

Spring 2016 – History 497: African American Life in Washington, DC
Professor Maurice Jackson, Department of History

Spring 2016, Tuesdays & Thursdays, 3:30-4:45 in ICC 204
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Office Hours: Tuesdays and Thursdays 1:00 to 2:00PM and by appointment
Emails are no substitute for office visits nor are after class or hallway talks.

Washington, DC is “a city where the American dream and the American nightmare, pass each other daily, on the street and do not speak,” wrote an anonymous American some time back. Today she could be speaking about the plight of many in the nation’s capital: African Americans, Latin Americans, the homeless, many of them veterans, and others who had not benefited from the American Dream, in this city. In fact, DC is only capital city in the world where voters do not select their own voting representative to the national Congress. In this course, we will explore the “other Washington” not just the City of grand monuments and the Capital of the nation. We will study the city where Duke Ellington was born, and where Frederick Douglass died. We will look first at Washington DC, as a city of slaves, and then as a city of freedmen and women and home to the Freedman’s Bureau. Then we will look at how the city and its population developed over the 20th and into the 21st Century. We will explore issues of race, class, sex, the riots of 1835, 1919 and 1968, education, gentrification and political activity. We will study the migration of Blacks from the American South, Africa, the Caribbean and Latin America, (some who came to work and others to attend Howard University and other schools) all who brought something special to the make up of Washington, DC. We will look at the recent gentrification and demographics of the city. We will, from time to time, have very special guests and will make visits to important cities. Please Google our guests in advance of their visit.

Class attendance is mandatory. I tally attendance sheets. All must visit the building museum exhibit on dc, the DC historical society or the Washingtonian Room at the MLK library and submit a 2-page report. This counts towards course participation. You will be marked down one grade, for every absence, after the second miss, unless you have a medical or other valid excuse. Three papers are required.

First Thematic Paper, 3-5 Pages – 10% (10)
Midterm Paper, 5-7 pages – 20% (30)
Class Participation – including Final Paper Presentations – 30% (60)
Final Paper – 15 pages with bibliography 40% (100)

For the final assignment, you will write a 15 page analytical paper with detailed bibliography. Papers will be due on the last day of the examination period. **You will discuss your paper the day the exam is scheduled.** All papers double-spaced. You must properly footnote these papers. Parenthetical footnotes are not accepted. Please consult a writing manual of style. I will also give you a writing guide developed in the GU History Department. For the classroom participation grade (30%), you must demonstrate your knowledge of the week’s readings in class. **Final Paper 40% of Grade due at time of scheduled and presentation.**

While students are encouraged to use the Internet, all websites must be documented properly. I am familiar with the written and primary sources, but I may not know the entire WEB sources; thus, if you use them – you must give me a copy of the sources, date accessed and cites and printouts. I often check written sources to see if authors are properly quoted. You may e-mail me this material. Plagiarism, or

“passing off as one's own the ideas or writings of another,” is cheating.¹ Cases of plagiarism, as well as other instances of academic misconduct, will be handled according to the guidelines established by the Georgetown University Undergraduate Honor System.

For more information, please read <http://www.georgetown.edu/undergrad/bulletin/regulations6.html> and <http://honor.georgetown.edu/main.html>. Any student determined to have plagiarized on any assignment will fail the course.

Many readings and sources will posted on Blackboard.

Week Two: January 19 and 21

Tuesday: *The Radical King*

Text : http://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-acceptance.html

Video: <http://www.nobelprize.org/mediaplayer/index.php?id=1853>

Thursday: Slavery in Washington, D.C. Nation's Capital

Maurice Jackson, “Washington, D.C.: From the Founding of a Slaveholding Capital to a Center of Abolitionism,” Special issue, *Journal of African Diaspora Archeology and Heritage* “Atlantic Approaches on Slave Resistance in the Americas.” May, 2013, 38-64.

Maurice Jackson, “Emancipation Day 2012: More meaningful than ever,” *The Washington Post*, April 13, 2012.

Week Three: January 26 and 28

Tuesday: Slavery in Georgetown

GU Working Group on Slavery, Memory & Reconciliation

sites.google.com/a/georgetown.edu/slavery-memory-reconciliation/group-members

Read select articles in the cite—

<http://americamagazine.org/issue/breathing-space>

optional excerpts Lesko, Kathleen, ed *Black Georgetown Remembered: A History of Its Black Community from the Founding of “The Town of George” in 1751 to the Present Day.*

Thursday:

James Johnston, “Every Picture Tells a Story” in *Maryland Historical Magazine*

James Johnston, “Mamout Yarrow: The Man in the Knit Cap” Sunday, February 5, 2006; W16 *Washington Post*

<http://www.currentnewspapers.com/admin/uploadfiles/GT%2008-13-2014.pdf>

https://www.washingtonpost.com/local/is-one-of-the-worlds-rarest-paintings-lost-somewhere-in-washington/2015/10/25/983cb3a2-7a8c-11e5-b9c1-f03c48c96ac2_story.html

Week Four: February 2 and 4: Prelude to the Civil War, Reconstruction and After in Washington, DC

Howard Gillette, *Between Justice and Beauty: Race, Planning and the Failure of Urban Policy in Washington, DC*, 1- 47

Maurice Jackson – Slide show of 1835

Hari Jones “The Civil War in Washington: Civil War Washington” assigned readings. Please Google Hari Jones “For Light and Liberty,” and view at least one of his lectures or television interviews.

<http://www.civilwar.org/education/history/emancipation-150/the-road-to-emancipation.html>

¹ *Georgetown University Undergraduate Bulletin, Section VI: The Honor System.* Retrieved January 10, 2005, from www.georgetown.edu/undergrad/bulletin/regulations6.html#standards.

Joseph P. Reidy, "'Coming Home from the Shadow of the Past': The Transition From Slavery to Freedom at Freedmen's Village, 1863-1900." *Virginia Magazine of History and Biography* 95, no. 4 (1987), 403-428.

Howard Gillette, *Between Justice and Beauty: Race, Planning and the Failure of Urban Policy in Washington, D.C.*, 49-68.

Week Five: February 9 and 11.

1st Paper Due 10% 3-5 pages.

Washington, the New Century: Migration and the City Beautiful

Gillette, *Between Justice and Beauty*, 69-129, James Borchette,

Alley Life in Washington: Family, Community, Religion, and Folklife in the City, 1850-1970, 156.

Week Six: February 16 and 18

When Washington Was In Vogue, A Lost Novel of the Harlem Renaissance

THE 1919 RIOTS—Jackson slide show

David F. Krugler, "A Mob in Uniform," *Washington History*, vol. 21, 2009, pps.49-77.

Between Justice and Beauty, 109-129

Week Seven: February 23 and 25

James Borchert, *Alley Life in Washington*

Week Eight: March 1 and 3

Elliot Liebow, *Tally's Corner: A Study of Negro Street Corner Men.*

2nd Mid term Paper Due 20% 5-7 pages

Spring Break: March 4-14

Week Nine: March 15 and 17

George Pelecanos, ed. *D.C. Noir*

Easter Break March 23-28

Week Ten: March 29 and 31

Maurice Jackson, "Great Black Music and the Desegregation of Washington, D.C." vol. 26, Spring 2014, 13-34.

Mapping segregation with Mara Cherkasky. The Mapping Segregation story map is linked to <http://prologueDC.com/blog/mapping-segregation/>. links to a number of pertinent articles on our Facebook page, <https://www.facebook.com/PrologueDC/>

Week Eleven: April 5 and 7

Special Guest Pulitzer Award winner and MacArthur Genius award recipient

Edward P. Jones author of *LOST IN THE CITY*

Week Twelve: April 12 and 14

The 1968 Race Riots in WDC assigned readings—research prep

Jackson slide show

Between Justice and Beauty, 132-189.

Dana Schaffer, "The 1968 Washington Riots in History and Memory" *Washington History*,

Fall/Winter 2003-2004, 15(2).

1968 Riots | DCentric
dcentric.wamu.org/tag/1968-riots.

Week Thirteen: April 19 and 21 – Washington’s U Street: A Biography

Special Guest author Blair Ruble.

Week Fourteen: April 26 and 28

Go –Go Live: The Musical Life and Death of a Chocolate City

Special Guest, author Natalie Hopkinson

What Next for the Other Washingtonians: The New Demographics of WDC “Washington, Our Changing City,” Urban Policy Institut

Lisa Sturtevant, “ The New District of Columbia: What Population Growth and Demographic Change Mean for the City,” *Journal of Urban Affairs*, Vol. 36, no. 2, 276-299. *Between Justice and Beauty*, 190-226. Select articles.

Required texts for History 497 are:

1. Elliot Liebow, *Tally’s Corner: A Study of Negro Street Corner Men*, Little Brown.
2. Howard Gillette, *Between Justice and Beauty: Race, Planning and the Failure of Urban Policy in Washington, DC*, University of Pennsylvania Press.
3. Edward P. Jones, *Lost in the City*, Amistad Books.
4. Blair Ruble—*U Street A Biography*
5. James Borchette, *Alley Life in Washington: Family, Community, Religion, and Folklife in the City, 1850-1970*, University of Illinois Press.
6. George Pelecanos – *DC Noir*
7. Edward Christopher Williams, *When Washington Was In Vogue*
8. Natalie Hopkinson-*Go –Go Live: The Musical Life and Death of a Chocolate City*
9. Maurice Jackson and Blair Ruble, eds. “Jazz in Washington, DC,” *Washington History, Journal of the Historical Society of Washington*, Spring 2014.

Books on reserve at Lauinger. See me if you have any problems with finding books.

Note: Please discuss with me the option of registering for the 1-credit UNXD 130 CBL: Social Action course through the Center for Social Justice and completing 30 hours of community-based learning as a supplement to this course.

Georgetown University * Spring 2016
Professor Maurice Jackson

HISTORY 297: FREEDOM STRUGGLES / Philosophies of Freedom in the African Diaspora
Lecture and Discussion – Tuesday and Thursday, 11:00am – 12:15pm; CAR BARN 202

Email: jacksonz@georgetown.edu

Office ICC 595

Phone: (202) 687-1619

Office Hours: 1-2pm and by appointment.

E-mail does not substitute for office visits. Papers not accepted by e-mail; no late papers.

In this course, we will examine the intellectual, social, political, religious, and political history of select African, Caribbean, and African American Freedom Movements. Beginning with the first written expressions of liberty by former enslaved Africans in the late 18th Century, we will travel the path of the ideas and actions along several centuries. The course will begin by looking at the various origins of the concept of race and the ideas and ideologies that it has evoked. Special attention will be paid to the notions and concepts that people of Africa and its Diaspora have used to combat theories and systems of racial inferiority to and develop their own philosophies for freedom and equality throughout the world. The ideas of David Walker, Frederick Douglass, Maria Stewart, Martin Delaney, Booker T. Washington, W.E.B. DuBois, Angela Davis, Marcus Garvey, Malcolm X, Martin Luther King Jr., and their contemporaries will be explored. We will also look at ideas of African and Caribbean leaders whose works have had tremendous influences on African Americans. Among them will be Marcus Garvey (Jamaica), C.L.R. James (Trinidad), Amilcar Cabral (Guinea-Bissau/Cape Verde), Frantz Fanon (Martinique), Kwame Nkrumah (Ghana), Nnamdi Azikiwe (Nigeria), and others. Theories of Pan-Africanism, Black Nationalism, Negritude, Marxism and Communism, Decolonization and those of Black organizations from the Niagara Movement to the Black Panther Party to African Independence movements will be explored.

Most weeks there will be one lecture and one discussion session.

Required Texts:

I Am Because We Are, edited by Fred Hord

Let Nobody Turn Us Around, edited by Manning Marable and Leith Mullins

Pan-African History, Hakim Adi and Marika Sherwood

Voices of Decolonization, Todd Shepard

Books on reserve at Lauinger Library. See me if you have any problems with finding books.

Week One

January 14: Introduction and Expectations

Week Two:

January 19 (lecture): Dr. Martin Luther King

January 21 (discussion): *The Radical King*

Text : http://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-acceptance.html

video <http://www.nobelprize.org/mediaplayer/index.php?id=1853>

Week Three:

January 26 and 28: Race/Racism/Early Racist philosophies/ Early antislavery philosophies

Nina G. Jablonski, "The Evolution of Human Skin and Skin Color," *Annual Review of*

Anthropology, 2004, pp. 585-623.

Claudia Dreifus, "A Conversation with Nina G. Jablonski: Always Revealing, Human Skin in an Anthropologist's Map, in *New York Times* January 9, 2007.

Leith Mullings, "Interrogating Racism: Toward an Antiracist Anthropology," *Annual Review of Anthropology*, 2005, pp. 667-686.

Mark P. Leone, Cheryl Janifer LaRouche and Jennifer J. Barbiarz, "The Archaeology of Black Americans in Recent Times," *Annual Review of Anthropology*, 2005, pp. 575-591.

David Brion Davis, "Constructing Race: A Reflection," *William and Mary Quarterly*, 3rd ser., Vol. 54, No. 1. (Jan., 1997), pp. 7-18.

Week Four

February 2 and 4: Slavery in Georgetown and Washington, D.C.

GU Working Group on Slavery, Memory & Reconciliation

sites.google.com/a/georgetown.edu/slavery-memory-reconciliation/group-members

<http://americamagazine.org/issue/breathing-space>

Week Five

February 9 and 11: Foundations – Slavery and Abolitionism, 1768-1861

Marable, *Let Nobody Turn Us Around*, Section One

Assignment: Paper #1 Due (10%) 3-5 pages. Compare any author to *David Walker's Appeal*.

Week Six

February 16 and 18: Reconstruction and Reaction: The Aftermath of Slavery and the Dawn of Segregation, 1861-1915

Marable, *Let Nobody Turn us Around*, Section Two

Week Seven

February 23 and 25: From Plantation to Ghetto: The Great Migration, Harlem Renaissance, and World War, 1915-1954

Let Nobody Turn us Around, Section Three

Week Eight

March 1 and 3: The Philosophy of W.E.B. DuBois.

Select assigned readings *Handouts W.E.B. DuBois Reader* Chapter Twelve and more.

Read all of Du Bois in our texts.

Assignment: Mid term Paper #2 Due 20% 5-7 pages

Spring Break: March 4-13

Week Nine

March 15 and 17: Black Radicalism/Marxism/Socialism/ Race and Social Thought 1954 until 1994

First part of the Communist Manifesto

Marable, *Let Nobody Turn us Around*, Sections Four and Five.

March 22: 2nd paper topic review

Easter Break: March 23-28

Week Ten

March 29 and 31: Black Women: Philosophy and Freedom

I am Because We Are, pps. 231- 242, pps. 296-303 and 329-337

Chapter 4 and 9, *Let Nobody Turn us Around*, Section Five, Chapters 1 – 5, 9, 11, 16

Week Eleven

April 5 and 7: The Caribbean

I am Because We Are, Section on Caribbean Philosophy and select reading.

Each student will look at a distinct Caribbean leader and thinker.

Maurice Jackson “Friends of the Negro Fly with Me” in *Early American Studies*, vol. 6.no.1, sp. 2008, 59-103.

Week Twelve

April 12 and 14: Africa

I am Because We Are, Section on African Philosophy

Each student will present on a distinct African leader and thinker.

Week Thirteen

April 19 and 21: Decolonization

Voices of Decolonization, Todd Shepard

Relevant sections on Africa in *Pan African History*, Adi and Sherwood

Week Fourteen

April 26 and 28: Modern African American Philosophy and Philosophers

Reviewing the writings of Ta Nehisi Coates, Robin Kelly, and others public intellectuals.

Course Assignments

Paper 1 – 10%

Midterm Paper 2 – 20%

Class Room Participation – 30% on week’s readings in class

Final Paper and Presentation – 40%

The final paper will be a 10-12-page paper demonstrating your ability to research, analyze, and write about your chosen topic. Bibliographies required for all papers. All students will present their papers due at time of scheduled final exam. I will give you a description of the makings of a well-written history paper. No parenthetical citations. Use footnotes at bottom of each page.

Note: Please discuss with me the option of registering for the 1-credit UNXD 130 CBL: Social Action course through the Center for Social Justice and completing 30 hours of community-based learning as a supplement to this course.