History 407/507
The Long Black Freedom Struggle
Fall 2019
Thursdays 3:00-5:50
Kalapuya Ilihi 101

Professor Austin
Office: 301 McKenzie Hall
Office Hours: Tuesdays 1:30-2:30 and by appointment
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Course Description
This course examines the contours of the Long Black Freedom struggle by interrogating the social, political, cultural and economic aspects of the centuries-old battle to secure liberty and justice, primarily in the U.S., but also in other parts of the world. From Nat Turner and David Walker in the nineteenth century to Nikki Giovanni and Kathleen Cleaver in the twentieth, students will encounter a wide range of arguments, strategies, individuals, and organizations that sought to dismantle the structures that perpetuate systemic racism and the attendant Black suffering that accompanies it. Because students and scholars of African American history have often viewed Blacks through the lens of their oppressor, some conclude that radicalism in the freedom struggle is the exception rather than the rule. This course provides students an extended opportunity to reflect on and write about this question for themselves.

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Course Objectives

1. Students will be able to analyze and interpret primary source data.
2. Students will be able to describe and analyze the origins and nature of the Black Freedom Struggle.
3. Students will be able to identify the main arguments or thesis of published authors.
4. Students will be able to recognize and to write persuasively about the key concepts, individuals, and organizations that helped propel of the Black Freedom Struggle.
GRADING SCALE
Grades are based on a 100-point scale and will be distributed as follows:

A+ 97-100
A  93-96.9
A-90-92.9
B+ 87 - 89.9
B  83 - 86.9
B-80 - 82.9
C+77-79.9
C  73-76.9
C- 70-72.9
D+ 67-69.9
D  63-66.9
D- 60-62.9

Anything below a 60 is an F.

COURSE REQUIREMENTS

Research proposal 5% A preliminary proposal (100 words) and short bibliography for research papers will be due on October 17, 2019.

Revised proposal 5% A revised proposal (200-300) and extended bibliography of primary and secondary sources will be due on October 31, 2019.

Weekly reports 10% Students will submit a two-page summary of the readings and a set of discussion questions each week. In these reviews, students will summarize, analyze, and critique the readings. In addition to identifying the types of sources authors use, students will identify the author’s goals and explain whether the author(s) succeeded in achieving said goal(s). Finally, students will articulate the strengths and weaknesses of each source. Reports are due to the professor and classmates no later than noon of the day of class.
**Rough Draft of Final Paper 20%** Students will submit a working draft of their final paper on November 21, 2019.

**Attendance and Participation 20%**
Because this is a discussion-based class, it is essential that you read the assigned materials and come to class ready to discuss your reactions and responses to them. Please note that your contributions must be substantive and thoughtful. In addition to agreeing and/or disagreeing with your classmates, you will be expected to raise questions and to make comments that help drive our weekly discussions. Students are expected to attend all class sessions; however, one excused absence may be considered if the professor believes the gravity of a particular situation warrants an excuse. More than one absence will result in a three-point deduction for each offense from a student’s final grade point average. More than three absences will result in automatic failure of the course. If you believe it is likely you will miss more than three class sessions, it is important that you drop this course today since this policy is binding and non-negotiable. Tardiness is unacceptable. Two tardies will equal one absence. Four tardies carry the same penalty as having more than three absences. Please prepare to attend every class and to be on time for each session.

**Research Paper 40%**
As is the case with most senior/graduate seminars, students will be required to write a final paper. This paper must be 15 pages (20 pages for graduate students) in length and must utilize both primary and secondary sources. Student papers will highlight a specific topic related to the general content of the course. Students must clear their topics with the professor before proceeding to write the final paper. Paper topics need to be chosen early in the quarter so that students have the time to research, write and re-write their papers. The development of the paper requires completion of certain tasks at each stage. **Completion of each stage is required** by the specified due date. No research paper will be accepted that fails to complete each stage.

**Final Papers due Thursday, December 12.**

**NOTE: ALL ASSIGNMENTS MUST BE TYPE-WRITTEN AND DOUBLE-SPACED, WITH TIMES NEW ROMAN 12 PT FONT AND 1 INCH MARGINS.**

**REQUIRED TEXTS**

David Walker (and James Turner), *David Walker’s Appeal*

Shirley Yee, *Black Women Abolitionists: Study in Activism, 1828-1860*

Charles Cobb, Jr., *This Nonviolent Stuff’ll Get You Killed: How Guns Made the Civil Rights Movement Possible*

Dan Berger, *Captive Nation: Black Prison Organizing in the Civil Rights Era*
Carol Anderson, *White Rage: The Unspoken Truth of Our Racial Divide*

**NOTE:** The instructor will also post articles, web links, and other documents on Canvas.

**WEEKLY SCHEDULE**

October 3  
**COURSE INTRODUCTION**

October 10  
**NO CLASS**  
**Professor Attending Conference in San Francisco, California**  
**Students work on research proposals and visit library to assess availability of primary sources.**

October 17  
**Early Black Activism**  
**Reading:** *David Walker’s Appeal*  
**Research proposal due. Include preliminary list of primary and secondary sources for your chosen topic.**

October 24  
**The Abolition Movement**  
**Reading:** *Black Women Abolitionists*

October 31  
**Slave Rebellions and Conspiracies**  
**Revised research proposal due. Include annotated bibliography of primary and secondary sources.**

November 7  
**NO CLASS**  
**Professor Attending Conference in Williamsburg, Virginia.**


November 14
Readings: *This Nonviolent Stuff’ll Get You Killed*


November 21
Reading: *Captive Nation*
Rough draft of final paper due at 12:00

November 28
**NO CLASS**
**THANKSGIVING HOLIDAY**

December 5
Reading: *White Rage*-first half of class
Paper presentations and peer critiques—2nd half of class
Revisions of Rough Draft to be circulated to professor and classmates by or before 8:00 a.m.

**Final Papers due on or before Thursday, December 12, 2019 at 1:00 p.m.**

*Please note that due to the possibility of class visitors or other academic related issues, the instructor may make reasonable alterations to the syllabus as the semester proceeds.

*Unless the instructor grants prior permission to do otherwise, all assignments are due by the due date. Each day an assignment is late, it will be reduced by one letter grade. Failure to turn in an assignment will result in a zero for that assignment.

**GRADING POLICY**

What follows is meant to help students understand the departmental consensus, to the degree that there is one, regarding the grading of individual assignments. Each faculty member in the Department of History, however, will have her or his own interpretation of this consensus.

It is the student’s responsibility to attend closely to the course syllabus, assignment descriptions, oral indications in class and in conference, and written comments on graded assignments in order to gain a more precise understanding of the interpretation that guides a given course.
A+: Work of unusual distinction. Therefore, in the History Department, this grade is rarely awarded.

A: Work that distinguishes itself by the excellence of its grasp of the material and the precision and insight of its argument, in addition to being well executed and reasonably free of errors.

B: Work that satisfies main criteria of the assignment, and demonstrates command of the material, but does not achieve the level of excellence that characterizes work of A quality.

C: Work that demonstrates a rudimentary grasp of the material and satisfies at least some of the assigned criteria reasonably well.

D: Work that demonstrates a poor grasp of the material and/or is executed with little regard for college standards, but which exhibits some engagement with the material.

F: Work that is weak in every aspect, demonstrating a basic misunderstanding of the material and/or disregard for the assigned question.

**Class Communication:** Get in the habit of checking your UO email account and course Canvas site regularly as this will be our primary means of communication outside of class. Please be aware that I am often unavailable to respond to emails sent after 5:00 p.m. or on the weekend until the next weekday.

**Inclement Weather:** In the case of inclement weather, please check the UO homepage, UO Alerts Blog, and local weather stations for information on travel, closures and cancellations. If inclement weather makes traveling to campus difficult, we will notify you by email about whether we are holding class. Whether we decide to hold class, use your own judgment about the safety of traveling to campus.

**Inclusion and Accessibility:** If you have a documented need that necessitates accommodations in this course, please make arrangements to meet with me as soon as possible and request that a counselor at the Accessible Education Center send a letter verifying your requests.

**Title IX Policy and Reporting Responsibilities:** The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you have experienced any form of gender or sex-based discrimination or harassment, know that help and support are available. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

If you wish to speak to someone confidentially—i.e. those not required to report—you can call 541-346-SAFE, UO’s 24-hour hotline to be connected to a confidential counselor.
to discuss your options, as confidential counselors are not required reporters. You can also visit the SAFE website at https://safe.uoregon.edu/services for more information. Each resource is clearly labeled as either “required reporter,” “confidential UO employee,” or “off-campus,” to allow you to select your desired level of confidentiality.

Academic Misconduct: The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism.

EMAIL ETIQUETTE: Please structure email correspondence properly and end your post with a professional salutation like sincerely, kind regards, best wishes or some other similar phrase, then sign your name. I will not reply to emails that begin with “Yo,” “Hey,” “Hey Prof,” “Hey Doc,” “Hi” with no one’s name after it, “What’s up,” or other such unprofessional constructions, including ones that begin with no person being identified as the addressee. “Dear Dr. Austin,” “Hi Professor Austin,” “Greetings Dr. Austin,” and “Hello Professor Austin” are all acceptable ways to open email correspondence. I will usually answer within 24 hours, though it can sometimes be sooner.

Cell phones, ipads, and other electronic devices have to be turned off during class.