

Fall 2017

**Racial Violence in America (1870-1940)**

Soc./Ling. 190

Emory University

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Lectures TuTh 2:30-3:45, Emerson Hall, Chemistry Bldg. E103  
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## **COURSE OBJECTIVES**

This course deals with racial violence in the United States between 1870 and 1940, across Jim Crow US South. The course is a true “research” seminar. It is a **demanding course**, requiring a full ten hours of work every week. There will be some readings to be done and films and documentaries to be watched; but most of the work will consist in searching through various forms of historical records available online (e.g., newspapers, censuses, birth, marriage, death), on specific individuals (e.g., lynched men and women, men and women alleged victims of a lynched individual) and specific events (e.g., lynchings, whippings, miscegenation court cases, the 1906 Atlanta race riot). Students will look at the issue of racial violence through their own lenses, constructing their own knowledge. The focus of this practical engagement with historical records will be the state of Georgia, rather than the entire Jim Crow South. Students will learn how to search for these records in various databases available for historical research (e.g., familysearch.org, ancestry.com, ProQuest, Readex, ChroniclingAmerica). Students will be exposed to what digital technology allows us to do with these records (e.g., dynamic network graphs or dynamic geographic maps); how digital technology is ushering in a new kind of historical web-based scholarship in the form of digital humanities. We will illustrate various examples of digital humanities scholarship, such as David Eltis’s Trans-Atlantic Slave Trade (<http://www.slavevoyages.org>), Roberto Franzosi’s Georgia Lynchings (1870-1940), and Hank Klibanoff’s Georgia Civil Rights Cold Cases Project (<https://scholarblogs.emory.edu/emorycoldcases>).

## **Learning outcomes**

By the end of term, students are expected to be able:

1. To collect evidence on a variety of historical processes (e.g., lynching events, whippings, miscegenation court cases, census records for individuals) and from a variety of sources (in print from archives and digital websites, from microfilms)
2. To evaluate the reliability and validity of the evidence

3. To interpret the evidence and contextualize it in a body of scholarly work
4. To construct hypotheses and arguments from the evidence collected
5. To ask such questions as:
  - a. If I had a magic wand, what kind of evidence would I ideally have to answer my research questions?
  - b. What kind of research question(s) does the evidence suggest?
6. To work in teams
7. To make public presentations before an audience
8. To put things in historical perspective
9. To develop their own bibliographies using Google Scholar
10. To design and carry out a research project
11. To write a research report
12. And of course ... learn something about racial violence

## COURSE REQUIREMENTS

### Deadlines and important dates

<i>First day of class</i>	August 23
<i>Fall break</i>	October 9-10
<i>Thanksgiving</i>	November 22-24
<i>Last day of class</i>	December 5

### Grading

Grading will be based on the following items:

1. *participation* (30%). Students are expected:
  - a. to attend classes regularly (attendance is enforced through a sign-up sheet) and contribute to class discussion;
  - b. to make an individual presentation of reading material to the class, once in the semester;
2. *individual and/or group projects and presentations* (70%). Students are also expected to work either individually or in groups (consisting of 2-3 students) on several research projects that focus on the following aspects of racial violence:
  1. *Problem/questions*: All evidence on lynchings comes from newspapers; and, for Georgia, most of it comes from *The Atlanta Constitution*. But, the AC may have been hundreds of miles away from the event. Would **newspapers closer to the events** have better/different information?  
*Proposed solutions/answers*: Given a list of some 450 lynching events in Georgia between 1875 and 1935 with time and location, a list of available newspaper articles on each event, and a list of all available newspapers at that time in Georgia, make sure that we do have all the articles from all the newspapers that carried the event.
  2. *Problem/questions*: In a society, where the “color line” was a problem, particularly across the “gender line”, what role did newspaper editors play in maintaining and diffusing a white supremacist ideology that touched upon the subject of miscegenation? How many **miscegenation cases were prosecuted in courts**?  
*Proposed solutions/answers*: Search in available collections of historical newspapers for newspaper editorials on miscegenation. Also search in LexisNexis for the records of legal cases.

3. *Problem/questions:* In such Jim Crow society, so viscerally anti-miscegenation, was a white woman outraged “toast”? If single, would she marry? If married, would she divorce? Use the **Census records to find “outraged” women** for whom we have a name.
- Problem 1: married women would change their name to that of the husband so, even if they married (and not be “toast”), you would not be able to find their records, unless you had their marriage records which listed both husband’s and wife’s maiden names;
  - Problem 2: most marriage records are only available in local county courts;
  - Problem 3: there are 159 counties in Georgia, way too many for trips to county courts.

*Proposed solutions/answers:*

- Contact county archives pleading their cooperation in finding marriage records of women “outraged” not found in the census records;
  - Armed with this information, go back to the Census records (through ancestry.com) and try to find “outraged” women.
4. *Problem/questions:* In many lynchings, in small towns, hundreds of men would participate with no disguise. In several cases, some **men would be indicted for their role in the killings. Did anyone ever pay in court?**

*Proposed solutions/answers:* Compile all cases of indictments of whites for their role on lynchings and whippings and follow up these cases to see what happened in the courts (likely acquittals).

5. *Problem/questions:* Lynchings may have just been the tip of the iceberg in a system of subjugation of African Americans to whites. The **chain gang system**, with its brutal reliance on whipping, may be the 19<sup>th</sup> and early 20<sup>th</sup> centuries equivalent of the 1980s mass incarceration of African Americans. The system came under scrutiny several times for its brutality. What was found? What justification was provided for such brutal penal system?

*Proposed solutions/answers:* Collect the minutes of official, state or governor’s inquiries on chain gangs in Georgia.

6. *Problem/questions:* In checking the transcription work previously done, we have discovered a few hundred newspaper articles that were not transcribed from pdf image files to MS Word documents. As a result, we would not be able to include these articles in research work using NLP tools.

*Proposed solutions/answers:* **Transcribe all remaining articles.**

7. *Problem/questions:* Bailey, Beck, and Tolnay have recently made their lynching data publicly available. For each lynching event across America, Bailey et al. list a number of newspaper sources. A comparison between the sources listed in Bailey et al. and available in our database shows that we are missing a few hundred newspaper articles that would need to be collected.

*Proposed solutions/answers:* Given a list of all **newspaper articles in Bailey et al. missing in the PC-ACE lynching database**, collect the articles using the digital historical newspaper databases and... transcribe them.

**Individuals and/or groups will work on a project for an assigned number of weeks. Group composition will vary with every project.**

**STUDENTS ARE EXPECTED TO SUBMIT THE RESULTS OF THEIR RESEARCH WORK WEEKLY ON EMORY BOX.**

Students will make on-going, weekly individual or group presentations of the status of their

research (using PowerPoint when appropriate). Each presentation will be graded and feedback provided.

At the end of each project, each group is expected to submit a research report outlining problems, findings, interesting facts (2 or 3 double spaced pages maximum) and make a final presentation at the end of term.

For truly group projects (i.e., projects where students needed to cooperate in order to carry out the assignment, rather than simply work individually on the same topic), each group will need to submit a statement where they outline the contributions made by each member of the group (e.g., Paula: attended 1 meeting out of 4; read and summarized 3 journal articles; Kevin: attended 4 meetings out of 4; coded the data collected; Tracy: attended 4 meetings out of 4; wrote the first draft; Alexandra: never attended meetings; edited the final draft) and the percentage of effort expended by each in relation to other members (e.g., Paula 90%, Kevin 100%, Tracy, 100%, Alexandra 20%). Individual grades for the group project will reflect individual effort.

Students who are not satisfied with a grade received are welcome to ask for re-grading for well-motivated reasons. The result of re-grading may be a higher grade, the same grade, or a lower grade.

**Extensive help files and training will be provided for each type of project.**

### **Honor code**

The Emory University honor code applies fully to this course. When you sign an exam or submit your assignments, you are pledging to the honor code. For reference, please consult: [http://www.sph.emory.edu/cms/current\\_students/enrollment\\_services/honor\\_code.html](http://www.sph.emory.edu/cms/current_students/enrollment_services/honor_code.html)

### **COURSE OUTLINE**

- Week 1: Getting Organized: Outlining and Assigning Projects
- Week 2: The Historical Context of Racial Violence
- Week 3: The Social Relations of Racial Violence in Georgia (1875-1930)
- Week 4: The Geography of Racial Violence in Georgia (1875-1930)
- Week 5: Gender Relations across the Racial Line: Lynchings over Sex Crimes
- Week 6: The Politics of Gender and Race
- Week 7: The Legal Context of Gender and Race: Miscegenation Laws
- Week 8: Violence and the “Moral Economy”
- Week 9: The Political Economy of Racial Violence
- Week 10: Who Were the People Lynched?
- Week 11: Blacks’ Reactions to Whites’ Violence
- Week 12: Ordinary People Turned Violent People
- Week 13: The Spectacle of Violence
- Week 14: The Spectacle of Violence
- Week 15: Wrapping it up... Project Presentations
- Week 16: Wrapping it up... Project Presentations

### **Films/Documentaries**

*The Birth of a Nation* (1916)

After watching the movie, watch on Youtube Dick Lehr’s interview on C-Span (<http://www.c-span.org/video/?323484-1/qa-dick-lehr>); Lehr is the author of the book *Birth of a Nation*

*The Loving Story* (2011)

*The Untold Story of Emmett Louis Till* (2005)

## **Readings**

Readings for the course come from books and journal articles or book chapters. All reading material has been placed on **Ereserve**.

August 24

### **Week 1: Welcome to the course!**

No readings

August 29-31

### **Week 2: The Historical Context of Racial Violence**

Ayers, Edward. 2007[1992]. "In Black and White." In: pp. 132-159, *The Promise of the New South: Life after Reconstruction*. Oxford: Oxford University Press. Chapter 6.

September 5-7 **September 5 Labor day!!!**

### **Week 3: The Social Relations of Racial Violence in Georgia (1875-1930)**

Franzosi, Roberto, Gianluca De Fazio, and Stefania Vicari. 2012. In: pp. 1-41, Tim Liao (ed.), "Ways of Measuring Agency: An Application of Quantitative Narrative Analysis to Lynchings in Georgia (1875-1930)." *Sociological Methodology*, Vol. 42. Thousand Oaks, CA: Sage.

September 12-14

### **Week 4: The Geography of Racial Violence in Georgia (1875-1930)**

Brundage, Fitzhugh. 1993. "The Geography of Lynching in Georgia." In: pp. 103-139, *Lynching in the New South: Georgia and Virginia, 1880-1930*. Urbana, IL: University of Illinois Press. Chapter 4.

September 19-21

### **Week 5: Gender Relations across the Racial Line: Lynchings over Sex Crimes**

Hodes, Martha. 1997. "Murder: Black Men, White Women, and Lynching." In: pp. 176-208, *White Women, Black Men Illicit Sex in the 19<sup>th</sup> Century South*. New Haven: Yale University Press. Chapter 8.

September 26-28

### **Week 6: The Politics of Gender and Race**

Film: *The Birth of a Nation*

Gilmore, Glenda Elizabeth. 1996. "Sex and Violence in Procrustes's Bed." In pp. 91-118, *Gender & Jim Crow. Women and the Politics of White Supremacy in North Carolina, 1896-1920*. Chapel Hill, NC: The University of North Carolina Press. Chapter 4.

October 3-5

## **Week 7: The Legal Context of Gender and Race: Miscegenation Laws**

Pascoe, Peggy. 1999. "Miscegenation Law, Court Cases, and Ideologies of Race in Twentieth-Century America." In: pp. 464-490, Martha Hodes (ed.), *Sex, Love, Race: Crossing Boundaries in North American History*. New York: New York University Press.

Film: *The Loving Story*

October 10-12 **October 9-10 Term break!!!**

## **Week 8: Violence and the "Moral Economy"**

Wyatt-Brown, Bertram. 2007[1982]. "Charivari and Lynch Law." In: pp. 435-461, *Southern Honor*. Oxford: Oxford University Press. Chapter 16.

October 17-19

## **Week 9: The Political Economy of Racial Violence**

Beck, E.M. and Stewart Tolnay. 1990. "The Killing Fields of the Deep South: The Market for Cotton and the Lynching of Blacks, 1882-1930." *American Sociological Review* 55:526-539.

October 24-26

## **Week 10: Who Were the People Lynched?**

Bailey, Amy Kate, Stewart E. Tolnay, E. M. Beck, and Jennifer D. Laird. 2011. "Targeting Lynch Victims: Social Marginality or Status Transgressions?" *American Sociological Review*, Vol. 76, No. 3, pp. 412-436.

October 31-November 2

## **Week 11: Blacks' Reactions to Whites' Violence**

Brundage, W. Fitzhugh. 1997. "Black Resistance and White Violence in the American South: 1880-1940." In: pp. 271-291, W. Fitzhugh Brundage (ed.), *Under Sentence of Death. Lynching in the South*. Chapel Hill, NC: The University of North Carolina Press.

November 7-9

## **Week 12: Ordinary People Turned Violent People**

Carrigan, William D. 2004. *The Making of a Lynching Culture. Violence and Vigilantism in Central Texas, 1836-1916*. Urbana, Ill.: University of Illinois Press. Chapter 6, Pp. 132-161.

November 14-16

## **Week 13: The Spectacle of Violence**

Wood, Amy Louise. 2005. "Lynching Photography and the Visual Reproduction of White Supremacy." *American Nineteenth Century History* 6:373-399.

November 21-23 **Thanksgiving!!! November 22-24**

## **Week 14: The Spectacle of Violence**

Apel, Dora. 2004. "Introduction" & "On Looking." In: pp. 1-46, *Imagery of Lynching: Black Men, White Women, and the Nob.* New Brunswick: Rutgers University Press. Chapter 1.

Film: *The Untold Story of Emmett Louis Till*

November 28-30

**Week 15: Wrapping it up... Project Presentations**

No readings

December 5 **Last Day of class!!!**

**Week 16: Wrapping it up... Project Presentations**

No readings

December 5 **Last day of class**

## Basic References

- Allen, James. 2010[2000]. *Without Sanctuary: Lynching Photography in America*. Santa Fe, NM: Twin Palms.
- Apel, Dora. 2004. *ImageLy of Lynching: Black Men, White Women, and the Mob*. New Brunswick: Rutgers University Press.
- Arnold, Edwin T. 2009. *What Virtue There Is in Fire: Cultural Memory and the Lynching of Sam Hose*. Athens: The University of Georgia Press.
- Ayers, Edward. 2007[1992]. *The Promise of the New South: Life after Reconstruction*. Oxford: Oxford University Press.
- Beck, E.M. and Stewart Tolnay. 1990. "The Killing Fields of the Deep South: The Market for Cotton and the Lynching of Blacks, 1882-1930." *American Sociological Review* 55:526-539.
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- Brown, Elsa Barkely. 2000. "Negotiating and Transforming the Public Sphere: African American Political Life in the Transition from Slavery to Freedom." In: pp. 28-66, Dailey, Jane, Glenda Elizabeth Gilmore, and Bryant Simon (eds.), *Jumpin' Jim Crow. Southern Politics from Civil War to Civil Rights*. Princeton, NJ: Princeton University Press.
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- Carrigan, William D. 2004. *The Making of a Lynching Culture. Violence and Vigilantism in Central Texas, 1836-1916*. Urbana, Ill.: University of Illinois Press.
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- Crowe, Charles. 1968. "Racial Violence and Social Reform-Origins of the Atlanta Riot of 1906." *The Journal of Negro History*, 53:234-256.
- Cutler, James Elbert. 1905. *Lynch-Law: An Investigation into the History of Lynching in the United States*. New York: Longmans, Green, and Co.
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- Dray, Philip. 2003. *At the Hands of Persons Unknown: The Lynching of Black America*. New York: Modern Library.
- Edwards, Laura F. 2000. "The Politics of Marriage and Households in North Carolina during Reconstruction." In: pp. 7-27, Dailey, Jane, Glenda Elizabeth Gilmore, and Bryant Simon (eds.), *Jumpin' Jim Crow. Southern Politics from Civil War to Civil Rights*. Princeton, NJ: Princeton University Press.
- Ellis, Mary Louise. 1992. "'Rain Down Fire': The Lynching of Sam Hose." Doctoral dissertation in history. The Florida State University.



- Feimster, Crystal N. 2009. *Southern Horrors. Women and the Politics of Rape and Lynching*. Cambridge, MA: Harvard University Press.
- Shakti Rai, Tage and Page Fiske, Alan. 2011. "Moral Psychology Is Relationship Regulation: Moral Motives for Unity, Hierarchy, Equality, and Proportionality." *Psychological Review*, Vol. 118, No. 1, 57–75.
- Franzosi, Roberto. 2012. "On Quantitative Narrative Analysis." In: pp. 75-98, James A. Holstein and Jaber F. Gubrium (eds.), *Varieties of Narrative Analysis*. Los Angeles: Sage.
- Gilmore, Glenda Elizabeth. 1996. *Gender & Jim Crow. Women and the Politics of White Supremacy in North Carolina, 1896-1920*. Chapel Hill, NC: The University of North Carolina Press.
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- Goodman, James E. 1994. *Stories of Scottsboro*. New York: Vintage Books.
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- MacLean, Nancy. 1997. "Gender, Sexuality, and the Politics of Lynching: The Leo Frank Case Revisited." In: pp. 158-188, W. Fitzhugh Brundage (ed.), *Under Sentence of Death. Lynching in the South*. Chapel Hill, NC: The University of North Carolina Press.
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- Tolnay, Stewart and E.M. Beck. 1990. "Black Flight: Lethal Violence and the Great Migration, 1900 to 1930." *Social Science History* 14:347-370.
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