

PRINCETON UNIVERSITY
Department of African American Studies (DAAS)
Department of English

The Shaping of a City: Spatial Boundaries in Jim Crow-Era New Orleans; Fall 2018

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Course Description

The Jim Crow era lasted for nearly a century in the southern United States. The primary question that will be examined throughout this course is: *Why is interpreting the concept of “space” important when studying race, and, how does spatial-geography impact identity formation?* In urban planning, the idea that “space” impacts everything is foundational to the field: the architecture; the landscape; the people living within those structures, and structural boundaries put in place, such as expressways, waterways, railways, parks, and walls that affect society as a whole, whether directly or indirectly. Additionally, “zoning”, designated land-areas that are divided into separate sections or “zones,” that allow or prohibit various forms of land-use enforced by the local or municipal government(s), has lasting ramifications among local citizens and stakeholders that are invested in various neighborhoods, wards, parishes, or districts. Teasing out the complex intersections between race and space provides researchers with an analysis that architectural historian Dell Upton has appropriately termed, “the social experience of the built environment.” The objectives for this course are not only to discuss how Blackness, legalized-racial segregation, and space shapes identity formation, but also to explain why, and for what purpose.

Course Objectives

- Students will analyze and interpret complex theoretical, literary, and cultural texts by Literary Scholars, Africana Studies Scholars, and Geographers. (Critical Thinking, Critical Reading)
- Students will utilize critical race theory and historical analysis behind Jim Crow, legalized racial-segregation, as lenses through which to interrogate sociological-historical issues that have proceeded from the Civil Rights Movement for Black liberation. (Critical Thinking)
- Students will utilize these lenses to help construct thesis driven argumentative and/or exploratory essays. (Effective Written Communication)
- Students will learn how to conduct research in the field of African American Studies and English (Effective Written Communication)

Course Evaluation using xxxx

As part of our commitment to providing you with a quality education, you will be offered the opportunity, toward the end of the semester, to evaluate aspects of this course. Princeton University uses a standardized evaluation through xxxx. During the last few weeks of class, you will receive an Email and/or Canvas notification to complete an on-line evaluation of each of your courses. Questions will range from general impressions of the course and instructor to assessing more specific learning gains as a result of participating in a course. We need your feedback! We ask that you complete these course evaluations in a timely manner; all responses are anonymous and instructors will only be able to review the results after all grades are submitted. You have the ability to help us provide you with the best learning experience possible; we value your input - it does make a difference.

Academic Integrity Statement

Any student who submits plagiarized work will be subject to the penalties described in the **Honor Code** and outlined in Princeton University's "Academic Integrity Policy" (<http://www.princeton.edu/pr/pub/integrity/pages/intro/index.htm>)

The Princeton University Honor code asks each student to do his/her own work in his/her own words.

A student shall neither hinder nor unfairly assist the efforts of other students to complete their work. All individual work that a student produces and submits as a course assignment must be the student's own. Cheating and plagiarism are acts of academic dishonesty.

Cheating is an act that deceives or defrauds. It includes, but is not limited to, looking at another's exam or quiz, using unauthorized materials during an exam or quiz, colluding on assignments without the permission or knowledge of the instructor, and furnishing false information for the purpose of receiving special consideration, such as postponement of an exam, essay, quiz or deadline of an oral presentation.

Plagiarism is the act of submitting as one's own the work (the words, ideas, images, or compositions) of another person or persons without accurate attribution. Plagiarism can manifest itself in various ways: it can arise from sloppy note-taking; it can emerge as the incomplete or incompetent citation of resources; it can take the form of the wholesale submission of other people's work as one's own, whether from an online, oral or printed source.

Students who take part in violations such as cheating or plagiarism are subject to a meeting with the Associate Dean of Academic Affairs, who has the authority to take further action, up to and including expulsion from Princeton University.

Statement Related to Turnitin

In this course you may be asked to submit some or all of your assignments for review by an on-line plagiarism service. This service will compare the content of your work to content found on the internet and several proprietary databases. Any work submitted to this service may become part of the service's permanent collection of submitted papers. After your work is submitted, the service will produce an originality report which will be sent to your instructor. Any student who submits plagiarized work will be subject to the penalties outlined in Princeton University's Academic Integrity Policy found in the *Student Handbook*.

Policies Regarding Students with Disabilities

Individuals with disabilities are guaranteed certain protections and rights of equal access to programs and activities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Therefore, Lebanon Valley College recognizes the responsibility of the college community to provide equal educational access for otherwise qualified students with disabilities.

Any student who needs classroom or testing accommodations is invited to present letters from the Center for Disability Resources and discuss accommodations with me after class or during office hours. The Center for Disability Resources is located in the **xxxx**. Students may schedule an appointment by calling **xxx-xxx-xxxx**.

If a student believes that appropriate accommodations are being denied, the student may file a grievance. Procedures for filing grievances may be found at <http://www.lvc.edu/disability-resources/students-rights-responsibilities.aspx>.

Inclusive Excellence

Princeton University is a community of inclusive excellence. We affirm the rights of all persons to a superior educational experience that is characterized by respect for others. As such, this class and all classes at Princeton University, are places where our core values of inclusiveness, civility and appreciation of difference are affirmed.

Title IX Statement

Princeton University prohibits discrimination on the basis of race, color, national origin, ancestry, religion/creed, sex, pregnancy, sexual orientation, gender identity or expression, age, disability, genetic information, marital/familial status, or veteran status in all programs and activities, as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and/or College policies.

Title IX makes it clear that violence, harassment, and any type of sexual misconduct based on sex and gender are civil rights violations. If you or someone you know has experienced violence, discrimination, or harassment, support is available through Counseling Services, Health Service, the Chaplain's office, the Victim Advocacy Program, and Title IX deputies. Please refer to the *Student Handbook* for specific contact information.

Course Requirements

Annotations

At the beginning of every **xxxx** class meeting, each student will submit a short annotation of the week's reading assignments on the course **xxxx** discussion board (See syllabus for due dates). Annotation should demonstrate careful readings of the text providing the following formatting/questions. Be sure to add vocabulary and a question at the end.

Formatting/Questions

- What is the point/main argument? This is the **analysis/interpretation** issue, which examines the author's angle.
- Who says? This is the **validity** issues, which examines on what (data, literature, hearsay, etc.) are the claims based.
- What's new? This is the **value-added issue**, which explores the author's contribution to existing knowledge. What are they adding to the conversation about urban geography and race?
- Who cares? This is the **significance** issue (the most important issue of all—the one that subsumes all others), which asks, a) is this work worth doing; b) is this text worth reading; c) does it contribute something important?
- Include a quote. Explain its relevance.
- Include vocabulary words—words or concepts that you are unable to readily define.
- Suggest two questions for discussion at the end of each annotation.

[Example]

Blay, Y. A. (2011). "Skin Bleaching and Global White Supremacy: By Way of Introduction. *Journal of Pan African Studies*," 4, 4-46.

If you do not understand White Supremacy-- what it is, and how it works-- everything else that you understand, will only confuse you. (Fuller, 1969) The cosmetic use of chemical agents to lighten the complexion of one's skin, also referred to as skin whitening, skin lightening, and/or skin bleaching, is currently a widespread global phenomenon. While the history of skin bleaching can be traced to the Elizabethan age of powder and paint (Blay, 2009a; Peiss, 1998; Williams, 1957), in its current manifestations, skin bleaching is practiced disproportionately within communities of color. Among these populations, colorism (1) constructs a spectrum upon which individuals attempt to circumnavigate the parameters of the white/non-white binary racial hierarchy by instead assigning and assuming color privilege based upon proximity to Whiteness. In this context, the White ideal (Kardiner & Ovesey, 1951)-- pale skin, long, straight hair, and aquiline features--exerts prevailing and enduring influences on societal assessments of human value. Skin bleaching then represents one attempt to approximate the White ideal and consequently gain access to both the humanity and social status historically reserved for Whites.

Vocabulary:

- Word: Definition here

Question:

- Would one have to understand White supremacy in order to understand skin bleaching?

Critical Project Proposal and Critical Project

Essays will follow Chicago Style guidelines for citing and bibliography. Due dates are provided on the syllabus. A handout with specific guidelines will be provided closer to the due dates.

For writing support, please refer to: <https://writing.princeton.edu/center>

Attendance and Class Participation

Due to the discussion format of this class, your attendance is especially important. Therefore, you must attend at least 2/3's of classes receive credit for this course. Attendance will be taken into account through your class participation grade.

You are responsible for what is covered in class whether or not you are present. If you miss class you may not make up missed in class assignments (including class participation).

Group Led Discussions

In groups of three, students will lead one discussion during this semester. Guidelines will be posted on xxxx.

Field Trip

We will travel to the National Museum of African American History and Culture in Washington D.C *Plan to be gone the entire day. Date and time will be confirmed at a later date.*

Grading

Your final grade is comprised of the following components:

Annotations	20%
Mid-semester Critical Project Proposal (Draft)	20%
4 Short Critical Reflections	20%
Annotated Bibliography and Final Project Proposal	30%
Participation and Attendance	5%
Group Led Discussion	5%

Late Papers

Essays not turned in on their due dates will be marked late and downgraded one letter grade for each late day. Extensions will only be given for extenuating circumstances and must be arranged with me ahead of time.

Schedule of Readings and Assignments:

Required Texts:

- Zuckerman, Phil ed., W.E.B. DuBois, *The Social Theory of W.E.B. DuBois*. London: Pine Forge Press, 2004.
- DuBois, W.E.B ed., *Black Reconstruction in America: 1860-1880*. New York: The Free Press, 1935.
- Massey Douglass S., Nancy A. Denton, *American Apartheid: Segregation and the Making of an Underclass*. Cambridge: Harvard University Press, 1993.
- Fischer, Roger A., *The Segregation Struggle in Louisiana: 1862-77*. Chicago: University of Chicago Press, 1974.
- Gleason, William, *Sites Unseen: Architecture, Race, and American Literature*. New York: NYU Press, 2011.
- DeCuir, Sharlene Sinegal. "‘Nothing to be Feared’: Norman C. Francis, Civil Rights Activism, and the Black Catholic Movement," in *The Journal of African-American History*. Summer 2016, Vol.101 Issue 3, p.312-334. 23p.
- King, Martin Luther. *Where do we go from Here: Chaos or Community?* Boston: Beacon Press, 1967.

***Please Note: Syllabus is merely a projection; it will more than likely be adjusted as we progress**

Week I: 8/30 What is African American Urban History and Geography?

- Introduction to each other and the course
- Go over syllabus

Week II: 9/6 Historical Context of Urban Geography and Race Ideology, Part I

- Race Ideology (Link on **xxxx**)
- Roger A. Fischer, *The Segregation Struggle in Louisiana: 1862-77*
- Douglass S. Massey and Nancy A. Denton, *American Apartheid* (Chapter 1 The Construction of the Ghetto, p. 17-59)
- **Due Today:** Critical Reflection #1

Week III: 9/13 Historical Context of Urban Geography and Race Ideology, Part II

- William Gleason, *Sites Unseen: Architecture, Race, and American Literature*.

Week IV: 9/20 Philosophies, Race, and Law

- W.E.B. DuBois *The Social Theory of W.E.B. DuBois* (Chapters Introduction Phil Zuckerman, II On Race Relations 6. Segregation, VII: On Crime 2. The Relations of Negroes to Whites in the South)

Week V: 9/27 Movements and theories regarding implementation of legalized racial-segregation in New Orleans

- Reconstruction (Link on [xxxxx](#))
- W.E.B. DuBois *Black Reconstruction* (Chapters The Black Worker I, The White Worker II, The Black Proletariat in Mississippi and Louisiana, The Propaganda of History XVII)
- **Due Today:** Critical Reflection #2

Week VI: 10/4 Historical Movements: Civil Rights

- *Plessy vs. Ferguson*, 1896 U.S. Supreme Court Case (Link on [xxxxx](#))
- Sharlene Sinegal DeCuir. “‘Nothing to be Feared’: Norman C. Francis, Civil Rights Activism, and the Black Catholic Movement”.

Week VII: 10/11 Comparison between *De Jure* and *De Facto* Racial-Segregation, the North

- Douglass S. Massey and Nancy A. Denton, *American Apartheid* (Chapter 3 Persistence of the Ghetto, p. 60-82)

Week VIII: 10/18 Comparison between *De Jure* and *De Facto* Racial-Segregation, the South

- Martin Luther King, Jr. *Where do we go from Here?*
- **Due Today:** Critical Reflection #3

Week IX: 10/25 Segregation in Post-Jim Crow Era New Orleans

- Douglass S. Massey and Nancy A. Denton, *American Apartheid* (Chapter 4 The Continuing Causes of Segregation, p. 83-114)

Week X: 11/1 Public Policy

- Douglass S. Massey and Nancy A. Denton, *American Apartheid* (Chapter 7 The Failure of Public Policy, p. 186-216)

Week XI: 11/8 TBA [space for flexibility]

Week XII: 11/15 Hurricane Katrina

- Spike Lee. *When the Levees Broke: A Requiem in Four Acts*. Documentary, 40 Acres & a Mule, 2006.
- **Due Today:** Critical Reflection #4

Week XIII: 11/22 Thanksgiving

Week XIV: 11/29 Post-Civil Rights Era New Orleans

- Reflections

Week XV: 12/6 Post-Civil Rights Era New Orleans

- Reflections

***Final Project due during Finals week.