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SOCIOLOGY (SOC) 8070

Black Sociology

FALL 2019

Class Time: W 2:00 - 4:50 / 1606 Crosley Tower

Office Hours: By Appointment

COURSE QUOTES

“If the first woman God ever made was strong enough to turn the world upside down all alone, women together ought to be able to get it right side up again!” Sojourner Truth (1851)

“Honest men may and must criticize America. Describe how she has ruined her democracy, sold out her jury system, and led her seats of justice astray. The only question that may arise is whether this criticism is based on truth, not whether it has been openly expressed.” W. E. B. Du Bois (1968)

“A mind that stays in the present atmosphere never undergoes sufficient development to experience what is commonly known as thinking.” Carter G. Woodson (1933)

“Success is to be determined not so much by the position that one has reached in life as by the obstacles which he (she) has overcome while trying to succeed.” Booker T. Washington (1901)

REQUIRED BOOKS (to purchase)

Delores P. Aldridge. 2009. *Imagine A World*

Zora Neale Hurston. *Dust Tracks on A Road*

Zora Neale Hurston. *Tell My Horse*

Katrina Sanders. 2005. *Intelligent and Effective Direction*

Marilyn Richardson (Ed.). 1987. *Maria W. Stewart: America's First Black Woman Political Writer*

REQUIRED ARTICLES (available on Blackboard)

See course schedule below.

COURSE OVERVIEW

This course is designed to provide you with an understanding of some of the scholarly and public contributions of early Black sociologists and intellectuals whose relevance and importance to the discipline have historically been excluded from narratives on the development of the discipline despite their continued bearing on multiple substantive topical areas and issues of importance. It is important to note that this course **is not** designed to be a comprehensive examination of the contributions of **every** single significant early Black scholar and **all** of their works. Instead, pieces deemed by me to be important and foundational for anyone professing to be a sociologist are covered and include, but are not limited to, W. E. B. Du Bois and the Atlanta Sociological Laboratory, Ida B. Wells, Zora Neale Hurston, Augustus Granville Dill and many other little known scholars at HBCUs including Fisk, Howard and Tuskegee.

This course challenges *taken for granted* assumptions on the discipline's origin, development and significant contributors. What is demonstrated in this class is, but for race, gender, homophobia and disciplinary politics, the sociological canon would today be more diverse and unrecognizable to past generations of sociologists had the works of these scholars and intellectuals been fully embraced by the "founding fathers" and early White practitioners of American sociology. Accordingly, in this class you will be required to analyze, compare/contrast and critically consider sociological issues utilizing the main theoretical perspectives of the discipline as well as theories grounded in the tradition of Black sociology. It is my expectation that each student who successfully completes this course will engage their specific substantive topical area (whether in a thesis, dissertation or other project) mindful of the Black Sociology lens that raises new and different questions while challenging existing theories on the major contributors and findings in your specific area of interest.

GROUND RULES

In my classes I encourage and emphasize the free exchange of ideas and viewpoints with the understanding that we will cover issues that may lead to intense discussions. If such moments arise each student, no matter how at a variance their opinion is with another's personal perspective, will be allowed to express their point of view without being verbally attacked. If there are differing opinions concerning a certain subject, those opinions will be allowed free expression as well as thoughtful responses. However, there is never an excuse for being disrespectful to anyone in this class. Disrespectful rebuttals and/or personal attacks will not be tolerated and will be dealt with accordingly.

While I understand that cellular phones are a part of our popular culture as many of us need to have instantaneous contact with certain people, cell phones should be turned off, not placed on vibrate or mute, during class. The only exception to this rule is when you are expecting an important call in reference to a specific emergency such as death, childcare, etc. Please notify me before class begins if you expect an emergency call that could possibly disrupt class. Failure to follow the cell phone rule will result in the individual student being asked to leave class, immediately, for that day.

ADDITIONALLY, AT NO POINT IS TEXT MESSAGING APPROPRIATE DURING CLASS. SHOULD YOU BE CAUGHT TEXTING DURING CLASS YOU WILL BE ASKED TO LEAVE CLASS FOR THAT DAY.

GRADING

Your final grade is based on a research paper (worth 50% of total grade), class discussion leader (20% of final grade), class participation (worth 20% of final grade) and attendance (worth 10% of final grade).

Research Paper

I do not believe it benefits graduate students to work on research papers for an entire semester, introductory level courses notwithstanding, that may never benefit them at some point in their academic or professional career. When I assign research papers it is with the expectation that the student will eventually *mold* it into something publishable or usable toward a body of literature they will someday explore. Accordingly, it is expected that students will complete a 15-20 page (this excludes title page, references/bibliography, etc.) paper that incorporates “some aspect” of Black sociology into an existing or new project. If you do not currently have an existing research project, it is possible that a literature review assignment on a specified topic concerning Black sociology can be arranged. Additionally, if you need ideas on a possible topic I have plenty of potentially groundbreaking topical areas you can conduct research on.

If you have an existing project and want to expand it for this class, you will need to schedule a meeting with me. This meeting will clarify 1) exactly what and how much existing work you have previously performed on the paper prior to this semester and 2) your specific plan to expand the existing paper to include some aspect of Black sociology. If it is determined that your existing project is not suitable for this course, then you will be asked to choose a different/original topic. If you opt to conduct a rigorous literature review you will need to schedule a meeting with me to develop a specific plan for your interests.

PRIOR TO THE 3RD WEEK OF THE SEMESTER, EACH STUDENT MUST HAVE MET WITH ME TO DISCUSS YOUR RESEARCH PAPER/IDEA OR HAVE SCHEDULED A MEETING TO DISCUSS YOUR RESEARCH PAPER/IDEA.

ALL RESEARCH PAPER TOPICS MUST BE FINALIZED, AND APPROVED, BY ME NO LATER THAN THE END OF THE FOURTH WEEK OF THE SEMESTER.

Discussion Leader

Each student will lead class discussion on a date agreed upon with me. The primary duty for this charge is to facilitate class discussion by mining that week’s assigned readings to tease out what you deem to be the most relevant and important materials. Under each week’s reading list there are several basic questions to serve as a guide for class discussion. You are not obligated to address these questions nor is it expected that your class discussion period will be limited to these questions. These are only guideposts on our journey thru that week’s assignment. It is not my expectation that discussion leaders will cover every minute aspect of each reading as some parts will generate more discussion than others. Meaning, there are some readings that may not be covered due to the popularity/interest in another. However, it is my expectation that the discussion leader will be able to articulate the main arguments of each reading when/if I call upon them with a question. The discussion leader will control the first half of the class. When the second half of the class begins, I will insert myself into the conversation as the co-discussion

leader and, when necessary, steer the conversation into a direction that was previously missed or not rigorously engaged.

Class Participation

It is the normative expectation in any graduate course that students engage in the discussion of reading assignments every period. This expectation is not designed to be punitive, but one means instructors can use to assess the students 1) coverage of the material; 2) ability to analyze the material; 3) ability to articulate the material; and 4) ability to develop a contrary or substantially supportive narrative on the topic that includes other literatures and/or theories. Each student is assessed a class participation grade for each class period. Thus, attendance is extremely important.

Attendance

It is expected, notwithstanding events of nature and family, that every student will be in class for every scheduled class period. Since 20% of the student's final grade is based on class participation and 10% is based on attendance, it is imperative that each student not only attend class every scheduled period, but also extensively participate in class discussion of lecture topics. Attendance grading is as follows:

- A = 0 absences
- B = 1 absences
- C = 2 absences
- D = 3 absences
- F = 4 + absences

Special Needs Policy: If you have a disability (e.g., visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability, etc.) which may influence your performance in this course, you must meet with the Accessibility Resources Office to arrange for reasonable accommodations to ensure an equitable opportunity to meet all the requirements of this course. If you require accommodations due to disability, please contact Accessibility Resources at 513-556-6823, Campus Location: 210 University Pavilion.

COURSE SCHEDULE

August 28 "GETTING TO KNOW EACH OTHER"

September 4 DISCUSSION TOPIC: "Sociology of the South and Scientific Racism"

READINGS Duncan, H. G. and Winnie L. Duncan. 1934. "The Development of Sociology in the Old South." *American Journal of Sociology* 39(5):649–656.

Fitzhugh, George - *Sociology for the South*

Hughes, Henry - *Treatise on Sociology*

Thompson, E. T. 1945. "Sociology and Sociological Research in the South." *Social Forces* 23(3):356–365.

DISCUSSION QUESTIONS/TOPICS

- What role did sociologists in the American South play in the discipline's origin and development?

- Describe the methodological rigor of studies conducted at HBCUs versus HWCUs.

- How can the exclusion of the contributions of sociologists from the South (regardless of race) be explained/attributed to?

September 11 DISCUSSION TOPIC: "Black Sociology"

READINGS

Ladner, Joyce - *The Death of White Sociology* (Part 3 Black Sociology: Toward A Definition of a Theory)

Staples, Robert. 1973. "Race and Ideology: An Essay in Black Sociology." *Journal of Black Studies* 3:395-422.

Watson, Wilbur. 1976. "The Idea of Black Sociology: Its Cultural and Political Significance." *American Sociologist* 11:115-123.

Wilson, William J. 1974. "The New Black Sociology: Reflections on the 'Insiders' and 'Outsiders' Controversy." Pp. 322-338 in *Black Sociologists: Historical and Contemporary Perspectives*, edited by J. E. Blackwell and M. Janowitz. Chicago: University of Chicago Press.

Wright II, Earl and Thomas C. Calhoun. 2006. "Jim Crow Sociology: Toward An Understanding of the Origin and Principles of Black Sociology via the Atlanta Sociological Laboratory." *Sociological Focus* 39(1): 1-18.

DISCUSSION QUESTIONS/TOPICS

- Theoretically speaking, what is Black sociology?

 - Does the existence of a "Black Sociology" inherently "ghettoize" the works of all African American sociologists?

 - What are some examples of Black sociological theory?
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September 18 DISCUSSION TOPIC: “Black Women Sociologists/Social Scientists”

READ Maria Stewart - *Maria Stewart: America’s First Black Woman Political Writer*

Ida B. Wells-Barnett - *Southern Horrors and other Writings*

DISCUSSION QUESTIONS/TOPICS

- In what ways can we identify the sociology of Maria Stewart in today’s America?
- How does Ida B. Wells-Barnett’s activism inform us about contemporary sociology?
- Why does American sociology have such a difficult time recognizing the contributions of Black women to the discipline?

September 25 DISCUSSION TOPIC: “Black Women Sociologists/Social Scientists”

READ Hurston, Zora Neale - *Tell My Horse*

Hurston, Zora Neale - *Dust Tracks on the Road*

Hurston, Zora Neale. 1927. “Cudjo’s Own Story of the Last African Slaver.” *Journal of Negro History* 12(4):648-663.

Hurston, Zora Neale and John R. Lynch. 1927. “Communications.” *Journal of Negro History* 12(4):664-669.

Hurston, Zora Neale. 1991. “Folklore and Music.” *Frontiers: A Journal of Women Studies* 12(1):182-198.

DISCUSSION QUESTIONS/TOPICS

- What are some examples of Zora Neale Hurston’s Black feminist theory and Black sociology theory?
- How do Zora Neale Hurston’s works inform us on today’s racial/social landscape?
- Should / can one be included in the sociological canon if they are not a trained sociologist?

DISCUSSION TOPIC: "Atlanta Sociological Laboratory, 1895-1924"

Atlanta University Publication, 1903, *The Negro Church*

Section 1, p.1 thru Section 8, p. 22

Section 11, p. 30 thru Section 12, p. 37

Section 38, p. 202 thru Section 40, p. 208

Zuckerman, Phil. 202. "The Sociology of Religion of W. E. B. Du Bois." *Sociology of Religion* 63(2): 239-253.

Atlanta University Publication, 1906, *The Health and Physique of the Negro American*.

Atlanta University Publication, 1908. *The Negro American Family*.

Wright II, Earl. 2010. "Beyond W. E. B. Du Bois: A Note on Some of the Lesser Known Members of the Atlanta Sociological Laboratory," *Sociological Spectrum* 29(6): 700-717.

Daniels, Kalasia S. and Earl Wright II. 2018. An Earnest Desire for the Truth Despite Its Possible Unpleasantness: A Comparative Analysis of the Atlanta University Publications and *American Journal of Sociology*, 1895-1917." *Sociology of Race and Ethnicity* 4(1):35-48.

DISCUSSION QUESTIONS/TOPICS

- Identify and discuss the contributions of members of the first American school of sociology, the Atlanta Sociological Laboratory, NOT named W. E. B. Du Bois

 - Compare and contrast the methodological and theoretical offerings of the Atlanta Sociological Laboratory with individuals and institutions you've been exposed to thus far in your (sociological) academic career.

 - Why has the Atlanta Sociological Laboratory not been awarded the ASA Cox-Johnson-Frazier Award? (Washington State University was recognized in the early 2000's for its production of Black PhD in the 60s and 70s)
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DISCUSSION TOPIC: "Women of the Atlanta Sociological Laboratory, 1895-1924"

Atlanta University Publication, 1896.

"Intemperance As A Cause of Mortality" (26-29) by Georgia Swift King

"Poverty As A Cause of Mortality" (30-31) by Rosa Morehead Bass

"General Conditions of Mortality" (35-37) by Lucy Laney

Atlanta University Publication, 1897. *Social and Physical Condition of Negroes in Cities.*

"Prenatal and Hereditary Influences" (37-41) by Adella Hunt Logan

"Address Before Women's Meeting" (55-58) by Lucy C. Laney

"Friendly Visiting" (58-61) by Minnie Wright Price

"Mother's Meetings" (61-63) by Georgia Swift King

"Need of Day Nurseries" (63-66) by Selena Sloan Butler

"Need of Kindergartens" (66-69) by Rosa Morehead Bass

Atlanta University Publication, 1898. *Some Efforts of American Negroes for Their Own Social Betterment.*

"The Work of the Woman's League" (57-60) by Helen A. Cook

"The Carrie Steele Orphanage" (60-62) by Minnie L. Perry

Atlanta University Publication, 1899. *The Negro in Business.*

"The Need of Negro Merchants" (61-62) by Hattie G. Escribde

Atlanta University Publication, 1903. *The Negro Church.*

"A Town in Florida." (64-69) by Annie Marion MacLean (PhD)

Atlanta University Publication, 1917. *Economic Co-operation among the Negroes of Georgia.*

"Health Co-operation Between the Races" (31-33) by Rosa C. Lowe

"Contribution of the Kindergarten to Child Development" (34-35) Mary DeBardeleben

DISCUSSION QUESTIONS/TOPICS

- What were the contributions of women to the Atlanta Sociological Laboratory?

- How did Du Bois leadership of the Atlanta Sociological Laboratory impact women contributors?

October

16

DISCUSSION TOPIC: "Tuskegee and Rural Sociology"

Du Bois, W. E. B. 1901. "Results of Ten Tuskegee Negro Conferences"

Holsey, Albin L. 1923. "The Tuskegee Conference." *Social Forces* 1(3):285-287.

Jefferson, Paul. 1986. "Working Notes on the Prehistory of Black Sociology: The Tuskegee Negro Conference." *Knowledge and Society: Studies in the Sociology of Culture Past and Present* 6:119-151.

Johnson, John Quincy - *Report of the Fifth Tuskegee Negro Conference*

Jones, Allen. 1991. "Improving Rural Life for Blacks: The Tuskegee Negro Farmers' Conference." *Agricultural History* 65(2):105-114.

McMurry, Linda O. 1980. "A Black Intellectual in the New South: Monroe Nathan Work, 1866-1945." *Phylon* 41(4):333-344.
Tuskegee University. "Negro Year Book: 1912-1917"

Scott, Emmett J. - *The Tuskegee Negro Conferences*

Wright II, Earl. "Chapter 3," from *Jim Crow Sociology: The Black and Southern Roots of American Sociology*

DISCUSSION QUESTIONS/TOPICS

- Explain Booker T. Washington's relevance to sociology.

- Who was Monroe Nathan Work and why is he an important sociologist?

- How can Tuskegee's absence in historical discussion on (generally speaking) rural sociology be explained?

- How can the disregard of the applied rural sociology efforts at Tuskegee, the first American program of applied rural sociology be explained?

October

23

MID-SOUTH SOCIOLOGICAL ASSOCIATION
Jackson, Mississippi

October 30 DISCUSSION TOPIC: "Fisk and Howard"

Carlton-LaNey, Iris. 1983. "Notes on a Forgotten Black Social Worker and Sociologist: George Edmund Haynes." *Journal of Sociology and Social Welfare* 10(3):530-539.

Jarmon, Charles. 2003. "Sociology at Howard University: From E. Franklin Frazier and Beyond." *Teaching Sociology* 31:366-374.

Meier, August. 1960. "The Racial and Educational Philosophy of Kelly Miller, 1895-1915." *The Journal of Negro Education* 29(2):121-127.

Sanders, Katrina M. - *Intelligent and Effective Direction: The Fisk University Race Relations Institute and the Struggle for Civil Rights, 1944-1969*.

Wright II, Earl. 2010. "The Tradition of Sociology at Fisk University" *Journal of African American Studies* 14(1): 44-60.

DISCUSSION QUESTIONS/TOPICS

- How did sociologists at Fisk contribute to American sociology?
 - How did sociologists at Howard contribute to American sociology?"
 - What strategies can be employed to expand the sociological canon?
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November 6 **ROUGH DRAFT DUE**
DISCUSSION TOPIC: "Extracting Du Bois from the Ghetto, Part 1"

READING Du Bois, W. E. B. 1935. *Black Reconstruction in America, 1860-1880* (Chapter 1 thru 8) (AVAILABLE ON BLACKBOARD)

November 13 DISCUSSION TOPIC: "Extracting Du Bois from the Ghetto, Part 2"

READING Du Bois, W. E. B. 1935. *Black Reconstruction in America, 1860-1880* (Chapter 9 thru 17) (AVAILABLE ON BLACKBOARD)

November 20 DISCUSSION TOPIC: “(Contemporary) Black Women Sociologists”

READING Delores P. Aldridge - *Imagine A World: Pioneering Black Women Sociologists*

Jacquelyn Johnson Jackson. 1974. “Black Female Sociologists.” Pp. 267-295 in *Black Sociologists: Historical and Contemporary Perspectives*, edited by J. E. Blackwell and M. Janowitz. Chicago: University of Chicago Press.

Particia Hill Collins. “Part I,” from *Black Feminist Thought*.

DISCUSSION QUESTIONS/TOPICS

- In what ways have Black female sociologists impacted the discipline that remain hidden/marginalized?

- Identify Black female sociologists in your area of research interest who have impacted the discipline and, while not necessarily, hidden or marginalized, have not been “sufficiently” recognized in the discipline for their works? (Be prepared to discuss them in detail and pull up their work(s) on the computer to share with class)

- How can the marginalization of Black women sociologists (Black Feminist Thought) be explained?

November 27 **THANKSGIVING**

December 4

RESEARCH PAPER DUE

DISCUSSION TOPIC: "Breaking Thru the Gatekeepers"

READING

Wright II, Earl. 2002. "Why Black People Tend To Shout!: An Earnest Attempt to Explain the Sociological Negation of the Atlanta Sociological Laboratory Despite Its Possible Unpleasantness," *Sociological Spectrum* 22(3): 325-361.

Wright II, Earl. 2012. "Why, Where and How to Infuse the Atlanta Sociological Laboratory into the Sociology Curriculum." *Teaching Sociology* 40: 257-270.

Wright II, Earl. 2014. "W. E. B. Du Bois, Howard Odum and the Sociological Ghetto." *Sociological Spectrum* 34(5): 453-468.

Green, Dan S. and Edwin Driver. 1976. "W. E. B. Du Bois: A Case in the Sociology of Sociological Negation." *Phylon* 37:308-333.

Lemert, Charles. 1994. "A Classic from the Other Side of the Veil: Du Bois's Souls of Black Folk." *The Sociological Quarterly* 35: 383-396.

DISCUSSION QUESTIONS/TOPICS

- What are five (5) concrete ways that non-White, male, heterosexual, Christian sociologists can crash thru the sociological gatekeepers and become standard bearers for works already completed that exceed the quality of their peers?