

## HISTORY OF US

### Fall 2021

**Faculty Advisors:** Zoila Airall, Adjunct Associate Professor of Education | zoila.airall@duke.edu

**Student Instructors:**

Erin Blanding, T'24 | erin.blanding@duke.edu

Staci Grimes, T'24 | staci.grimes@duke.edu

Antwaine Ellison, T'24 | antwaine.ellison@duke.edu

**Course Description:** *History of Us* will be an exploration of the history of Black people at Duke before and after desegregation. This course aims to foster a better understanding of the trajectory of Black progress at Duke and the efforts which still need to be put forth. This course will also encourage students to explore how students may use their influence to catalyze change at Duke and in our surrounding communities.

**Course Objectives:** Throughout this course, students will seek four main targets—to indulge in the meaning of what it means to be Black both at Duke and throughout the world, to acquire knowledge about the various identities across the African diaspora, to develop a better understanding of what it means to be Black with special regard to intersecting identities, and to enrich learning about the history of the people of the African diaspora.

**Required Texts/Resources:**

*Desegregating Private Higher Education in the South: Duke, Emory, Rice, Tulane, and Vanderbilt* by Melissa Kean (will be provided via Sakai under resources)

*Activating Justice for History at Duke*, a report by Constructing Memory at Duke, a Bass Connections Team (can be found online)

**Course Requirements:** Students are expected to attend at least 11 classes to receive a passing grade. A grade of satisfactory in this course requires satisfactory completion of all assignments. Students must also actively participate in course discussions through their contribution of thoughts, ideas, and questions, which display reading and comprehension of required texts.

**DIVERSITY STATEMENT**

Consistent with Duke University's commitment to inclusivity, I pledge to do my best to run the class in a manner that is respectful of difference, including but not limited to, physical and mental ability, age, socio-economic status, religious identity, gender, gender identity, race, ethnicity, sexual orientation, nationality and veteran status. Students are expected to be respectful of these differences in their conduct in class and on campus. Failure to practice these standards will not be tolerated.

**ACADEMIC HONESTY**

Plagiarism or academic dishonesty of any kind will not be tolerated in this course. Students are expected to adhere to the Duke Community standard, which is as follows.

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and nonacademic endeavors, and to protect and promote a culture of integrity.

To uphold the Duke Community Standard:

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and
- I will act if the Standard is compromised.

## **COURSE SCHEDULE**

### **Week 1—August 30: Introduction**

Students will review the syllabus and take a pre-test about the history of Black people at Duke in order to gauge their knowledge prior to the course. Students will also sign-up for a multimedia presentation slot. Presentations will start in week 3. Please reference the “Methods of Evaluation” to learn more about the multimedia presentation assignment. We will also have a visit from our faculty sponsor, Dr. Zoila Airall.

### **Week 2—September 6: Duke and its connections to slavery**

Read Activating History for Justice at Duke: Slavery, the Slave Trade, and Duke University (pages 30-47).

Read Georgetown Students Agree to Create Reparations Fund. Read Glasgow University to pay £20m in slave trade reparations (5 pages).

Read Carr Building to be renamed (3 pages).

Read “The Case for Reparations” by Ta-Nehisi Coates (67 pages).

Read “Ten Reasons Why Reparations for Slavery is a Bad Idea for Blacks—and Racist Too” (1 page).

Students will review readings and discuss Duke’s connection to slavery with special attention given to Braxton Craven, as the Black Cultural Living and Learning Community will be located in this quad. Students will also consider how we may reckon with this past, which we will discuss with the readings about reparations as a concept and in practice with peer institutions.

### **Week 3—September 13: Black labor at Duke**

Read Working in Tobacco: An Oral History of Durham's Tobacco Factory Workers (45 pages).

Read “Duke Labor Organizing - 1961-1968” (2 pages).

Read “Duke students campaign against sweatshops, 1997-1999” (2 pages).

The first multimedia presentation will be introduced about Duke and its connection to slavery. Following this, there will be a discussion of the history of Black laborers at Duke and treatment against them. We will review the Duke’s exploitation of Black tobacco workers, the development of labor unions, and campaigns for more ethical codes of conduct when dealing with outside vendors.

### **Week 4—September 20: Desegregation at Duke**

Read *Desegregating private higher education in the South: Duke, Emory, Rice, Tulane, and Vanderbilt* Chapters 1-3 (126 pages).

There will be a multimedia presentation about Black labor at Duke. We will discuss the reading—*how* and *why* private higher education institutions in the South desegregated.

### **Week 5—September 27: Desegregation at Duke**

Read Chapter 4, 5, & Conclusion of *Desegregating private higher education in the South: Duke, Emory, Rice, Tulane, and Vanderbilt* (113 pages).

Spend one hour reading and examining the sources in the exhibit: *The Road to Desegregation*.

<http://exhibits.library.duke.edu/exhibits/show/desegregation/intro/intro>.

There will be a multimedia presentation about desegregation at Duke. We will discuss the reading—*how* and *why* private higher education institutions in the South desegregated. We will spend time in class discussing the key conversations and events that led to desegregation at Duke based on archives.

### **Week 6—October 11: Allen Building Study-In, Silent Vigil, and Allen Building Takeover and the demands**

Read the Chronicle article, “Activism and injustice: Path to the Allen Building Takeover,” including hyperlinks attached that reference the Allen Building Study-In and Silent Vigil. (10 pages).

Account of the Events of February 13-March 19 by Harry Jackson, 1969 (88 pages).

Review the Allen Building Takeover Demands (1 page).

There will be a multimedia presentation about desegregation at Duke. We will discuss the reading—*how* and *why* private higher education institutions in the South desegregated. We will spend time in class discussing the key conversations and events that led to desegregation at Duke based on archives. We will also introduce the Black affinity group one-pager assignment. Please see “Methods of Evaluation” for details.

### **Week 7—October 18: Racism in sports at Duke**

Read Benching Jim Crow Chapter 1 (26 pages).

Read *My Brother's Keeper: Two Generations of Black Duke Football Players* by Michelle Lynne Staggers (101 pages).

Read “Sports, Sex, Scandal: An Analysis of the Duke Lacrosse Rape Case through a Rhetorical Lens” (28 pages).

There will be a multimedia presentation about the Allen Building Study-In, Silent Vigil, and Allen Building Takeover and the demands. We will discuss the readings, which address the desegregation of sports at Duke and racism and misogynoir in sports.

### **Week 8—October 25: Bright to Present “Black Duke”**

Read Black Duke in the 1980s: The Bridge from Our Past to the Present Day (30 pages).

Read BSA Presidential Report (2 pages).

Read Black Cultural Center proposal, 1980 (4 pages).

Spend one hour on Duke Libraries to Guide to the Black Student Alliance records, 1969-2006.

There will be a multimedia presentation about racism in sports at Duke. We will discuss the readings, which cover main events in the Black community between the Allen Building Takeover and present day. We will

### **Week 9—November 1: Duke in Durham**

Read “Ban the Box and Racial Discrimination” (34 pages).

Read “A Narrative and Visual History of Duke’s Influence on Durham’s Low-Income Housing” (68 pages).

Read “Thanks to Duke, Durham’s Light Rail Dream is All But Dead” (10 pages).

Read “With Duke University Pulling Its Funding, What’s the Future of the Bull City Connector?” (8 pages).

There will be a multimedia presentation about the bridge to present “Black Duke” on campus. We will cover the readings and discuss current issues regarding the Duke-Durham divide.

The Black affinity group one-pager is due.

We will also discuss more about the final in this session, the policy proposal and presentation. See “Methods of Evaluation” for details.

### **Week 10—November 8: Where are we now?: A Call to Action**

Read previous demands of Black students at Duke (32 pages).

Read “People’s State of the University Manifesto” (18 pages).

There will be the final multimedia presentation about Duke in Durham. We will also discuss the development of demands for a better experience for Black people, as they have developed overtime.

### **Week 11—November 15: Where are we now?: A Call to Action**

Read <http://www.blackliberationcollective.org/our-demands> (86 pages).

We will review the Black demands of colleges across the nation, including Duke’s in order to draw connections between movements across the nation’s universities.

### **Week 12—November 22: A Call to Action: Final Student Presentations**

Read Duke 2019-2020 Disorientation Guide (54 pages).

We will hear student presentations regarding their policy proposals.

## **METHODS OF EVALUATION**

### **Attendance and Participation (10%)**

Students are expected to attend class regularly. Two or more unexcused absences will negatively impact a student’s grade by  $\frac{2}{3}$  of a letter, which could result in unsatisfactory work. Attendance will be taken at the beginning of each class. Students will also be graded on their in-class participation. This course will be

conducted as a seminar, so it is important that all students' voices are heard. If a student is not comfortable with public speaking, we urge students to contact us to discuss alternative ways of contribution.

### **Black Duke Alumni Interview Assignment (20%)**

Each student will interview a Black alum. At least 5 students need to interview an alum who graduated between 1967-1977. At least 5 students need to interview an alum who graduated between 1978-1988. At least 5 students need to interview an alum who graduated between 1989-1999. At least 4 students need to interview an alum who graduated between 2000-2010. At least 3 students need to interview an alum who graduated between 2011-2020.

This assignment should be a 3-page reflection about the interview. The interview should allow students to get a glimpse of how Black people have experienced Duke and better understand how far Black people at Duke have come and how far we still have to go.

Questions for interviewees may include but are not limited to:

- Please tell me about your experience at Duke.
  - When did you attend Duke?
  - How many Black students attended Duke at the time?
  - Were there a lot of resources available at Duke?
  - Where did Black students congregate?
  - Are you still close with your classmates?
  - What was your relationship like with faculty?
- Please tell me about the climate and culture at Duke at the time.
  - Were there any major movements or calls for action by the Black community at this time?
  - What was happening in the nation at the time? How did this drive the climate on campus?

Sign-up for this project will take place in week 3. The order in which students will be able to choose their topic/presentation date will be a lottery.

### **Black Affinity Group One-pager (10%)**

Students should provide a one-pager about a Black, undergraduate affinity group (other than Black Student Alliance) of their choosing, in which they are not already considered an active member. There should be a 1:1 student to organization ratio. Students should include the short history of each organization, including its founding date, development of its mission, and other information that students feel may be pertinent for other students to know. The one-pager can be as creative as possible with images, etc. We will introduce this assignment and do sign-ups for organizations in week 6 by lottery.

### **Multimedia presentation (30%)**

In small groups, students will make a multimedia presentation about a topic that will be covered in class. This could be a music playlist, a video, a photo collage, etc. Students should be creative, and use this opportunity to show their strengths and talents! All projects should include a 2-3 page writing supplement. The goal of the finished product is to create a portfolio at the end of the semester with all of the students' materials to publish in to provide a collected, summed history of Black people at Duke.

Sign-up for this project will take place on the first day of class. The order in which students will be able to choose their topic/presentation date will be a lottery.

### **Policy Proposal (30%)**

In small groups, students are to write a 500 word policy proposal to present to Duke administration. The policy proposal should address the issue that the student feels is most pertinent to the Black community at Duke at this moment. The proposal should address the appropriate member of Duke administration to handle their issue, describe the issue, explain their solution, and clearly discuss limitations to their proposal.

Students will make a 10-minute presentation to the class about their policy proposal.

### **GRADING SCALE**

<u>Grade</u>	<u>Average</u>	<u>Definition</u>	<u>Grade</u>	<u>Average</u>	<u>Definition</u>
<u>A+</u>	<u>97-100</u>		<u>C+</u>	<u>77-79.9</u>	
<u>A</u>	<u>94-96.9</u>	<u>Exceptional work</u>	<u>C</u>	<u>74-76.9</u>	<u>Satisfactory work</u>
<u>A-</u>	<u>90-93.9</u>		<u>C-</u>	<u>70-73.9</u>	
<u>B+</u>	<u>87-89.9</u>		<u>D</u>	<u>60-69.9</u>	<u>Low passing work</u>
<u>B</u>	<u>84-86.9</u>	<u>Above expectations</u>	<u>F</u>	<u>0-59.9</u>	<u>Failing work</u>
<u>B-</u>	<u>80-83.9</u>				