

Sam Houston State University—Spring 2008
African American History 393

The Great Migrations of the Twentieth Century

CID 3544, AB4, 307, 3:30-4:50 p.m., MW

Bernadette Pruitt, Ph.D., Associate Professor of History

Office Hours, M & W, 11:15 a.m. to 1:45 p.m., T & TH, 3-6 pm; or by appt., Room AB4 459, 294-1491
Be advised that prearranged meetings, engagements, errands, or emergencies may take me away from the office during these preset consultation hours; if this happens, please contact me by phone, email, or in person to schedule or reschedule a conference or meeting.

Address for correspondence: Bernadette Pruitt, Ph.D.

Associate Professor of History

Department of History

Sam Houston State University

Academic Building Four, Box 2239

1921 Avenue J, Ste. 441

Office, AB4 459

Huntsville, Texas 77341-2239

For emergencies, call instructor at office or home—294-9094—before 9 PM

Email Address: his_bxp@shsu.edu

REQUIRED TEXTS

Arnesen, Eric. *Black Protest and the Great Migration: A Brief History with Documents* New York: Bedford/St. Martin's, 2003.

Gregory, James N. *The Southern Diaspora: How the Great Migrations of Black and White Southerners Transformed America*. Chapel Hill: University of North Carolina Press, 2005.

Horace, Lillian. *Angie Brown*. Edited by Kossie-Chernyshev, Karen. Acton, MA: Copley Custom Publishing, 2008.

Lemke-Santangelo. *Abiding Courage: African American Migrant Women and the East Bay Community*. Chapel Hill: University of North Carolina Press, 1996.

Schomburg Center for Research in Black Culture. *In Motion: The African-American Migration Experience*. Schomburg Center for Research in Black Culture,
<http://www.inmotionaame.org/migrations/landing.cfm?migration=8>

REQUIRED SCHOLARLY JOURNAL READINGS:

Adams, Luther. "Headed to Louisville: Rethinking Rural to Urban Migration in the South, 1930-1970." *Journal of Social History* 40, No. 2 (2006): 407-30.

deJong, Greta. "Staying in Place: Black Migration, the Civil Rights Movement, and the War on Poverty in the Rural South." *Journal of African American History* 90, No. 4 (2005): 387-409.

Lewis, Earl. "Expectations, Economic Opportunities, and Life in the Industrial Age: Black Migration to Norfolk, Virginia, 1910-1945." *The Great Migration in Historical Perspective*. Edited by Joe William Trotter, Jr. Bloomington: Indiana University Press, 1991.

Pruitt, Bernadette. "For the Advancement of the Race: African-American Migration to Houston, 1914-1941." In *The Journal of Urban History* 31, No 4 (May 2005): 435-78.

Thomas, Richard W. "Social Consciousness and Self-Help: The Heart and Soul of Community Building." In *Life for Us is What We Make It: Building Black Community in Detroit, 1915-1945*. Bloomington: Indiana University Press, 1992.

REQUIRED REFERENCE MATERIALS:

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. 1937. Chicago: University of Chicago Press, 2007.

COURSE DESCRIPTION:

Introduction

The purpose of this fascinating course is to familiarize advanced undergraduate students with one of the most pivotal experiences in the African American psyche—the Great Migrations of the twentieth century. Between the years 1915 and 1970, seven million Blacks from across the United States—principally from Southern states—and larger Western Hemisphere left their homes and communities for city jobs, city life, industrial opportunities, hope, spiritual solace, racial autonomy, and sociopolitical freedoms of choice in the United States of America. The nation's second industrial revolution of the post-Civil War period created the impetus for these great twentieth-century metropolitan centers that garnered the attention of Black newcomers, while varying internal migrations from across the country and international movements from around the globe provided these cities and the nation as a whole with steady markets for goods and services, a permanent labor pool, and socioeconomic prestige. African Americans saw their entry into the manufacturing/wage-earning economy and city culture as opportunities of improvement and racial autonomy for themselves and their families, particularly their offspring. This course therefore defines the First and Second Great Migrations as crucial points of departure for today's forty million people of African descent living in the United States. Consider this: one hundred years ago, 90 percent of the Black population in the USA resided in the South—principally on farms and in small-towns. Today in 2008, while the vast majority of Blacks continue to live south of the Mason-Dixie Line, the overwhelming majority are city dwellers. Those who relocated to cities and industrial centers during the First and Second Great Migrations to Chicago, Los Angeles, Houston, Detroit, Dallas, New Orleans, Miami, etc., without question, acted as activists (accommodating activists), protesters, and community builders of change. Undeniably, migration played an important role in the development of American institutions, urban economies, and in turn, Black economic, social, and cultural productivity; at the same time, the historic event encouraged later forms of protest-activism in the form of grass-roots activism and national movements, especially the modern-day Civil Rights Movement, the event that in many ways reshaped American society. Without question, the course attempts to give students a gainful understanding, factual depiction, and invaluable appreciation for this central event in African American history and life.

The Great Migration's Impact on Today's African America

The effects of these past migrations are vast and can be felt in every aspect of Black life today—Black art, the fine arts, business, education, cuisine, politics and public policy, social policy, religion, cultural constructs, the family, and through continued mobility. The Great Migrations, in example, indirectly and directly paved the way for contemporary migrations and immigrations of Black people. The Second Great Migration, which ended in 1970, paradoxically and indirectly/directly precipitated new, recent demographic trends among people of African descent: reverse migrations to the South, suburban migrations from cities, continued Caribbean immigration streams, Haitian movements among people seeking political asylum, Latin American migrations of African peoples, and immigrations from Africa. Since the 1970s, African-born immigrants and their descendents have added to the cultural, social, and economic landscape of Black America and the USA; and some sources today contend that African-born immigrants and their children comprise 50 percent of all Black college students enrolled in US institutions of higher learning. Unbelievable!

The Struggle Continues

Although the course concentrates on the Black migrations of the past century, the class does acknowledge the intricate nexus that interweaves progress, struggle, accomplishment, defeat, confusion, and amazing wonder in the lives of those individuals of the past and their descendants alive and well in the twenty-first century. Like it or not, enslavement, Reconstruction politics, legal segregation, the Great Migrations, World Wars, and the modern-day human rights struggle, have collectively shaped the lives of twenty-first century African Americans (and African peoples of the Diaspora). Beginning with the spiritually-lethal transatlantic slave trade and continuing with slavery, Jim Crow racism, and civil-rights activism, people of African descent have faced and overcome overwhelming odds and difficulties. The course thus examines these trials and triumphs and attempts to find continuity, solutions, spiritual healing, and racial autonomy for today's African peoples in the United States and Diaspora. According to psychologist Na'im Akbar, ongoing emotional trauma or psychological slavery, not racism, remains the last barrier to racial advancement for today's forty million people of color of African descent residing in the United States today. Many argue that contemporary Black life teeters on the brink of crisis and despair—drugs, health risks, crime, poverty, class divisions, and self-hate; some Afrocentrist scholars further contend that the modern-day Civil Rights Movement caused or escalated the crisis. The role of the Great Migrations in the context of this debate will be an ongoing theme of the course.

Course Timeline

The course, beginning with “**Part One: Mobility in Slavery and Freedom,**” discusses at great length: the perils experienced by the fifteen million captives uprooted from their African homelands because of warfare, envy, outside pressures orchestrated by Western Europeans, and trade; the perils faced by the four million slaves and five hundred thousand free Blacks residing in the United States on the eve of the Civil War; the Emancipation and Reconstruction years, including the Exodusters’ movement into the West; Jim Crow's rise; and post-Emancipation Southern/Western/Northern movements to cities. **Part Two: The First Great Migration** highlights the factors that precipitated the first mass exodus from the South and to urban centers. Here it is crucial to understand that while many left the South permanently, most probable emigrants did not until World War II. The single-most important event to precipitate movement was World War I. The First Great Migration, which began during World War, slowed almost to a halt at the start of the Great Depression. Interestingly, return movements to the country often captured the attention of observers as out-of-work Blacks looked for innovative ways to feed their families. In **Part Three: The Second Great Migration**, African Americans find themselves once again seeking socioeconomic opportunities outside their havens of Southern life. This time, Blacks left in larger numbers. Although the second internal migrations of Blacks slowed immediately after the war, movements continued and gained momentum through 1970. Finally, **Part Four: Final Movements** discusses the return migrations of Blacks in the final quarter of the last century, and international migrations that paralleled those of internal migrants. For a

number of reasons, Black internal migrants, along with their children and grandchildren, abandoned Northern/Western lifestyles for the South. According to historian Alferdteen Harrison, the movements of contemporary internal migrants mirrored in reverse order the movements of the Great Migrations of previous decades.

COURSE OBJECTIVES

The class indirectly attempts to place the Great Migrations of the twentieth century in the larger quest for human rights in the African Diaspora across the Western Hemisphere, around the globe, and on the native soil. Furthermore, the course discusses the Great Migrations in the larger context of American diversity by occasionally looking at Black and American life through the lenses of others including White ethnic groups, Latinos, Native Americans, and Asian Americans. At the same time, the instructor attempts to illustrate students the merit of the Great Migration's importance in their own lives. It is also the professor's hope that History 393 this semester stimulates among students further interest in Black studies or interdisciplinary research. The professor also encourages students to pursue African American studies—and other disciplines—in graduate school. Finally, I want students to leave this course with a better appreciation for both Black studies and scholarly writing/research in the major fields of Black studies—history, sociology, political science, fine arts, social work, business, religion, psychology, and economics. The rigorous research and writing requirements for this course are especially designed to better prepare students for graduate work.

The class objective is simple: to encourage a sincere admiration for the African American fight for social equality in the United States. The professor does have another motive as well: to propel students to find solutions to those factors that continue to hinder interracial unity and love. I also want students to recognize the countless number of men, women, and children who sacrificed their lives to ensure the victory of human rights to all. Please remember and treasure these historical heroes and heroines. Also, students should leave this course with a cursory understanding of African American civil rights in the United States. An understanding of these historical events should propel individuals to promote brotherly and sisterly love, discipline, self sacrifice, community building, and unending righteousness. Students will of course become familiar with research methods—both source materials and the ability to disseminate history through the use of historical information (primary and secondary sources). Finally, this course attempts to acquaint students with the thin line between historical facts and one's interpretations of the facts. Historical facts are interpreted in varying ways, depending on a litany of factors. Students must understand that one's interpretation of the facts should never cloud or malign one's understanding of actual events. In fairness, this proposition is often challenging, at best. Historians, for example, continue to debate the relevancy of the modern Civil Rights Movement—its historical accuracy, the use of source materials, and scholarly interpretations of these factual events. This is the nature of this incredible discipline. One must, nevertheless, try to use objectivity and sensitivity when disseminating the truth. We will continue this debate over the course of the academic year. Students, know the splendor of history, particularly your personal genealogical pasts.

ABSENCE POLICY:

College policy stresses that instructors may penalize students for excessive absences totaling four or more class hours. Students who have these kinds of excessive absences will be penalized severely in the class this semester. Specifically, I will penalize students with four or more unexcused absences: five points will be deducted from students' final grade at the end of the semester. If you have special problems, please contact the instructor immediately. Attendance will be taken daily. Please make an effort to be in class on

time. Students, please be advised that new federal financial aid guidelines stipulate that absences may affect individuals' ability to secure student aid in future semesters.

OBSERVANCE OF RELIGIOUS HOLIDAYS:

The Texas Education Code (Section 51.911[b]), along with Sam Houston State University policy (University Policy 851001), must recognize the mandatory observance of religious holy days for students. The university must permit students to celebrate religious holy days, including travel for the same purpose. Please notify the instructor in writing within the first fifteen days of class of any observed religious holidays during the course of the semester. The instructor will not only excuse absences resulting from religious holiday observances, but will also allow students to make up examinations and assignments. Finally, the professor will fill out a form alerting students of revised deadlines for the completion of missed exams and assignments.

POLICY REGARDING STUDENTS WITH DISABILITIES:

Students with disabilities cannot be denied the benefits of other students or suffer from discrimination by any academic or student life activity or program on the basis of their impairment. Disabled students are, therefore, encouraged to seek assistance with academic matters and concerns from their professors, individual department or division heads, or by contacting the Chairperson of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center in the Lee Drain Annex, (936) 294-1720.

CLASSROOM DECORUM:

Students are seriously advised to adhere to appropriate classroom decorum. Please refrain from using cellular phones during the duration of the class. Again, phones must be turned off. Ringing phones and pagers too easily distract both instructors and students. Text messages of any kind are prohibited as well. Again, please refrain from utilizing text-messages of any kind during class, the viewing of films, and examinations during the lecture hour. These actions are indeed prohibited in this class. Furthermore, students are asked to abstain from the use of hand-held electronic devices such as video games and portable compact-disc/Ipod/mp3 players during the class hour. Also discontinue inappropriate behavior during the lecture period—loud talking, the use of profanity, lewd behavior, eating, excessive laughter, smoking, alcoholic beverages, and discussions during the instructor's lecture and without her permission. This also goes for napping or sleeping in class. This behavior is inappropriate. Lastly, students must refrain from walking out of class before the end of the lecture hour (without the instructor's consent), coming to class excessively tardy, and taking a restroom-break during an examination. If students leave class for any reason during an exam, the instructor will assume that the student is cheating and will give the student a zero for the assigned test. If students must use the restroom, please do so before class begins; again, on exam days, please use the restroom before beginning the examinations. If students do not adhere to these requests, they will be asked to leave; if this behavior continues, ten points will be deducted from the final grade average at the end of the semester. Please, please respect the classroom, instructor, and your classmates. This is unquestionably required of all students this semester in this History 1393 class.

ACADEMIC DISHONESTY:

The instructor expects integrity among her students. She expects students to engage in healthy debate. She encourages and welcomes passionate exchanges of ideals in the classroom, among classmates, when researching, and on paper. The professor will not, however, tolerate dishonesty in the classroom and away from class. Students found guilty of any form of academic dishonesty will be subject to punishment.

Students accused of academic abuse will potentially face serious consequences. Included are some of the most common and egregious of these illegalities: examination cheating, plagiarism, theft of resources or materials, or collusion with others to partake in any or all of these actions. Students accused of these actions may face disciplinary proceedings by university officials. Please, for your own sake, do not engage in this kind of behavior.

LECTURES AND CLASS ACTIVITIES:

Class lectures will come from the assigned topics in the course calendar. Students are responsible for all assigned readings and must stay abreast with lectures and discussions. All reading is mandatory. Students are also expected to take exemplary notes on the lecture topics—at least three to five pages per lecture day. Students are equally expected to participate fully in classroom discussions and debates. The class will discuss current events as each relates to various topics.

CLASSROOM VISITORS:

I am flexible on this matter. I would appreciate some sort of notice before hand if students want to bring guests to class. The classroom environment must be safe for all of us. In light of recent events, I will ask that visitors have a valid SHSU identification card, driver's license, or alternative form of identification. Please ask for permission ahead of time, at least a day in advance. Visitors without any form of identification will not be allowed in class. Lastly, it is at the discretion of the professor to search the personal belongings and clothing of visitors. Again, this is for everyone's safety.

INSTRUCTOR EVALUATION(S):

Students are expected to complete a course/instructor evaluation(s) near the end of the semester. Honors history classes will also complete an Honors Program evaluation sheet. The instructor will also ask students to do an informal, anonymous evaluation of the class. These evaluations are important for both the university community and instructor who continues to grow as a lecturer, teacher, and mentor.

REQUIRED SUPPLIES:

Students, I expect you to come to class with the appropriate, necessary items. A pen or pencil, tablet or loose leaf notebook paper, and the required textbooks are essential for every class meeting. Students are also encouraged to utilize audio-recording devices for the lectures. Laptop computers are welcomed in class as well. While I have no problems with individuals utilizing technology in the classroom, I do take offense to students using their computers during the class hour to do assignments, read email, and peruse the internet without my permission. These actions are unacceptable. This also goes for hand-held devices.

STUDY RECOMMENDATIONS:

I cannot force students to abide by my wishes. I can only offer guidance and support as an instructor and mentor. It is my advice that students review their coursework daily. The SAM Center suggests that students read their text assignments at least three times: once before class, a second time following class, and again before examinations. I totally agree. Let me encourage students to take detailed lecture notes. Students should not only audio-record the classroom lectures; they should also transcribe these recordings. Daily studying will enhance your chances at succeeding this semester. In fact, put together a comprehensive study schedule. This schedule should read as a detailed, actual diary of your goals, comings and goings, and study dates. Check off those accomplishments that have been attained. Actually, this suggestion could serve as a model for a more detailed life diary. One could, e.g., take a tally of their daily spending and earnings, along with their work schedules, study dates, appointments, etc. This

recommendation is designed to enhance your commitment to scholarly and lifestyle learning. Furthermore, never begin preparing for an exam or assignment the right before the work is scheduled to be submitted to the instructor. Begin, as an alternative, all assignments sooner than later; review your notes and read materials over the course of the semester. If students develop this discipline early on, they will have a fruitful college career. Please sign up for the SAM Center's study skills series. For additional inquiries, contact the SAM Center via the internet at http://www.shsu.edu/~sam_www/, toll free at 866-364-5211, from the Houston area at 281-657-6432, from the Huntsville area at 936-294-4444, or by facsimile at 936-294-1149.

BONUS CREDIT:

In addition to the above assignments, students are expected to earn bonus points at the end of the semester. The bonus credit assignments vary and will be generally worth one to ten points depending on each suggested project and will be added to the final examination grade. This assignment is twofold: it is designed to peak students' curiosity and interest in United States history and at the same time boost individuals' cumulative points for the semester. Students can earn points in a variety of ways—by completing the Sam Houston State University Academic and Mentoring Center (SAM Center) Study Skills Series; touring museums; journaling; writing synopses on historical documentaries, historic films, and television specials; doing community service projects; and participating in other interesting projects pertaining to history. **Students will earn a total of 20 bonus points for the entire semester. Again, all bonus-point assignments are due at the end of the semester on the day of the final examination.**

Please see the following assignments and bonus-point totals:

SAM Mentoring Center Study Skills Session (all six sessions)	10 Points Total
Community Service and Volunteering (40 hrs. monthly; 3-5 pp summary)	05 Points Total
Volunteering at the Huntsville Head Start Center (40 hrs. monthly & sum.)	05 Points Total
Journaling of Daily Activities at home, work & school (1 typed page each)	05 Points Total
Museum Tours (Three; Typed synopsis on each, 1-2 pages)	05 Points Total
Cross-Cultural Exchanges (One; Typed synopsis on each, 2-3 pages)	05 (max) Points Total
Analyses of historical docudramas (1-2 page synopses, one point each)	05 (max) Points Total
Analyses of political debates (1-2 page synopses, one point each)	05 (max) Points Total
Random Trivia on Classroom Lectures and Discussions (one point each)	05 (max) Points Total

ANNOTATED BIBLIOGRAPHY

Students are expected to formulate an annotated bibliography on a particular aspect of African-American migration, especially the Great Migrations. The annotated bibliography must include at least three paragraphs (graduate students must write at least two pages) explaining the thesis or main objective of each work, a brief description of the source materials, and an analytical assessment of the source items and their significance in history. See the Turabian reference guide and my example of an annotated bibliography on Blackboard later in the semester. Please feel free to use the supplemental African-American migrations bibliography online—please download from my Blackboard site—and texts in the *In Motion: African American Migration Experience* website. for suggested books and articles. The selected bibliographies in *The African-American Odyssey*, online on the *In Motion* website, and in other required readings will be especially useful. The selected annotated bibliography must include ten secondary sources—books, articles, dissertations, theses, and unpublished papers. Students are also expected to use at least ten primary-source materials—manuscript collections, newspapers, census reports, census manuscripts, probate records, deeds, property tax statements, poll taxes, and government documents. Remember that the oral history interview counts as one of the primary sources (of course this is contingent upon the similarities between the interview and research project(s)). Students should also be encouraged to

utilize genealogical and historical databases such as Heritage Quest and Ancestry.com. The former can be accessed through the library's website. Area library archives will also be invaluable to students. Please consider the African American Museum of Dallas, Texas Southern University Robert J. Terry Library archives, Texas A. & M. University Cushing Library and Archives Africana collection, Clayton Genealogy Library, and the Houston Metropolitan Research Center of the Houston Public Library as exciting places of historical investigation. We will discuss this further in class. **Students must use a total of 20 sources for the assignment. Please heed to this warning: plagiarism is unacceptable.** I do not expect for students to write paragraphs word-for-word verbatim from the sources you utilize. Again, this is unacceptable. Rather, paraphrase the ideas given in the source materials being utilized. Anything else is illegal and cause for an automatic F for the assignment. **Please write your bibliographies in the format given in the example on Blackboard and in the *A Manual for Writers*. No exceptions. The written annotations always follow the bibliographic information. Only the first line of the bibliographic entry starts at the far left margin. The subsequent lines are written in essay format and double-spaced.** Again, refer to the materials on Blackboard, on reserve at the library, and/or the required reading reference book entitled *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed., for the correct writing of bibliographies and bibliographic information. We will discuss this assignment further in class as the semester progresses. This assignment is worth one hundred points and is 25 percent of the final grade and is due on **February 20**. I do want students to submit working bibliographies before their final assignment is due. The **first working bibliography** will be due on **January 30** and should include three primary sources and five secondary sources. The **second working bibliography** will be due on **February 13**.

MIDTERM EXAMINATION

Students will complete one take-home examination this semester. The midterm will consist of three sections—map exercise, bibliographic/citation component, and essay section. For the bibliographic/citation section, simply develop a bibliography for the material provided. More than likely students will be asked to read several or all of the scholarly articles listed on page one of the syllabus. From there, students must interpret and analyze the sources used in the notes of the works. For the final section, students will be expected to write several pages in response to the essay question(s) or statement. Furthermore, students are expected to provide citations for their essay response(s). Your documentation may come from a myriad of sources including class readings, secondary sources or library materials, online bibliographic materials, and primary sources. The contents of the test will come from lectures, texts, and outside readings. Students will receive the midterm one week before the due date. Students can earn up to one hundred points on the test; the examination is worth 25 percent of the total class grade. The midterm must be submitted in class or online via email at hisbxp@uic.edu no later than **Wednesday, March 5**, the last day of class before spring break.

ORAL HISTORY INTERVIEW:

Students are responsible for conducting an oral history interview with a family member, friend, church member, professor, colleague, or employer on one of the following immigration/migration topics—Caribbean immigrations, internal migrations, international immigration streams, return migrations, and of course, the First and Second Great Migrations. Students must use either an audio or video recorder, along with some of the suggested interview questions that will be posted on Blackboard later in the semester. For those students conducting telephone or email/chat interviews, please submit detailed transcripts and notes of all conversations. If suggested interview questions on your topic are not listed, see the instructor at a later date to formulate alternative questions (if necessary). The interview questions only serve as a guide. Students are welcomed to formulate their own questions. Students are also required to write a one-

page (double-spaced) synopsis of the interview. Essays must include a thesis statement, quick description or summary of the interview, and analytical analysis of the assignment. Students are expected to turn in audio cassettes or video recorders of the interviews along with the final essays. Please heed to this warning: the paper cannot include transcriptions of the interview, i.e., "When asked about the Battle of the Bulge, the respondent stated, 'We went to the target area on May 7, 1945...We saw the target and immediately fired seventeen rounds into the enemy soldier.'" This is unacceptable. This is a writing assignment that requires ingenuity, innovation, and writing skills. A transcribed or partially-transcribed assessment of the interview, while important, is no substitution for analytical interpretation. Now I do encourage students to include quotations from the interview; just remember that the quotes cannot substitute for the analysis that this assignment requires. No exceptions! **This assignment will be due on April 11.** Students are eligible to earn one hundred points on this exciting assignment; the oral history interview project is worth 25 percent of the final grade. The professor will return to students their audio-cassettes and video-cassettes of the interviews a week after receiving the papers and source items (audio/video recordings). Students are responsible for finding potential interview candidates; in the event that students cannot find interviewees, the instructor will recommend prospective subjects. **Again, the due date is Wednesday, April 11.**

RESEARCH PAPER:

This assignment encourages advanced history students to write short histories chronicling a particular aspect of the African American migration experience, particularly the Great Migrations of the twentieth century. Students are asked to write a 7-10-page research paper (graduate students will write a 30-page research paper) on a particular aspect of Black migration. Students are required to use some or all of the primary and secondary source documents gathered to complete the annotated bibliography. Specifically, students must rely upon five primary and five secondary source materials. These sources include but are not limited to the following: church records, probate records, primary source items from genealogy and historical databases like Ancestry.com and Heritage Quest, oral history interviews, tax records, slave bills of sales, manuscript census, family histories written in Bibles, obituaries, newspapers and popular magazines dating back to the period under investigation, historical fiction, historical monographs, anthologies, dissertations and theses, unpublished papers, manuscript collections, materials from online databases that can be accessed through Newton-Gresham Library, etc. Students are therefore required to select an oral history interview and annotated bibliography topic of interest; once again, when doing the annotated bibliography (and oral history interview), students should select a topic of interest that they can utilize for the larger paper. For example, if a student's oral history interview and annotated bibliography discuss the Great Migrations to Houston, the research paper should also focus on the same subject. This will enable students to stay focused and on target over the course of the semester. I have listed specific dates in the course calendar for students to turn in particular assignments relating to the project at hand. These assignments, including an outline and short bibliography, are designed to guide students along the way during this exciting adventure in African American studies. Students are especially encouraged to utilize the African American Museum of Dallas, Newton Gresham Library Thomason Room, Texas Southern University Robert J. Terry Library archives, Texas A. & M. University Cushing Library and Archives Africana collection, the Houston Metropolitan Research Center of the Houston Public Library, Clayton Genealogy Library, Bush Presidential Library, LBJ Presidential Library, Texas State Archives, and Center for American History at the University of Texas at Austin. See the course calendar for particular due dates for all assignments pertaining to this project. If this is your first time doing a research assignment of this magnitude, please do not fret: I will assist you as a teacher and mentor. Again, I want students to leave this class with a better love and appreciation for history and African-American studies—including genealogy research—and improved analytical, research, and writing skills. Perhaps this assignment will

encourage students to select history or African-American studies as a major. Remember, I will place various materials on Blackboard as the semester progresses for the class' benefit—materials on writing bibliographies and footnotes/endnotes. Students are also encouraged to review the reserve items at the library that aid in the researching and writing of term papers, theses, dissertations, articles, and books. This assignment is also worth one hundred points and is 25 percent of the final grade. **Again, plagiarism is unacceptable!** I do not expect for you to write a sentence or two word for word verbatim from the sources you utilize. Again, this is unacceptable. Rather, paraphrase the ideas given in abstracts, introductions, prefaces, summaries, conclusions, book reviews, and short synopses located along book flaps and on the back of book covers. Anything else is illegal and cause for an automatic F on the assignment. **This assignment is due on the date of the last class date, April 27 by 6 PM.**

Students must produce well-written, grammatically-correct essays. Here are some recommended tips:

- 1) Essays must begin with introductory paragraphs explaining students' theses or intent. I want to encourage students to write at least three paragraphs on relevant points being discussed in the essays. I also want to see transitional sentences within paragraphs and when ending and beginning new paragraphs.
- 2) Please avoid passive voice phrases whenever possible.
- 3) Included in the syllabus is a detailed explanation of my grading policy in the form of a writing rubric for all assignments this semester. Please review the writing rubric attached to the syllabus or on Blackboard. It should serve as your chief guide for appropriate writing and critical-thinking skills this semester. Again, please take notice of it. If anyone has any questions or concerns, please feel free to speak with me.
- 4) Remember that you are writing a research paper and therefore need to rely on endnotes/footnotes and a bibliography. While an important component of the final paper, your citations should not be religiously lengthy. Please remember that citations are required throughout the paper. I would recommend that students cite their source materials at the end of each paragraph throughout the paper. Also, when using direct quotations from the source materials, always use a superscript immediately following the quote and then cite the source of the quoted item in a footnote/endnote. You must document all direct quotes from the sources being used. Anything else is considered plagiarism. Again, if you are citing books, book reviews, or articles, please include all information pertaining to the source in a footnote or endnote.
- 5) Again, students are required to use a total of ten sources in their final paper (five primary and five secondary). Essentially, students should select works that advance and validate their arguments in the given papers. You must use one or two of the required readings below. Additional sources must come from scholarly articles, monographs, anthologies, scholarly online articles, encyclopedias, newspaper/magazine accounts, and primary source materials at archives and libraries. Again, students are required to document these utilized source materials throughout their analytical essays. Please note that students **ARE REQUIRED** to use superscripts and endnotes/footnotes in the completion of this exercise. Superscripts are generated numerically by Microsoft's Word Software (Word Perfect as well) (using the Toolbar's "Reference" link). We will devote a class period to bibliographic citations and documentation examples. Remember that articles may be downloaded from the *JSTOR* and *America: History and Life* databases; the historic *New York Times* newspaper can also be downloaded from the university's library website. Lastly, students are required to attach a selected bibliography of all source materials. This is a mandatory requirement. Please do not panic. Securing the additional sources will be a cinch. For this assignment, there are multiple dates of relevance students should keep in mind: Research topics should be selected by January 30. **A working bibliography of source materials should be**

submitted by March 24. A first working outline should be submitted by April 14. A second working outline should be submitted on April 28. Short rough drafts must be submitted by May 5, and **final** research papers **will be due on Wednesday, May 14, the day of class's final, by midnight.** Please heed to these important dates. This assignment is worth 25 percent of the final grade.

FINAL GRADE

Students can earn a total number of 400 hundred points this semester, calculated as follows:

Oral History Interview (and Essay)	100 Points
Midterm Examination	100 Points
Annotated Bibliography	100 Points
<u>Final Research Paper</u>	<u>100 Points</u>

Total Points for the Semester 400 Points

Specified Due Dates for Submissions and Assignments

Oral History Interview	February 16
First Working Bibliography	January 30
Second Working Bibliography	February 13
Annotated Bibliography	February 20
Midterm Examination	March 5
Selection of Research Paper Topic	January 30
Working Bibliography for Final Paper	March 24
First Outline for Final Paper	April 14
Second Outline for Final Paper	April 28
Rough Draft of Research Paper	May 5
Research Paper	May 14 by midnight

GRADING SCALE:

The total for all grades will be averaged for the final grade; the grading scale for each assignment and final grade:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Writing Rubric for Students
Content, Organization, Conventions, and Voice
Five-Star and Four-Star Rating System for Exemplary to Proficient Writing: 100-87 Points
(A and B+ Papers)

Content and Content Items

The content material has a relevant purpose, is clearly written, appropriately speaks to topic at hand, and enriches the intellect of the reader.

- The main ideal or thesis statement is explicitly explained or clearly defined in the body of the paper
- Relevant and logical details explain the main objective or thesis statement of the work
- The author has a keen knowledge of the subject matter and utilizes appropriate and available source materials (secondary and primary sources) that substantiate her/his argument
- The author consistently makes reference to the appropriate source materials being utilized in the paper at hand
- The author through his/her work communicates well with the reader

Organization and Structure of Paper

The central idea or theme is highlighted in the work. Equally important, the sequence, structure, and presentation of work are dramatic and moving throughout the text.

- The original piece of work includes a well-explained thesis statement, subsequent body of relevant details that are given in the paper, and a strong conclusion or summary reinforcing the stated thesis and pushing the reader to consider future issues of relevancy
- The topic at hand is the obvious subject of the paper
- The plan of action established in the thesis is the central focus of the paper
- The organization of work highlights the thesis
- An appropriate sequence, structure, and presentation compels the reader to go further
- Transitions accurately take the reader from one juncture to the next
- The thesis is reinforced over and over again

Writing Conventions

The author demonstrates a firm control of standard writing conventions; errors are few at best.

- The author demonstrates a competency of writing standards, e.g., style, mechanics, and grammar
- Paragraph transitions and separations give validity to a well-organized original piece of writing
- Appropriate grammar
- Appropriate punctuation
- Correct spelling
- Complex and long writing styles do not detract from the readiness of ideas and thesis, but rather enhance argument

Writing Voice

The writer passionately speaks directly and convincingly to the reader in an engaging, provocative, and individualized manner; the writing is enduring, concise, and representative of an author who is closely linked to his/her audience.

- The writer speaks with command, boldness, and confidence
- The writer speaks directly to the audience
- The passive voice of writing is rarely visible

- The writing comes across as original and engaging
- The writer's passion and commitment to the subject matter at hand is evident
- The writer does not use the voice of others without giving credit to that individual/group
- The writer's tone is appropriate for the subject, audience, and objective
- Word choices and figurative speech convey the ideas and personality of the author

(B and C Papers, 86-70 Points)

Content and Content Items

Although the work is clearly focused, the paper's development is often limited or vague; at the same time, the work does not always address the major issues associated with the thesis statement.

- The author identifies the thesis statement
- The author identifies the relevant issues associated with the paper's thesis, but often has difficulty drawing parallels and moving from the thesis statement to detailed information enhancing the thesis argument
- Often the author's writing suggests a sense of vagueness or uncertainty about the topic at hand
- While logic and clarity linking the main idea to the body of the paper is obvious throughout the work, sometimes the author needs to present more information to explicitly explain certain important points relating to the main idea of the work
- Sometimes the author acknowledges source materials throughout the paper

Organization and Structure of Paper

The organization and structure of work is sufficient enough to facilitate the reader's smooth comprehension of material without confusion

- Material are usually arranged within paragraphs for appropriate sequence
- The writing, for the most part, begins with an effective introduction, body, and conclusion
- Transitions are appropriate and connect sentences within paragraphs and paragraphs with paragraphs

Writing Conventions

The writer shows some basic knowledge and understanding of typical writing conventions, but occasional errors are serious enough to distract the reader.

- While paragraph divisions are attempted, they fail to avoid errors in beginning, ending, and maintaining paragraph structure
- Grammar and grammar usage are not serious enough to diminish the relevancy of work, but nevertheless present
- Terminal punctuation is for the most part correct, but internal punctuation may often be missing (commas, apostrophes, colons, dashes, and semicolons)
- For the most part, the spelling of common words is correct
- Complex and long writing shows a knowledge for sentence variety (conventions)
- Only moderate revisions would be needed to edit for publication

Writing Voice

Although sincerely interesting, the writing often seems less than inspiring and compelling

- The author's tone could be altered to better suit the audience and topic
- Figurative language and words are inspiring at times, but often too vague or boring

- Only routinely does the text capture the imagination and attention of the reader

Two-Star and One-Star Rating System for Poor or Below Satisfactory Writing: 69 Pts- (D and F Papers)

Content and Content Items

The topic at hand is not defined, nor is the paper's purpose explicitly stated.

- The main idea is not stated
- Information pertaining to the topic at hand is unclear, vague, and confusing
- Capturing and maintaining the reader's attention is not an objective of the author
- Pertinent information throughout the paper is sketchy, irrelevant, or missing altogether
- Sources are not used or rarely acknowledged

Organization and Structure of Paper

The writing lacks logic, direction, and presents materials in a haphazard manner

- The arrangement of material is illogical
- The paper lacks a clear thesis/introduction, body, and summary
- Transitions linking sentences together, paragraphs, and sections, and ideas are missing

Writing Conventions

Continuous errors in spelling, punctuation, grammar and usage, capitalization, and/or paragraphing take away from the paper's substance

- Errors in paragraph divisions are constant
- Errors in grammar usage and grammar are continuous
- Punctuation is missing
- Spelling errors are normal even in common words
- Writing style lacks diversity and range
- Extensive editing is needed to prepare work for publication of any kind

Writing Voice

The writer is absent in the work at hand and distanced from the reader; the writing is thus devoid of life and substance.

- The tone is incorrect or inappropriate for the topic, work, and reading audience
- The vocabulary and figurative language rarely convey the author's character or personality
- The writing fails to captivate the reader or hold the attention of the reader

Course Calendar
African-American Studies 294 - The Great Migrations of the Twentieth Century 2006
University of Illinois at Chicago, LCD 17817
Bernadette Pruitt, Ph.D.

January 16	HAPPY NEW YEAR AND WELCOME BACK! Introduction to the Course/Explanation of the Syllabus
January 21	MLK Holiday: No Class Remember His Legacy and Dream!
January 24 & 30	PART ONE: MOBILITY IN SLAVERY AND FREEDOM <u>Migrations of the Enslaved & Free</u> <i>In Motion</i> , http://www.inmotionaame.org/home.cfm "Transatlantic Slave Trade" Revolutionary Migrations "Colonization and Emigration" "Domestic Slave Trade" "Runaway Journeys"
January 24 & 30	<u>Migrations of the Enslaved & Free</u> (continued) <u>Coming of the Civil War, Eman., Rec., and Exod.</u> <i>In Motion</i> , http://www.inmotionaame.org/home.cfm "Runaway Journeys" "Northern Migrations" Domestic Slave Trade Haitian Revolution Topics for oral history interviews are due
January 28	No Lecture: Guest Speaker, Library Tour, or Research Date
January 30	First Working Bibliographies and Topic Titles are due
Feb 4 & Feb 6	<u>Migrations of the Enslaved and Free</u> <i>In Motion</i> , http://www.inmotionaame.org/home.cfm Topics: Haitian Revolution Colonization and Emigration Late Nineteenth-Century North/West Migrations
February 11 & 13	<u>Colonization, Emigration; Civil War, Reconstruction</u> Read <i>Black Protest and the Great Migration</i> <i>In Motion</i> , http://www.inmotionaame.org/home.cfm "The First Great Migration" Topics: Exodusters

Late Nineteenth-Century North/West Migrations
Reconstruction
Post-Reconstruction Black America
Exodusters
Jim Crow Segregation
Populism and Progressivism
Industrial Revolution and the New Century

February 13

Second Working Bibliographies are due

February 18 & 20

Roots of the First Great Migration

Read *Angie Brown*, Chapters 1-12
In Motion, <http://www.inmotionaame.org/home.cfm>
Pruitt essay on Houston

Topics:

Origins of Jim Crow
Violence
Emerging Black Leadership
Roots of the First Great Migration

Annotated Bibliographies are Due, February 20

February 25 & 27

PART TWO: THE FIRST GREAT MIGRATION

The First Great Migration

Read *Angie Brown*, Chapters 13-21
In Motion, <http://www.inmotionaame.org/home.cfm>
The Great Migration in Historical Perspective
(1) Trotter article on West Virginia, (2) Lewis article on Norfolk, and (3) Thomas's piece on agency in *Life For Us Is What We Make It*

Topics:

World War I
"The Great Northern Drive"
Chain Migration Networks
Settlement
A New Workforce
Community Agency

March 3 & 5

Harlem Renaissance, Depression, and New Deal

Read *Angie Brown*, Chapters 22-36
In Motion, <http://www.inmotionaame.org/home.cfm>
The Great Migration in Historical Perspective
(1) Trotter article on West Virginia, (2) Lewis article on Norfolk, (3) Thomas's Detroit piece in *Life For Us Is What We Make It* essay, and (4) Adam's "Headed to Louisville"

Topics:

World War I

Community Agency
The "New Negro"
Garveyism
Harlem Renaissance
Great Depression
Midterms are due, March 5

PART THREE: THE SECOND GREAT MIGRATION, 1941-1970

March 7 & 9

The Second Great Migration

Gregory's *The Southern Diaspora*
Lemke-Santangelo's book on the San Francisco East Bay region
(*Abiding Courage* monograph)
Luther Adams piece on migration to Kentucky
In Motion, <http://www.inmotionaame.org/home.cfm>
"The Second Great Migration"

Topics:

World War II
Defense Industries
Migration Networks and Settlement
"Double V" and the War Within: Racial Violence
The End of the War Blues
The Cold War
The Civil Rights Movement

March 10-14

No Class: Spring Break
Have a blessed spring break and please work on research projects

March 17 and 19

Second Great Migration continues

deJong's "Staying in Place"
Gregory's *The Southern Diaspora*
In Motion, <http://www.inmotionaame.org/home.cfm>
Postwar America and Emergence of Cold War
Postwar Civil Rights Activism Begins
Happy Easter!

PART FOUR: FINAL MIGRATIONS

March 24 & 26

New Migrations of the Postwar Era

Gregory's *The Southern Diaspora*
In Motion, <http://www.inmotionaame.org/home.cfm>
"Contemporary Migrations"

Topics:

Civil Rights and the Second Great Migration, and the roots of return migrations
Deindustrialization
Continued Poverty

Working Bibliographies for Paper are Due, March 24

March 31 & April 3

New Migrations of the Postwar Era

Gregory's *The Southern Diaspora*

In Motion, <http://www.inmotionaame.org/home.cfm>

"Contemporary Migrations"

Return Migrations continued

Caribbean Movements

Research Paper Rough Drafts are Due, April 14

April 7-16

New Migrations of the Postwar Era

Haitian Immigrations

African Immigrations

The African-American Odyssey, Part 6

In Motion, <http://www.inmotionaame.org/home.cfm>

"Contemporary Migrations"

April 9

Oral History Interviews are due, April 9

April 14

First Research Paper Outlines are due

April 21- May 7

New Migrations of the Postwar Era

Continued Contemporary Migrations and Contemporary Challenges

Gregory's *The Southern Diaspora*

In Motion, <http://www.inmotionaame.org/home.cfm>

"Contemporary Migrations"

Final Weeks of Class

April 28

Second Research Paper Outlines are due

May 5

Final Day to Submit Short Rough Drafts

May 7

Final Day of Class: Praise God!

May 14

Final Research Papers are due

BE ADVISED THAT CHEATING AND PLAGIARISM CAN RESULT IN AN AUTOMATIC "F" FOR THE COURSE. THIS GOES FOR ALL ASSIGNMENTS AND TESTS. PLEASE REMEMBER DUE DATES FOR ALL ASSIGNMENTS AND TESTS. PLEASE DO NOT LOSE THIS SYLLABUS AND COURSE CALENDAR. THESE WILL BE YOUR LIFELINE FOR THE COURSE THIS SEMESTER. I HOPE THAT YOU WILL HAVE A GREAT TIME IN THIS CLASS.