

JOUR 563B / AFAM 398F

The African American Freedom Struggle and the Mass Media

3 credits, TTh 12:30-1:45 p.m. Coliseum 3005



Spring 2013

Professor Kathy Roberts Forde

Office: 4011-A Coliseum

Office Hours: W 2-4:00 PM, Th 10-11:00 AM, & by appointment

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Texts

- *Brown v. Board of Education: A Brief History with Documents*, Waldo E. Martin (Bedford/St. Martin's, 1998)
- *The Race Beat: The Press, the Civil Rights Struggle, and the Awakening of a Nation*, Gene Roberts and Hank Klibanoff (Vintage Books, 2007)
- *The African American Newspaper: Voice of Freedom*, Patrick Washburn (Northwestern University Press, 2006)
- Miscellaneous readings on Blackboard.

Students are strongly encouraged to consult the following books for assistance in the research project process (all are readily available in the University libraries):

- *The Craft of Research*, 3rd ed., Wayne Booth, Gregory Colomb, and Joseph Williams (Chicago: University of Chicago Press, 2008).
- *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed., Kate Turabian (Chicago: University of Chicago Press, 2007).
- *Chicago Manual of Style*, 16th ed., University of Chicago Press Staff, ed. (Chicago: University of Chicago Press, 2010).

Introduction to Course

Our subject is the black freedom struggle across the 19th and 20th centuries, and we will study it through the lens of communications and media. Why? Communications and media play a critical role in political and social change. They help to create community, shape public opinion, expand and constrict public memory, and inform current political discourse. The narratives that survive from our past shape our perception of who we are and how our world works. But there are also narratives that get shoved aside and ignored. One goal of this course is to revive some of those discarded stories and present a broader, deeper, and more complicated view of African American history. Additionally, we will consider the way African American history has been retold and re-imagined over time by political actors and other who were eager to make use of it in our nation's political discourse.

Course Objectives

The objectives of the course are to teach students to

1. Understand, describe, and analyze American journalism and mass media as social institutions and cultural products from the antebellum era to the present with attention to change and continuity over time.
2. Understand, describe, and analyze the broad relationships among journalism, mass media, and the African American struggle to achieve freedom and full citizenship rights across American history, with attention to historical actors such as individuals and institutions and agents of change.
3. Understand, describe, and analyze the roles of the African-American press and the white press across time and the changing roles they played in the U.S. public sphere regarding the black freedom struggle.
4. Understand, describe, and analyze how various media products—visual images, news accounts, pamphlets, books, magazines, film, literature, and songs—were used to express and circulate particular ideas about race and the freedom struggle in the United States across time.
5. Explain the history of selected journalists and press institutions and their roles in the changing relationship between the American media and the African American freedom struggle.
6. Understand, describe, and analyze past journalistic behaviors, standards, and forms in juxtaposition with present-day behaviors, standards, and forms and be able to explain why and how differences exist.
7. Research, write, and design a project with a topic narrowly focused on the relationship between the American media and civil rights struggles, using primary sources and developing and extending historical knowledge and analytical and critical skills along the way.
8. Be proficient historical researchers who can formulate research questions, gather evidence, and craft a historical narrative and argument using primary and secondary sources appropriately and to good effect.

9. Develop and extend critical and analytical skills through class discussion of issues raised in readings, documentaries, exploration of primary sources, seminar discussions, mini-lectures, exams, and researching and writing the research paper.
10. Apply historical concepts to the study of history, such as presentism, theories of change, historical methods, etc.

Attendance Policy

Class attendance is essential and expected. This course is a seminar, which means class discussion is at the heart of our meetings. Class sessions are designed to explore and expand the material in the texts we are reading, as well as to introduce other important explanatory or contextual information. You are unlikely to do well in this class if you do not attend regularly. The USC Academic Bulletin states, “Absence from more than 10 percent of the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may choose to exact a grade penalty for such absences.” If you miss more than 10% of the classes, whether excused or unexcused, your grade will be dropped one letter grade.

Blackboard

This course uses an academic website program called Blackboard to organize and make available course documents and resources. Access to Blackboard is enabled through your USC Network Username and Password found at <https://vip.sc.edu> under the Technology link. I will post the occasional PowerPoint mini-lecture, readings, assignment handouts, and other important course information to the site. In addition, we may at times make use of the site’s discussion board.

In this class, our use of technology will sometimes make students’ names and network usernames visible within the course website, but only to other students in the same class. Since we are using a secure, password-protected course website, this will not increase the risk of identity theft or spamming for anyone in the class. If you have concerns about the visibility of your network username, please contact me for further information.

Student Expectations

1. Students are responsible for attending all class meetings and reading all assigned readings.
2. Students are responsible for being on time and prepared for all class sessions (see attendance policy).
3. Students are responsible for meeting all course requirements, including all deadlines, examinations, in-class projects, and other class procedures. If you miss an exam, you will only be allowed to take a make-up exam if you can demonstrate

4. Students are responsible for seeking help when needed.
5. Students who need special accommodations are responsible for working with the professor and relevant university offices.
6. Students may not make commercial use of their notes of lectures or university-provided materials without the express written consent of the professor.
7. You must ask prior permission to turn in assignments by email; permission will be granted in few circumstances.
8. No handwritten work is accepted (except in-class assignments, as permitted).
9. Students must complete all required course work to receive a grade for the course.

Grades & Grading

SHORT RESEARCH ESSAYS (30% of course grade)

You will write THREE short research essays over the course of the semester. These will be 3 to 5 pages in length (word-processed, double-spaced) and will respond to a question that focuses on the readings and a set of primary sources I will provide to you. I will provide the assignments well in-advance of the essay due date. Due dates: **Thurs., Feb. 7; Thurs., March 7; Thurs., April 11**

MIDTERM EXAM (25% of course grade)

Students will take an in-class midterm exam. The midterm will cover all material covered in class up to that point. The form will be paired identifications and multiple choice. We will discuss what you can expect the exam to look like in advance as well as strategies for preparing for the exam. I will provide a study guide. The midterm exam will be **Thursday, February 21.**

FINAL PROJECT (25% of course grade)

For your final project, you will work as part of a research team made up of 3 to 4 members of our class. Your team will choose a historical topic, formulate a research question, collect relevant primary and secondary sources, and craft a historical argument. You will create either a Powerpoint or Keynote presentation of your project using text, audio, and visuals. I will provide more details about this assignment early in the second half of the semester. The final project will be due **Tuesday, May 7 at 12:30 PM.**

SEMINAR PARTICIPATION & BLACKBOARD COMMENTARY (20% of course grade)

Every student must participate actively in class discussions to make our class learning experience meaningful. To participate effectively, everyone must complete the readings and other assignments for each class meeting. I will assign all students either to Group A or Group B. Every Tuesday I will assign a seminar question or questions based on that week's readings. For our first Thursday seminar, students in Group A are responsible for responding to the question(s) on our Blackboard discussion board by Wednesday midnight. ALL students (both Group A & B) will read these responses by the beginning

of class Thursday. We will use the assigned seminar question(s) and student responses to guide our seminar discussion on Thursday. The following week, Group B will be responsible for responding to the assigned seminar question(s) on Blackboard. And so it goes. At semester's end, I will assign each student a participation grade based on his/her participation in class discussions and Blackboard commentary.

Course Work	Due
Seminar discussion	Every Thursday
Blackboard commentary	Posted every week by Wednesday midnight
1 st Research Essay	Thurs., Feb. 7
Midterm Exam	Thurs., Feb. 21
2 nd Research Essay	Thurs., March 21
3 rd Research Essay	Thurs., April 11
Final Project	Tues., May 7, 12:30 PM

The grading scale used in this course is as follows:

A (93-100)	Excellent	4.0
B+ (88-92)	Very Good	3.5
B (83-87)	Good	3.0
C+ (78-82)	Above Average	2.5
C (73-77)	Average	2.0
D+ (68-72)	Below Average	1.5
D (65-67)	Poor	1.0
F (below 65)	Failure	0.0

I (Incomplete) Assigned at the discretion of the professor when, due to extraordinary circumstances (for example, hospitalization), a student is prevented from completing the course work on time; requires prior agreement between professor and student

No extra credit opportunities will be provided unless they are made available to all students in the class.

Inquiries regarding any course grade changes should be directed to the instructor of the course. *Grade changes will be made only when there is evidence of an error in grading and/or recording of a grade.*

Students with normal study skills should expect to spend, on average, three hours per credit per week on work for this course to be able to satisfactorily complete the course (these are hours beyond the hours spent in class). The University provides resources to those students who need help developing their study skills.

Additional Course Information for Graduate Students

Graduate students taking the course for graduate credit are required to write a longer research paper than are undergraduates (15-20 pages). They are also required to read an additional book-length work on African American history and participate in a book group discussion with each other and the professor. We will choose the book together. (Undergraduate students are welcome to join us, but your grade in the course will not be affected by participation, either for the better or the worse!) Failure to do this extra work will result in your final grade in the course being reduced by at least a full letter grade.

Important Notes About This Course

Disability Accommodations. Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, contact the Office of Student Disability Services: 777-6142, TDD 777-6744, email sasds@mailbox.sc.edu, or stop by LeConte College Room 112A. All accommodations must be approved through the Office of Student Disability Services.

Classroom Conduct. All activities in the University, including this course, are governed by the University of South Carolina's Code of Conduct and the Carolinian Creed. Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action under the code.

Midterm and Final Exams. Makeup *midterm exams* will be allowed only with pre-approval of the instructor or with an acceptable, documented reason. Acceptable reasons for makeup exams include severe illness, family emergencies or other unavoidable events including dangerous weather conditions and car accidents. Exam format for makeup exams may be different from the original exam and will likely utilize a short answer format.

Students who are absent from any *final examination* will be given the grade of F on the course if they have not offered an excuse acceptable to the instructor. Re-examinations for the purpose of removing an F or raising a grade are not permitted. If the absence is excused, students will be assigned a grade of I, and may complete the course under the

conditions specified by the instructor in the "Assignment of Incomplete Grade" form. A student with excused absence from a final examination in one semester may take the deferred examination at the next regular examination period provided the examination is taken at the convenience of the professor. The examination must be taken within one calendar year from the time the absence was incurred. Deferred examinations will be granted only in case of absence certified as unavoidable because of documented illness or other cause, rendering attendance at final examinations impossible.

University of South Carolina Honor Code and Academic Misconduct. The Honor Code reads, "It is the responsibility of every student at the University of South Carolina Columbia to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this Honor Code or who knowingly assists another to violate this Honor Code shall be subject to discipline."

The University of South Carolina has clearly articulated its policies governing academic integrity and students are encouraged to carefully review the policy on the Honor Code in the Carolina Community. Any deviation from these expectations will result in academic penalties as well as disciplinary action. The area of greatest potential risk for inadvertent academic dishonesty is plagiarism. Plagiarism includes, but is not limited to, paraphrasing or direct quotation of the published or unpublished work of another person without full and clear acknowledgement. Academic misconduct may result in a grade of "F" for the course.

Additional Student Learning Assessment

The national accrediting agency for journalism education has required that all accredited journalism schools assess student mastery of 11 core values and competencies that every graduate of a journalism and mass communication program should possess. According to the Accrediting Council on Education in Journalism and Mass Communication, all graduates, irrespective of their particular specialization, should be able to:

- 1) understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances
- 2) demonstrate an understanding of the history and role of professionals and institutions in shaping communications
- 3) demonstrate an understanding of the diversity of groups in a global society in relationship to communications
- 4) understand concepts and apply theories in the use and presentation of images and information
- 5) demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
- 6) think critically, creatively and independently

- 7) conduct research and evaluate information by methods appropriate to the communications professions in which they work
- 8) write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
- 9) critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
- 10) apply basic numerical and statistical concepts
- 11) apply tools and technologies appropriate for the communications professions in which they work

Week One

January 15 & 17

The Birth of the Black Press in Antebellum America

Readings:

Patrick Washburn, *The African American Newspaper: Voice of Freedom*, chapter 1, "Introduction" (p. 1-9), and chapter 2, "The Early Black Press" (p. 11-37).

Primary sources:

Read issues of *Freedom's Journal* at the Wisconsin Historical Society
<http://www.wisconsinhistory.org/libraryarchives/aanp/freedom/>

David Walker's *Appeal*: read description and the *Appeal* itself
<http://www.pbs.org/wgbh/aia/part4/4h2931.html>

Week Two

January 22 & 24

The Abolitionist Press and Slave Resistance in Antebellum America

Readings:

Matthew A. Peeples. (2008). "Creating Political Authority: The Role of the Antebellum Black Press in the Political Mobilization and Empowerment of African Americans." *Journalism History* 34(2): 76-86. Blackboard.

William E. Cain, Introduction, *William Lloyd Garrison and the Fight Against Slavery*, Bedford/St. Martin's. Blackboard.

Primary sources:

Selected issues of the *Liberator*, the *North Star*, the *Colored American*.
 BlackBoard

Week Three
The Civil War and Reconstruction

January 29 & 31

Readings:

Thomas C. Holt, "Negro State Legislators in South Carolina During Reconstruction," ch. 9 in *Southern Black Leaders in the Reconstruction Era*, ed. Howard N. Rabinowitz. Blackboard.

Patrick Washburn, *The African American Newspaper: Voice of Freedom*, chapter 3, "Struggling but Surviving."

Clip from documentary, *The Rise and Fall of Jim Crow*, episode 1, "Promises Betrayed." In-class.

Primary sources:

13th, 14th, 15th Amendments

Selections from press accounts of the period. BlackBoard

Week Four
The End of Reconstruction and the Rise of Jim Crow

February 5 & 7

Readings:

Donna Lee Dickerson, Chapter 28, "Hamburg Massacre, 1876," in *The Reconstruction Era: Primary Documents on Events from 1865 to 1877*. Google Books, p. 371-80

Glenda Gilmore, Chapter Four, "Sex and Violence in Procrustes's Bed," in *Gender and Jim Crow*. Blackboard.

Clip from documentary, *The Rise and Fall of Jim Crow*, episode 2, "Fighting Back": Wilmington Massacre. In-class viewing.

Primary sources:

Selected articles from Northern press and Southern press regarding the Hamburg Massacre. In Dickerson chapter above, Google Books

Selected articles *Wilmington Daily Record* and the *Raleigh News & Observer* regarding the 1898 Wilmington Massacre. Blackboard

First research essay due: Thursday, February 7

Week Five

February 12 & 14

Finding a Way Forward: W. E. B. Du Bois, Booker T. Washington, and Marcus Garvey

Readings:

W. Fitzhugh Brundage, Introduction, "An Exemplary Citizen," in *Up From Slavery* (Bedford/St. Martin's). Blackboard.

David Levering Lewis, Chapter Two, "Du Bois and Garvey: 'The Two Pan Africas,'" *W. E. B. Du Bois, 1919-1963: The Fight for Equality and the American Century*. Blackboard.

Clip from documentary, *The Rise and Fall of Jim Crow*, episode 2, "Fighting Back": Du Bois and the NAACP. In-class viewing.

Clip from documentary, *Marcus Garvey: Look for Me in the Whirlwind*. In-class viewing.

Primary sources:

W. E. B. Du Bois, Chapter One, "Of Our Spiritual Strivings," *The Souls of Black Folk*. E-text at <http://etext.virginia.edu/toc/modeng/public/DubSoul.html>

Selections from the *Crisis* (NAACP magazine) and the *Negro World* (UNIA's newspaper). BlackBoard.

Week Six

February 19 & 21

Southern Horrors: American Media & Lynching

Readings:

W. Fitzhugh Brundage, Introduction, *Under Sentence of Death: Lynching in the South*. Blackboard.

Primary sources:

Ida B. Wells, "Southern Horrors: Lynch Law in All Its Phases"
Excerpts from NAACP report "Thirty Years of Lynching in the United States, 1889-1919." Read at http://www.digitalhistory.uh.edu/learning_history/lynching/wells1.cfm

Without Sanctuary: Photographs and postcards of lynching. Explore web exhibit at <http://withoutsanctuary.org/>

Selections from *Ain't Times Hard, Political and Social Comment in the Blues* (CDs). In-class listening

Midterm exam: Thursday, February 21

Week Seven**February 26 & 28*****Birth of a Nation* and Black Protest: The Battle over Public Memory****Readings:**

Melvyn Stokes, Chapter Six, "Fighting a Vicious Film," *D. W. Griffith's The Birth of a Nation: A History of the Most Controversial Film of All Time*. Blackboard.

Douglas Flamming, Chapter Two, "The Conditions of Heaven," *Bound for Freedom: Black Los Angeles in Jim Crow America*. Blackboard.

Primary sources:

Clip from *Birth of a Nation*. In-class viewing

Excerpts from the *Crisis* and *California Eagle*. BlackBoard

Week Eight**March 5 & 7****The Harlem Renaissance****Readings:**

Jeffrey Brown Ferguson, Introduction, "The Harlem Renaissance as History, Memory, and Myth," in *The Harlem Renaissance* (Bedford/St. Martin's). Blackboard.

Patrick Washburn, Chapter Four, "A New Type of Newspaper," *The African American Newspaper: Voice of Freedom*

Primary sources:

Claude McKay, "If We Must Die," sonnet

Zora Neale Hurston, "How It Feels To Be Colored Me"

Jacob Lawrence, *Migration Series*, paintings

Louis Armstrong and *The Hot Five*

Billie Holiday, "Strange Fruit" All presented in-class

Spring Break!**March 11-15****Week Nine****March 19 & 21****The Depression, the Rise of the New Deal, and the Black Press in South Carolina****Readings:**

Patricia Sullivan, "Southern Seeds of Change, 1931-1938," From *Days of Hope: Race and Democracy in the New Deal Era*. Blackboard.

Sid Bedingfield, "John H. McCray, Accommodationism, and the Framing of the Civil Rights Struggle in South Carolina, 1940-1948," *Journalism History*, 37: 2 (Summer, 2011), 91-101. Blackboard.

Second research essay due: Thursday, March 21

Week Ten	March 26 & 28
World War II and the Black Press: Sedition to "Double V"	

Readings:

Patrick Washburn, Chapter Six, "World War II," *African American Newspaper: Voice of Freedom*

Documentary, *Soldiers Without Swords: The Black Press*. In-class viewing

Primary sources:

To Secure These Rights (1948 Civil Rights Report), Ch. 1, "The American Heritage: The Promise of Freedom and Equality" at <http://www.trumanlibrary.org/civilrights/srights1.htm>

Week Eleven	April 2 & 4
Brown v. Board of Education	

Readings:

Waldo E. Martin, *Brown v. Board of Education: A Brief History with Documents* (Bedford/St. Martin's).

Primary sources:

Selected oral histories from *Remembering Jim Crow: African Americans Tell about Life in the Segregated South*. In-class.

Week Twelve	April 9 & 11
King from Montgomery to Selma	

Readings:

Gene Roberts and Hank Klibanoff, Chapter 16, "Albany" (256-269) and Chapter 17, "Ole Miss" (270-300), *The Race Beat: The Press, the Civil Rights Struggle, and the Awakening of a Nation*. For Tuesday.

Gene Roberts and Hank Klibanoff, Chapter 18, “Wallace and King” (301-315) and Chapter 19, “Defiance at Close Range” (316-333), *The Race Beat: The Press, the Civil Rights Struggle, and the Awakening of a Nation*. For Thursday.

Primary sources:

News articles from the *Albany Herald* and the *New York Times*. Blackboard.
News articles from the *Clarion-Ledger* and the *New York Times*. Blackboard.

Third research essay due: Thursday, April 11

Week Thirteen	April 16 & 18
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Readings:

James Baldwin, *The Fire Next Time*. On reserve at Cooper Library; instructor copies in circulation among students.

Primary sources:

Reader letters to the *New Yorker*. In-class.
Dr. Kenneth Clark interview with James Baldwin. In-class.

Week Fourteen	April 23 & 25
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Readings:

Gene Roberts and Hank Klibanoff, Chapter 20, “The Killing Season” (334-352); Chapter 21, “Freedom Summer” (353-374); and Chapter Twenty-two, “Selma” (375-394), *The Race Beat: The Press, the Civil Rights Struggle, and the Awakening of a Nation*. For Tuesday.

Final Exam	Tuesday, May 7, 12:30 PM
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Presentation of final projects.

Grading Rubric, Historical Research Essays

A or B: Excellent or strong essay

Topic/Research Question, Context, Interpretation

1. Clearly and precisely expresses the controlling historical argument or thesis of the essay in the opening paragraph(s).
2. Addresses the specific research topic provided in the essay assignment.
3. Clearly identifies, either in-text or in the footnotes, the primary and secondary sources consulted, analyzed, and evaluated, using all four primary sources provided for the assignment and at least two secondary sources.
4. Interprets research findings in sensible, historically sound manner. Avoids presentism.
5. Briefly identifies the historical actors, forces, and events explored in the paper and identifies sources quoted in the text.

Relevant Historical Evidence

1. Addresses the essay topic through supporting evidence from both secondary and primary sources.
2. Establishes direct links between actors/forces and events of the past and the writer's interpretation of those actors/forces and events.
3. Includes appropriate primary sources and uses evidence from these sources to support analysis. Persons and press products quoted are clearly identified.

Organization, Logic, Integration of Sources

1. Organizes ideas and themes into logical sequences and subtopics appropriate to the research question.
2. Includes a brief, clear introduction that aptly summarizes the paper's topic and thesis.
3. Includes a final, logical summation or conclusion.
4. Each paragraph focuses on and supports a single idea; one topic per paragraph. Logical transitions between paragraphs create a clear flow from point to point through the essay.
5. Integrates relevant evidence from several different examples and sources in a given section/series of paragraphs.
6. Makes as complete an argument as space permits and within established word length, plus or minus 10 percent.
7. Avoids logical fallacies, a vital part of critical thinking.

Writing Clarity and Correctness

1. Presents ideas in direct, clear, concise sentences.
2. Expresses ideas in vigorous active-voice prose and depends on action verbs.

3. Exhibits strong sentence fluency--the language flows cleanly and clearly, like a good speech.
4. Does not incorrectly mix past and present tenses. Writes in the simple past tense.
5. Correctly cites sources, using the Chicago footnote citation style. Includes a works cited/bibliography page.
6. Uses correct spelling, grammar, and punctuation.

C: Competent, developing essay—on track but needs further development and work

1. Simply narrates events or tells a story, without explaining, interpreting, analyzing.
2. Strays from the research question; includes information, people, and events not directly related to what the question asks.
3. Does not use enough primary or secondary sources to answer the research question.
4. Fails to provide specific relevant, appropriate supporting evidence for every general statement.
5. Includes some evidence that is not relevant and/or factually correct.

D, F: Early draft or emerging essay

1. Not yet there -needs more thought, more revising, more hard work.
2. Does not focus on nor answer the question asked. May even fail to ask a question.
3. Shows little knowledge or understanding of the secondary and primary sources.
4. Most paragraphs lack historical specifics; few or no primary source quotations and/or overuse of quotations from secondary sources
5. Many simple assertions that lack relevant evidence or illustrations.
6. Isolates a given source instead of integrating information from several different sources into each paragraph.
7. Entire essay overly general; no specific supporting examples; little evidence from sources; inadequate and/or incomplete citations.
8. Exhibits poor writing, such as typos, sentence fragments, subject-verb disagreements, considerable overuse of the passive voice, grammatical and word use errors.
9. Mixes past and present tenses. Write history in the simple past tense.
10. Makes unsupported assertions based on prejudice or preconception, not on evidence

History research paper rubric adapted from
<http://social.chass.ncsu.edu/slatta/hi216/learning/essayrubric.html>