes.com/2004/11/07/books/review/unforgivable-blackness-the-great-black-hope.html>

Thursday, Feb 15: East St. Louis Race Riots 1917

### **Proposal for Paper #1 and Final Essay**

-E.M. Rudwick. Race Riot at East St. Louis, July 2, 1917, excerpt

-St. Louis Argus. July 6, 1917

-John Curtis Underwood Poem

-Photos from the Archive: STL Today- [http://www.stltoday.com/news/archives/photos-from-the-archive-the-east-st-louis-race-riots/collection\\_ddbb6cfb-8942-551e-9ee4-0be478808ab2.html#3](http://www.stltoday.com/news/archives/photos-from-the-archive-the-east-st-louis-race-riots/collection_ddbb6cfb-8942-551e-9ee4-0be478808ab2.html#3)

## **Unit 3-The Harlem Renaissance and Red Summer of 1919**

### **Week 6:**

Tuesday, Feb 20: Responses to the East St. Louis Race Riots

- NAACP's Response—James Weldon Johnson, *The Autobiography of James Weldon Johnson*, 1937 excerpt and W.E.B. Du Bois excerpts
- Toni Morrison. *Jazz* excerpt-Section 4
- 'Speech by Marcus Garvey, July 8, 1917 In response to the East St. Louis riots', 2015, *Jackson Advocate*, vol. 77, no. 21, p. 8A. <http://marcusgarvey.com/?p=691>
- Letter to the President from Silent Protest Parade Committee
- Browse this link: <http://www.estl1917ccci.org/collection.html>

Thursday, Feb 22: Texas and Chicago Race Riots in 1919

- William M. Tuttle Jr. Violence in a "Heathen" Land: The Longview Race Riot of 1919
- Stanley B. Norvell and William M. Tuttle Jr. Views of a Negro During "The Red Summer" of 1919

#### **Unit 4-Tensions in Rural and Urban Spaces**

##### **Week 7:**

Tuesday, Feb 27: Harlem

- Arthur Schomburg excerpt
- Langston Hughes, "I, Too" and "Let America Be America Again"
- Alain Locke, "Enter the New Negro," 1925

Thursday, March 1: Tulsa Race Riots 1921 and Rosewood 1923

- A. G. Sulzberger. "As Survivors Dwindle, Tulsa Confronts Past"  
<http://www.nytimes.com/2011/06/20/us/20tulsa.html>
- Maxine D. Jones. "The Rosewood Massacre and the Women Who Survived It"

##### **Week 8: Mid-term Exams March 5-10**

Tuesday, Mar 6: In-Class Mid-Semester Review

Thursday, Mar 8: **Paper #1 Due—No Class, submit papers to my mailbox by 2:30pm in Adorjan Hall, Room 131**

##### **Week 9: March 12-17 Spring Break**

##### **Week 10:**

Tuesday, Mar 20: Zoot Suit Riots in Los Angeles, California, 1943

- Eduardo Obregon Pagan. Los Angeles Geopolitics and the Zoot Suit Riot, 1943.

Thursday, Mar 22: Harlem, Detroit, Texas Riots

- Marilynn Johnson. "Gender, Race, Rumours: Reexamining the 1943 Race Riots," (1998).

#### **Unit 5-Civil Rights Movement and Its Aftermath**

**Week 11: March 29-April 2**

Tuesday, Mar 27 Civil Rights Movement

-Janet L. Abu-Lughod, *Race, Space, and Riots in Chicago, New York, and Los Angeles*, (2007) excerpt

Thursday, Mar 29: NO CLASS-EASTER BREAK

**Week 12:**

Tuesday, Apr 3: Kerner Commission Report-The Response to the Long Hot Summer

-Thomas Sugrue, *The Origins of the Urban Crisis Race and Inequality in Postwar Detroit*

Thursday, Apr 5: **Guided Tour at the History Museum!**

**Week 13:**

Tuesday, Apr 10: Black Power Movement

-In Class Film—"The Black Power Mixtape 1967-1975"

Thursday, Apr 12: Boston Busing Desegregation

-Bruce Gellerman. "It Was Like A War Zone': Busing In Boston"

<http://www.wbur.org/news/2014/09/05/boston-busing-anniversary>

-Matthew Delmont. "The Lasting Legacy of the Boston Busing Crisis,"

<https://www.theatlantic.com/politics/archive/2016/03/the-boston-busing-crisis-was-never-intended-to-work/474264/>

**Unit 6-The New Jim Crow Era**

**Week 14:**

Tuesday, Apr 17:

-Michelle Alexander, *The New Jim Crow*, Chapter 5 excerpt

Thursday, Apr 19:

-Andrea S. Boyles. *Race, Place, and Suburban Policing: Too Close for Comfort* (2015)

**Week 15:**

Tuesday, Apr 24: Rodney King

-Anjali Sastry and Karen Grigsby. "When LA Erupted In Anger: A Look Back At The Rodney King Riots." <https://www.npr.org/2017/04/26/524744989/when-la-erupted-in-anger-a-look-back-at-the-rodney-king-riots>

<https://www.npr.org/2017/04/26/524744989/when-la-erupted-in-anger-a-look-back-at-the-rodney-king-riots>

Thursday, Apr 26: Cincinnati 2001

-Heather Mac Donald. "What Really Happened in Cincinnati." <https://www.city-journal.org/html/what-really-happened-cincinnati-12172.html>

**Week 16:**

Tuesday, May 1: Ferguson

-"Shooting of Michael Brown Sparks Riots in Ferguson, Missouri,"

<https://www.nbcnews.com/storyline/michael-brown-shooting/shooting-michael-brown-sparks-riots-ferguson-missouri-n17748>

-Ta-Nehisi Coates. "Nonviolence as Compliance,"

<https://www.theatlantic.com/politics/archive/2015/04/nonviolence-as-compliance/391640/>

Thursday, May 3: TBA

**Week 17: May 9-15 Final Exam Week**

May 10:

Final Essay due on May 10, 2018 by 3:00p.m. *submit papers to my mailbox in Adorjan Hall, Room 131*

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