



HISTORY 595.01E (#28926)
Independent Study: Research Lit and Techniques
Racial Violence in the United States, 1917-1921
COURSE SYLLABUS: Spring 2024

Instructor: Dr. Andrew Baker
Office Location: Ferguson Social Sciences 126
Office Hours: by appointment
University Email Address: Andrew.Baker@tamuc.edu

COURSE INFORMATION

Course Description:

Research Literature and Techniques. Three semester hours. Required of students in Option II. This course requires an extensive investigation into a topic agreed upon by the student and instructor. The student will produce a historiographic essay and annotated bibliography under the direction of the instructor. Students must pass the History Department Qualifying Examination prior to enrollment. Note: "The student is required to demonstrate competence in systematic research procedure."

Student will write weekly reading responses and a historiography paper on the theme of Racial Violence in the United States, 1917-1921.

Course Books/ Articles:

Andrews, Gregg. "Black Working-Class Political Activism and Biracial Unionism: Galveston Longshoremen in Jim Crow Texas, 1919-1921." *The Journal of Southern History* 74, no. 3 (2008): 627-68.
<https://doi.org/10.2307/27650231>.

Coit, Jonathan S. "'Our Changed Attitude': Armed Defense and the New Negro in the 1919 Chicago Race Riot." *The Journal of the Gilded Age and Progressive Era* 11, no. 2 (2012): 225-56.
<https://doi.org/10.1017/S1537781412000035>.

Foley, Barbara. *Specters of 1919: Class and Nation in the Making of the New Negro*. Urbana, Ill., Chesham: University of Illinois Press, 2008.

Haynes, Robert V. *A Night of Violence: The Houston Riot of 1917*. Baton Rouge: Louisiana State University Press, 1976.

Hirsch, James S. *Riot and Remembrance: The Tulsa Race War and Its Legacy*. Boston: Houghton Mifflin, 2002.

Jordan, William. "'The Damnable Dilemma': African-American Accommodation and Protest during World War I." *The Journal of American History (Bloomington, Ind.)* 81, no. 4 (1995): 1562-83.
<https://doi.org/10.2307/2081649>.

Krugler, David Frederick. *1919, the Year of Racial Violence: How African Americans Fought Back*. New

York, NY: Cambridge University Press, 2015.

Lentz-Smith, Adriane Danette. *Freedom Struggles: African Americans and World War I*. Harvard University Press, 2009.

McWhirter, Cameron. *Red Summer: The Summer of 1919 and the Awakening of Black America*. First St. Martin's Griffin edition. New York: St. Martin's Griffin, 2012.

Norwood, Stephen H. "Bogalusa Burning: The War Against Biracial Unionism in the Deep South, 1919." *The Journal of Southern History* 63, no. 3 (1997): 591–628. <https://doi.org/10.2307/2211651>.

Reich, Steven A. "Soldiers of Democracy: Black Texans and the Fight for Citizenship, 1917–1921." *The Journal of American History (Bloomington, Ind.)* 82, no. 4 (1996): 1478–1504. <https://doi.org/10.2307/2945308>.

Salazar, Jaime. *Mutiny of Rage: The 1917 Camp Logan Riots and Buffalo Soldiers in Houston*. Prometheus, 2021.

Tuttle, William M. *Race Riot: Chicago in the Red Summer of 1919*. First Edition. Studies in American Negro Life. New York: Atheneum, 1970.

Voogd, Jan. *Race Riots & Resistance: The Red Summer of 1919*. African-American Literature and Culture. New York: Peter Lang, 2008.

Williams, Chad L., "Vanguards of the New Negro: African American Veterans and Post-World War I Racial Militancy." *The Journal of African American History* 92, no. 3 (2007): 347–70. <https://doi.org/10.1086/JAAHv92n3p347>.

Note: This reading list is subject to change as necessary to fit the topic and scope of research.

Student Learning Outcomes: This course will teach students to evaluate and analyze materials, and to understand different historians' interpretations of events. By the end of the semester, students should be able to: *make an overall argument about the historiography of racial conflict in the US between 1917 and 1921*. Fulfillment of the Student Learning Outcome will be evaluated using the final historiographical paper.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Attendance and Participation

Student and teacher will meet regularly via Zoom or in-person to discuss the books and articles under consideration, at a mutually convenient time. Attendance at such meetings is required.

Written Assignments

Student will complete small writing assignments for each major reading as a supporting assignment for class discussions. This semester's major written work will be a historiographical essay of 15-20 pages that brings together the major themes and trends in the scholarship on gender and sexuality during the Cold War.

Grading

Grades for the semester will be determined according to the following breakdown:

Historiography Essay	50%
Participation	25%
Reading responses	25%

Your grades for written work will be determined based on the following rubric:

- A = Mastery of reading and class material; factual accuracy; thoughtful, historical argumentation demonstrating ability to synthesize and/or some originality of thought; technically clean
- B = Good to excellent command of most reading and class material; accuracy; good level of historical argumentation; reasonable thesis statement
- C = Good command of class material; accuracy; ability to articulate a historical point of view, even if it is not compelling or is poorly reasoned
- D = Poor command of required assignments; errors; ahistorical or narrow reasoning

The grading scale used for this course is as follows:

90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 59 or less = F

COURSE OUTLINE / CALENDAR

January 11: Big Picture

Krugler, *1919, the Year of Racial Violence* (2015)
Lentz-Smith, *Freedom Struggles* (2009)
Williams, "Vanguards of the New Negro" (2007)

January 25: Big Picture

McWhirter, *Red Summer: The Summer of 1919* (2012)
Voogd, *Race Riots & Resistance* (2008)
Jordan, "The Damnable Dilemma" (1995)

February 8: Houston

Haynes, *A Night of Violence* (1976)
Salazar, *Mutiny of Rage* (2021)
Reich, "Soldiers of Democracy" (1996)

February 29: Chicago and Tulsa

Hirsch, *Riot and Remembrance* (2002)
Tuttle, *Race Riot* (1970)
Coit, "Our Changed Attitude" (2012)

March 21: Class and Race

Foley, *Specters of 1919* (2008)
Andrews, "Black Working Class" (2008)
Norwood, "Bogalusa Burning" (1997)

Final Historiography Paper is due on Friday, May 3, 2024, by 8 AM.

TECHNOLOGY REQUIREMENTS, ACCESS, AND NAVIGATION

The following information has been provided to assist you in preparing to use technology successfully in this course:

Word Processing: Students will need access to a word processor and printer to prepare written exams and research projects. Students should be able to insert footnotes into papers.

Communication: Students will need to have access to a computer with capabilities for Zoom and for access to MyLeo Online.

COMMUNICATION AND SUPPORT

Interaction with Instructor:

Students are encouraged to contact the professor for any and all reasons whatsoever. The more you let me know what is going on with you, the better I can help you out when necessary. The best way to get in touch with the professor is through email. Please talk to me about any concerns you might have and about any problems or issues that arise during the term. I can be very understanding but only if I know what is going on with you.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Classroom Behavior

All students are expected to observe basic tenets of common decency and acceptable behavior conducive to a positive learning environment (See Student's Guide Handbook, Policies and Procedures, Conduct). I can be very understanding of problems that might arise over the course of the semester, but only if I know what is going on with you. I encourage you to come to my office hours, to get to know me, and to keep me informed of any issues you might have that would affect your performance in this class.

Academic Honesty

In all courses, we expect that all work that you do and turn in is your own. It is the policy of the University, the History Department, and myself that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be tolerated. Plagiarism is defined as deliberately taking the words or ideas of someone else and passing them off as your own. Cheating is obtaining unauthorized assistance on any assignment. Collusion is the selling of academic products with the intention that they be submitted to satisfy an academic requirement. Students are expected to uphold and support the highest academic standards at all times. Any student found guilty of academic dishonesty will automatically fail the assignment in question, will likely fail the entire course, and will be subject to disciplinary action by the University (See Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3]). Further information on the History Department plagiarism policy can be found on the History Department web page. If you are even unclear about what constitutes plagiarism or academic dishonesty, please ask.

Writing Center

Students are encouraged to take advantage of the resources of the Writing Center for assistance with drafting their papers. The Writing Center is a resource for you. They will not write your paper; they will help you improve your writing skills. If you use the Writing Center, please plan ahead. They can only help you if you see them in advance and have time to incorporate their suggestions into the final paper. More information can be found at <http://www.tamu-commerce.edu/litlang/CSC/>.

Syllabus Changes

The syllabus is a plan, not a contract. Circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced as far in advance as is practicable.

Counseling Center

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry

Texas Senate Bill-11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Statement on Student Grievances

Students who have questions or concerns about the Instructor's course policies or the conduct either of the Instructor or a classmate should first consult with the Instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky (Sharon.Kowalsky@tamuc.edu). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services, Gee Library, Room 162

(903) 886-5150 or (903) 886-5835 phone

(903) 468-8148 fax

Email: Rebecca.Tuerk@tamuc.edu

Website: Office of Student Disability Resources and Services