Racial Violence in the United States
History 4390 & 5390
University of Arkansas Little Rock
Spring Semester 2019

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Office Hours: By appointment

Racial Violence
History 4390/5390

HIST 4390/5390. Racial Violence in the United States

Description: analysis and explanation of the political, social, and economic events associated with Race and Racialized Violence from First Contact to the present time. Special attention is devoted to the Construction of Racial Identity, Whiteness, and Americanization. Three credit hours.

Required Texts:

A Festival of Violence: An Analysis of Southern Lynchings, 1882 – 1930 by Stewart E. Tolnay and E. M. Beck

Killers of the Flower Moon by David Grann

Blood in Their Eye: The Elaine Race Massacres of 1919 by Grif Stockley

STUDENT LEARNING OBJECTIVES - CORE COURSES

Learning Outcomes (Course Objectives)

1. Students will develop a knowledge of Race Theories, Americanization, Slavery, Immigrant experiences.

2. Students will develop a knowledge of historical information associated with Race and Racial Violence such as names, dates, events, terms, and concepts in U. S. history

3. Students will analyze historical incidents of racial violence to understand issues of injustice, inequality, segregation, minority protests (Civil Rights), Police Shootings, and ideas of white supremacy.
How Grading is weighted:

Three Papers – 300 points  
Journal – 100 points  
Attendance/ Participation – 40 point

Grading Scale:
A=100-90%  
B=89-80%  
C=79-70%  
D=69-60%

Papers:
There are three papers throughout the course of the semester. Papers should be double-spaced and use Times New Roman (12) front. They should also combine sources used in the class with those researched by the student. Undergraduate papers should be 6 – 8 pages in length (Graduate papers should be 10 – 15. Sources should be cited using Turabian style (http://www.libs.uga.edu/ref/turabian2009.pdf ).

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Paper Topic</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>February 22 (5 pm)</td>
<td>Discuss theories of the origin of Race in America and explain how exploitation, violence, economics are connected to Race.</td>
<td>100</td>
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<tr>
<td>March 29 (5 pm)</td>
<td>Manifest Destiny is based on a premise of white supremacy. Discuss how Manifest Destiny was weaponized against Native Americans, African Americans, and immigrants who were non-white. Explain how and why some immigrants were able to obtain whiteness.</td>
<td>100</td>
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<tr>
<td>May 8 (5 pm)</td>
<td>Discuss the Evolution of Race Violence in America from Chattel Slavery to recent incidents of racial violence.</td>
<td>100</td>
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Journals: Students are required to keep a weekly journal. Journal entries are one to two page reflections on that week’s readings, viewed items, and/or class discussion. Students are advised to create a file in their Document file or to create a folder on the Google Share Drive. Please remember to back up copies in another location in there is an emergency. Journals should have 14 entries, one for each of the assignment weeks. Journals should be turned in with final papers. Journals are due on May 8 (5 pm)
Plagiarism/Academic Dishonesty Statement:
College and University regulations regarding academic dishonesty, as set forth in the UALR student handbook and other University documents and publications, will be strictly enforced in this class. Any student caught in the act of cheating will be assigned a grade of zero points (F) for the assignment in question. If written work does not appear to be your own, you will be questioned about it and appropriate action will be taken. If you are unclear about what constitutes academic dishonesty, please ask me. **There will be no exceptions to this policy.**

Attendance:
Attendance will be a formal part of your grade. Classroom discussion of material is encouraged. Attendance will be taken at each class, and excessive absences will factor into your final grade. **More importantly, missing two consecutive weeks of class without notifying the instructor could result in your administrative withdrawal from the class.**

Classroom Manners:
Coming late, leaving early, reading the newspaper, talking, sleeping, and cellular phones or beepers sounding in class are all signs of disrespect toward the instructor and the other students. Please be courteous and respect the class environment.

**NOTE:** Electronic devices (phones, pagers, laptops, and recording devices) are prohibited during class without prior consent from the professor.

Students with Disabilities:

It is the policy of UALR to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability, who needs accommodation, for instance in seating placement or arrangements for examinations, should inform the professor at the beginning of the course. **Students with Disabilities:** It is the policy of the University of Arkansas at Little Rock to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. Students are also welcome to contact the Disability Resource Center, telephone 501-569-3143 (v/tty). For more information, visit the DRC website at [http://ualr.edu/disability/](http://ualr.edu/disability/).

Disclaimer:

1. The syllabus can be altered or amended by the professor at his discretion
2. Grades are not negotiable.
3. Deadlines and submission dates are on the syllabus for a reason (adhere to them)
Course Calendar

Week One (Jan. 20 - 26): What is Race? What is Violence?
Richard Wright: The Meaning of Violence David P. Demarest, Jr.
Negro American Literature Forum, Vol. 8, No. 3 (Autumn, 1974), pp. 236-239

How Does It Feel to Be a Problem? The Missing Kerner Commission Report

Mary Alice Daniel, “The History White People Need to Learn” – (Salon)

Jane Elliott – Blue eyed/ Brown eyed Experiment – (US Today)

The Invention of the White Race – Theodore Allen – Chapter 13

The Negro and the American Promise – James Baldwin interview

Week Two: (Jan. 27 – Feb. 2): Native American Violence
Bury my Heart at Wounded Knee: Dee Brown
Chapters 1,

A Great Difference between Red and White - Sago-Yo-Watha (Red Jacket), Iroquois, 1805

Killers of the Flower Moon – David Grann: Read Chapters 1 – 7

Week Three: (Feb. 3 - 9): Native American Violence Cont.
Bury my Heart at Wounded Knee: Dee Brown
Chapters 17, 18

The Forgotten Minorities in Police Shootings (CNN)

Killers of the Flower Moon – David Grann: Read Chapters 8 – 21
Week Four: (Feb. 10 – Feb. 16): Dehumanization of Race

- *Slavery: A Dehumanizing Institution* – Nell Irvin Painter
- The Transformation of Theon Grayjoy to Reek – *Game of Thrones*
- *Reek and the depths of Ramsey Bolton’s Depravity* – *Game of Thrones*
- The Man that was a Thing: Reconsidering the Commodification of Slaves – Nicholas T. Rinehart (*Journal of Social History*)
- *The Dehumanizing Effects of Slavery* – Lesha Smith (*Medium*)

Week Five: (Feb. 17 - 23): Native American Violence

- Killers of the Flower Moon – David Grann: Read Chapters 8 – 21
  - *California Slaughter: The State-Sanctioned Genocide of Native Americans* by Alexander Nazaryan
- The Gold Rush’s Impact on Native Tribes - PBS

First Paper due on February 22 (5 pm)

Week Six: (Feb. 24 – Mar. 2): Slavery in the United States

- *The Slave Bible* - NPR
- Slavery and Sloth: A Study in Race and Morality, Stanford M. Lyman
- Slavery and Southern Violence: County Court Petitions and the South’s Peculiar Institution, Loren Schweninger
- Slave Patrols, “Packs of Negro Dogs” and and Policing Black Communities
  - Larry H. Spruill

Week Seven: (Mar. 3 - 9): Civil War and Reconstruction

- Job Busting at Baltimore Shipyards: Racial Violence in the Civil War-Era South
  - Frank Towers
Week Eight: (Mar. 10 – March 16): The Chinese

**CHINESE MASSACRE AT LOS ANGELES IN 1871 -C. P. DORLAND**
*Annual Publication of the Historical Society of Southern California, Los Angeles, Vol. 3, No. 2 (1894), pp. 22-26*

**Civil Disorder and the Military in Rock Springs, Wyoming: The Army's Role in the 1885 Chinese Massacre** - Clayton D. Laurie
*Montana: The Magazine of Western History, Vol. 40, No. 3 (Summer, 1990), pp. 44-59*

**The Chinese Massacre: One of Los Angeles' Worst Atrocities** – Lost LA

Week Nine: (March 17 – March 23): Spring Break

Week Ten: (March 24 –March 30): Irish and The Italians

**The Irish and the "Americanization" of the "New Immigrants" in the Streets and in the Churches of the Urban United States, 1900-1930** - James R. Barrett, David R. Roediger
*Journal of American Ethnic History, Vol. 24, No. 4 (Summer, 2005), pp. 3-33*

**Americanizing the Immigrant, Past and Future: History and Implications of a Social Movement** - Otis L. Graham, Jr., Elizabeth Koed
*The Public Historian, Vol. 15, No. 4 (Autumn, 1993), pp. 24-49*

Second Paper due on March 29 by 5 pm

Week Eleven: (March 31 – Apr. 6) Post – Reconstruction / Jim Crow Era

*Social Science History, Vol. 14, No. 3 (Autumn, 1990), pp. 347-370*

**Racial Violence and Social Reform-Origins of the Atlanta Riot of 1906** - Charles Crowe
*The Journal of Negro History, Vol. 53, No. 3 (Jul., 1968), pp. 234-256*

**A Mob in Uniform: Soldiers and Civilians in Washington's Red Summer, 1919** - David F. Krugler
*Washington History, Vol. 21 (2009), pp. 48-77*

**Mass Media and Governmental Framing of Riots: The Case of Tulsa, 1921**
Week Twelve: (Apr. 7–13): Lynching

A Festival of Violence – Tonay and Beck – Chap. 1-3

Blood in Their Eyes – Stockley - Introduction, Chap. 1, 2 and 5

*The Origins of Postbellum Lynching: Collective Violence in Reconstruction Louisiana*

Michael J. Pfeifer

*Louisiana History: The Journal of the Louisiana Historical Association*, Vol. 50, No. 2 (Spring, 2009), pp. 189-201

*Without Sanctuary*

Elaine Massacre – NYPost

*The Arkansas Race Riot – Ida B. Well*

*Lynching in America – EJI*

Lynching - A Weapon of National Oppression by *Haywood, Harry (1898-1985) and Howard, Milton*

Week Thirteen: (Apr. 14 - 20): World War II & Civil Rights

*Gi Joe Meets Jim Crow: Racial Violence and Reform in World War II Florida*

Gary R. Mormino


*Emmitt Till* – American Experience

*Mississippi Goddam – Nina Simone*

*Murder in Mississippi – American Experience*

*Birmingham Church Bombing 50th Anniversary*

*What were the Zoot Suit Riots – History.com*

*Threads of the Zoot Suit Riots – Voces Nova*
Week Fourteen: (April 21 - 27)

A teen was shot by a watchman 5 years ago. And the Trayvon Martin case became a cause

Trayvon Martin Attacked George Zimmerman, Report Says (Fox News)
Gun that killed Trayvon Martin 'makes $250,000 for Zimmerman' (BBC)

Ferguson shooting: Four years after Michael Brown's death, how have things changed – Clark Mindock
Missouri cop was badly beaten before shooting Michael Brown, says source (Fox News)

#BlackLivesMatter: the birth of a new civil rights movement

THE NEGRO TWEETS HIS PRESENCE: BLACK TWITTER AS SOCIAL AND POLITICAL WATCHDOG

Ex-officer Michael Slager pleads guilty in shooting death of Walter Scott -By (CNN)
Tamir Rice shot 'within two seconds' of police arrival
Cops kill man[Crawford] at Walmart carrying a BB gun (CNN)
Officer in Walmart shooting says he never saw Crawford threaten anyone (Dayton Daily News)
Family of man killed in BB gun case sues police and Walmart (CNN)

Mapping Police Violence

Week Fifteen: (April 28 – May 4)

Charleston church shooter: 'I would like to make it crystal clear, I do not regret what I did'
Remembering Obama's 2015 speech at the Charleston shooting service, where he sang 'Amazing Grace'
RESEARCH SHOWS THAT WHITE MASS SHOOTERS ARE TREATED MORE SYMPATHETICALLY BY THE MEDIA
When the shooter is White – Jonathan M. Metzl (Podcast)
White nationalists use tiki torches to light up Charlottesville march – Paul Murphy (CNN)
New details emerge about the Charlottesville attack suspect (fox)
Charlottesville: Race and Terror – VICE News Tonight on HBO
Christopher Cantwell Cries
How America has silently accepted the rage of white men (CNN)

Week Sixteen: (May 5 - 11)

Student Consultation
(May 8 – Final Paper and Student Journal due by 5 pm)
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<thead>
<tr>
<th>Writing and Homework Assignment Grading Rubric</th>
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<tbody>
<tr>
<td><strong>The “A” Paper</strong></td>
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<tr>
<td><strong>Thesis:</strong> Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.</td>
</tr>
<tr>
<td><strong>Structure:</strong> Evident, understandable, and appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.</td>
</tr>
<tr>
<td><strong>Use of evidence:</strong> Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.</td>
</tr>
<tr>
<td><strong>Analysis:</strong> Author clearly relates evidence to &quot;mini-thesis&quot; (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.</td>
</tr>
<tr>
<td><strong>Logic and argumentation:</strong> All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.</td>
</tr>
<tr>
<td><strong>Mechanics:</strong> Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.</td>
</tr>
<tr>
<td><strong>The “B” Paper</strong></td>
</tr>
<tr>
<td><strong>Thesis:</strong> Promising, but may be slightly unclear, or lacking in insight or originality.</td>
</tr>
<tr>
<td><strong>Structure:</strong> Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.</td>
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<tr>
<td><strong>Use of evidence:</strong> Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.</td>
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<tr>
<td><strong>Logic and argumentation:</strong></td>
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<td><strong>Mechanics:</strong></td>
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<tr>
<th>The “C” Paper</th>
<th><strong>Thesis:</strong> May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.</th>
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<tr>
<td><strong>Structure:</strong></td>
<td>Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.</td>
</tr>
<tr>
<td>Use of evidence:</td>
<td>Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.</td>
</tr>
<tr>
<td><strong>Analysis:</strong></td>
<td>Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.</td>
</tr>
<tr>
<td><strong>Logic and argumentation:</strong></td>
<td>Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.</td>
</tr>
<tr>
<td><strong>Mechanics:</strong></td>
<td>Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.</td>
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<p>| The &quot;D&quot; Paper | <strong>Thesis:</strong> Difficult to identify at all, may be bland restatement of obvious point. |</p>
<table>
<thead>
<tr>
<th>Structure:</th>
<th>Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.</th>
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<tr>
<td><strong>Use of evidence:</strong></td>
<td>Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; &quot;plopped in&quot; in improper manner.</td>
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<tr>
<td><strong>Analysis:</strong></td>
<td>Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.</td>
</tr>
<tr>
<td><strong>Logic and argumentation:</strong></td>
<td>Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.</td>
</tr>
<tr>
<td><strong>Mechanics:</strong></td>
<td>Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.</td>
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**The “F” Paper**

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.

**NOTE:** You are responsible for *all* information in this syllabus, whether you choose to read it or not. Not following the instructions and guidelines outlined in this syllabus could have a negative impact on your grade. “I didn’t know” will not be accepted as an excuse for failing to follow the guidelines and instructions clearly spelled out here. The syllabus and information therein is subject to modification at the instructor’s discretion.