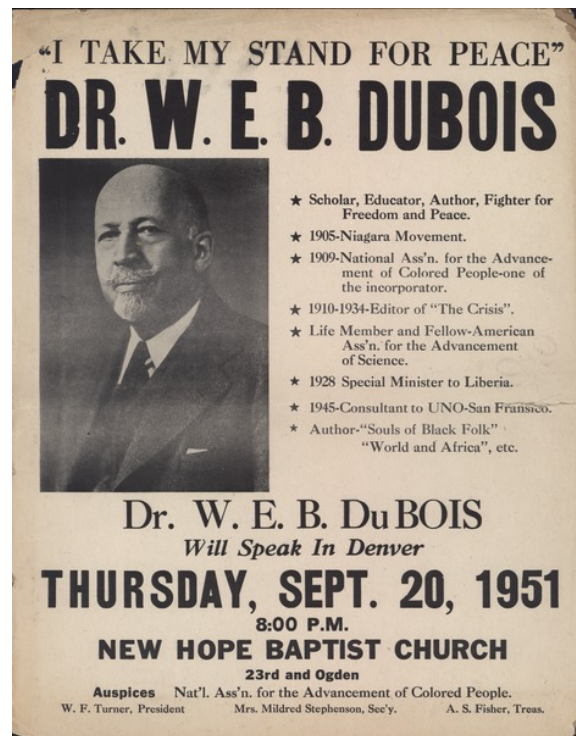


SOC 188-13: W.E.B. Du Bois's Sociological Dream

Tufts University
Department of Sociology
Spring 2022

*****Updated 4.7.2022 with changes to presentation #3 readings*****

When: Mondays & Wednesdays, 3-4:15pm
Where: Eaton 124
Instructor: Associate Professor Freedom Blume Oeur
Freedom.BlumeOeur@tufts.edu
118 Eaton Hall
Office hours: [Virtual and sign-up](#), Tuesdays 10:30-11:30 am, Fridays 1-2 pm, and by appointment



National Association for the Advancement of Colored People. I take my stand for peace lecture poster, September 1951. W. E. B. Du Bois Papers (MS 312). Special Collections and University Archives, University of Massachusetts Amherst Libraries

WELCOME

Welcome. This upper-level seminar focuses on the extraordinary life, scholarship, and

activism of W.E.B. Du Bois: a towering 20th century African American intellectual-activist, the architect for the first scientific school of sociology in the United States, a leader of the Pan-African movement, a propagandist, editor of *The Crisis* magazine, and poet and novelist. Du Bois wore many hats and crisscrossed genres across his 95 years, and adopted and revised many intellectual and political stances. We'll consider how the range of his contributions (in infographics, opinion pieces, audio interview recordings, children's books, speculative fiction, visualizations, and more) can help explain issues of enduring significance for sociologists including racial identity, whiteness and racism, capitalism, modernity, colonialism and imperialism, and freedom. Most of the materials are Du Bois's own writings, which will be supplemented by critical secondary scholarship on Du Bois and his work. This is a reading- and writing-intensive seminar. With a small group, full and active participation from all class members is expected.

COURSE OBJECTIVES

- To interrogate the evolving nature of Du Bois's thinking on race and politics across his long career.
- To apply a Du Boisian sociology that links theory and praxis in a range of assignments.
- To reflect on Du Bois's sociological dream in order to elaborate on and develop your own.
- To mine archival materials, historical records, and primary source texts for their historical lessons and for what they can teach us today.

REQUIREMENTS

Required Course Materials. All readings are available on the class Canvas page. Please be sure to have access to them during class.

Assignments.

- [25%] *Participation and Attendance.* There is no strict attendance policy other than to say that participation is impossible if you don't attend, which will hurt your grade. Our class is small and so the success of the entire class depends on full and active participation from each of you. In the first half of class, we will engage deeply with your written reflections, and after spring break, you'll lead discussion in small groups.
- [15%] *Reading Reflections.* Through spring break, you're asked to share a reflection at the end of a mini unit, by 12 pm on Canvas the day of the last class for that unit. These should be a long paragraph or so, no longer than 300 words, and analyze rather than summarize major ideas in the unit; concluding with 1 or 2 questions you'd like to discuss as a class. There will be 6 opportunities and you only need to complete 5 (each worth 3% of your overall grade).

- [10%] *Paper #1*. This 5-page double-spaced paper is part 1 of a scaffolded writing assignment that you will receive feedback on and expand into a polished final paper (#2) due after classes end. **This is due electronically on Friday, March 11 at 5 pm.**
- [20%] *Group Presentation and Paper #3*. After spring break, in groups of 2-3, you'll lead discussion for one entire week of class, covering two class meetings and a mini unit (worth 10% of this grade), which will include preparing a handout for that class and sharing a paper idea with your classmates; and then writing a 5-page double-spaced paper **due electronically at 5 pm 9 days (a Friday) after your presentation** (worth 10% of this grade).
- [30%] *Paper #2*. Part 2 of the scaffolded writing assignment, this is a final 15-page double-spaced paper that is **due electronically on Monday, May 9 at 5 pm** (one week after our last class meeting).

Grading Scale.

A+ (100), A (94-99), A- (90-93), B+ (87-89), B (84-86), B- (80-83), C+ (77-79), C (74-76)
 ...

Grace Period. You have 3 grace period days that you can use, however you like, across the 3 papers (but not the reflections). You can use these days to submit assignments late without penalty.

Academic Honesty. Our course will abide strictly by the guidelines laid out in the Tufts Statement of Academic Integrity, available at:

- <http://ase.tufts.edu/biology/bguide/classes/tahonesty.htm>

A comprehensive review of university policies is available at:

- <http://uss.tufts.edu/studentaffairs/publicationsandwebsites/AcademicIntegrity.pdf>

This requires you to cite appropriately, understand what constitutes plagiarism, and consult me before submitting the same paper for this class and another (past or current) class. Possible violations of the policies outlined in the Statement of Academic Honesty will be reported to the Office of the Dean of Students.

Student Accessibility. Please reach out to me privately if you require any accommodations.

Contacting Freeden. Feel free to email me but check first if the information you need is on this syllabus.

Absence and Illness. Please send me an email if you're ill and can't make it to class.

The next two items were shared by the Deans of Academic Advising and Undergraduate Studies and applies to our course.

In-Person Classroom Health and Safety Policy: When physically in person and indoors for this course, you'll be responsible for wearing a mask that covers your mouth and nose. Cloth masks are no longer acceptable. You must wear a disposable 3-ply or high quality KN95 mask. It is imperative that we work together as a community to uphold these standards to help mitigate the risk of spreading the virus. Failure to do so may result in a referral to the Dean of Student Affairs Office. For more information about expectations for the Spring semester, please review COVID Guidelines [here](#).

Policy on sharing. This course is designed for everyone to feel comfortable participating in discussion, asking questions, learning, and facilitating the learning of others. In order for that atmosphere to be maintained, the recordings of our conversations will only be shared with the enrolled students in the class (not posted publicly) and it is prohibited for any of us who have access to the video to share it outside the course. Similarly, I have specifically designed the syllabus, exams, handouts, and lectures for the people who are enrolled in the course this term and those may not be shared outside this course. It is against Tufts policy for anyone to share any content made available in this course including course syllabi, reading materials, problems sets, videos, handouts, and exams, with anyone outside of the course without the express permission of the instructor. This especially includes any posting or sharing of videos or other recordings on publicly accessible websites or forums. Any such sharing or posting could violate copyright law or law that protects the privacy of student educational records.

CLASS RESOURCES

Credo. This is the digital repository of the Special Collections and Archives at the University of Massachusetts, Amherst. It's named after a 1904 statement written by Du Bois, in which the scholar laid out his philosophy for racial emancipation. Credo contains digital copies of all of Du Bois Papers. It's an incredible resource and get to know it well!

- <https://credo.library.umass.edu/view/collection/mums312>

The Crisis Magazine. The early issues of this publication—and especially those years when Du Bois was involved with the magazine: 1910–1934—will be a main source for our class. You can access those issues from 1910 to 1922 at the Modernist Journal Project:

- <https://onlinebooks.library.upenn.edu/webbin/serial?id=crisisnaacp>

While it's less easy to navigate, you can also find many issues on Google Books:

- <https://onlinebooks.library.upenn.edu/webbin/serial?id=crisisnaacp>

The Tufts Digital Collections & Archives, in the basement of Tisch Library, also recently received a collection featuring a large selection of issues between 1929 and 2002. Stop by and check them out:

- <https://dca.tufts.edu/about/news/The%20Crisis%20Magazine>

The Brownies' Book. This was a monthly children's magazine run by Du Bois and *The Crisis* that ran from 1920 to 1921. We'll discuss more during our unit, "The Children of the Sun." The website Tar Baby and the Tomahawk has all the issues in full:

- <http://childlit.unl.edu/topics/edi.brownies.html>

Recorded Interviews with Moses Asch. We'll listen to a few of these in class, though you'll want to hear them all. Thirteen snippets of the long interview on YouTube:

- https://www.youtube.com/playlist?list=OLAK5uy_lcXGftqWjSymS0FF79R1eJyPkASfzxFqk

GENERAL RESOURCES

Basic Needs Security. I urge you to contact the Office of Student Success and Advising, your academic dean, or another campus official you trust, if you're having difficulty securing stable housing and sufficient food to eat, and especially if these difficulties are interfering with your academic performance. Please also feel free to reach out to me if I can help secure resources or put you in touch with others who can help.

Canvas. This will have everything pertinent to the course including announcements and course materials. Make sure you can access it, and that you're set up to receive emails and other announcements from me.

- <https://canvas.tufts.edu/>

Office Hours. Students who make use of office hours tend to do better in class. The time will be more productive if you come prepared with specific concerns and questions. For these virtual office hours, you're encouraged to stop by with a classmate or in a small group; but the entire group has to agree before one person (and only one person has to) sign up. [You can sign up on Calendly.](#) Please cancel immediately if you can't make it so someone else can sign up. Send me an email if you can't make my scheduled hours so we can find another time to meet.

Annotating. This is the process of engaging actively with a text by marking it up. Use whatever annotation system works best for you. A helpful online annotation guide is available at:

- <http://guides.hcl.harvard.edu/sixreadinghabits>

Are You Reading the Syllabus? Recently, faculty have taken to hiding a funny request in their syllabi to check whether students are reading the syllabus. Last semester my hidden request was to send me a favorite joke. One hilarious one I received: “What do you call an average sociologist? A so-so-ciologist.” This time, feel free to send me your recent favorite meme.

Writing. There are many excellent writing resources available. As a general rule, I won’t read drafts of written assignments. However, I’m happy to discuss outlines or written brainstorming in office hours, if you send me these in advance. Check out Purdue University’s excellent Online Writing Lab (OWL), which covers all dimensions of writing. It has a great overview of ASA formatting and style, which you should use for papers in this class.

- <http://owl.english.purdue.edu/owl/>

Gerald Graff and Cathy Birkenstein have excellent suggestions for writers. Check out their templates for basic rhetorical devices in writing:

- <http://www.csub.edu/eap-riap/theysay.pdf>

Writing Tutoring. Take advantage of the writing tutoring available through the Academic Resource Center:

- <http://uss.tufts.edu/arc/writingtutoring>

Citing and Referencing. Use the American Sociological Association’s style guide in your papers:

- <https://owl.english.purdue.edu/owl/resource/583/01/>

The next three items were shared by the Deans of Academic Advising and Undergraduate Studies and applies to our course:

Accommodations for Students with Disabilities: Tufts University values the diversity of our students, staff, and faculty and recognizes the important contribution each student makes to our unique community. Tufts is committed to providing equal access and support to all qualified students through the provision of reasonable accommodations so that each student may fully participate in the Tufts experience. If you have a disability that requires reasonable accommodations, please contact the StAAR Center (formerly Student Accessibility Services) at StaarCenter@tufts.edu or 617-627-4539 to make an appointment with an accessibility representative to determine appropriate accommodations. Please be aware that accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.

Academic Support at the StAAR Center: The StAAR Center (formerly the Academic Resource Center and Student Accessibility Services) offers a variety of resources to all students (both undergraduate and graduate) in the Schools of Arts and Science, Engineering, the SMFA and Fletcher; services are free to all enrolled students. Students may make an appointment to work on any writing-related project or assignment, attend subject tutoring in a variety of disciplines, or meet with an academic coach to hone fundamental academic skills like time management or overcoming procrastination. Students can make an appointment for any of these services by visiting go.tufts.edu/StAARCenter

Student Support, including Mental Health: As a student, there may be times when personal stressors or difficulties interfere with your academic performance or well-being. The Dean of Student Affairs Office offers support and care to undergraduates and graduate students who are experiencing difficulties, and can also aid faculty in their work with students. In addition, through Tufts' Counseling and Mental Health Services (CMHS) students can access mental health support 24/7, and they can provide information on additional resources. CMHS also provides confidential consultation, brief counseling, and urgent care at no cost for all Tufts undergraduates as well as for graduate students who have paid the student health fee. To make an appointment, call 617-627-3360. Please visit the CMHS website: <http://go.tufts.edu/Counseling> to learn more about their services and resources.

Schedule. A full bibliography with all the course readings will be uploaded to Canvas later in the term.

ENVISIONING THE COLOR LINE: SCIENTIFIC SOCIOLOGY & FOUNDATIONAL STATEMENTS	
W 1/19	<ul style="list-style-type: none"> ▪ No class. ▪ Review the syllabus before class.
M 1/24	<ul style="list-style-type: none"> ▪ Introduction to the course. ▪ Review syllabus and course expectations. ▪ Du Bois's audio interview with Moses Asch. <ul style="list-style-type: none"> ○ "Early College Years, Fisk U." ○ "Harvard U." ○ "Germany." ▪ Du Bois, "Of the Dawn of Freedom" (1903).

<p>W 1/26</p>	<ul style="list-style-type: none"> ▪ Du Bois's audio interview with Moses Asch. <ul style="list-style-type: none"> ○ "Atlanta U." ▪ Du Bois, "The Princess Steele" (1908-1910?) (Also read the Introduction by Adrienne Brown and Britt Rusert). ▪ James Thomas, "Race, Nation, and the Color-Line in the Twenty-First Century" (2021) (Read the section "The Du Boisian Framework" on pp. 268-271). <p><u>*Reading reflection #1 due at noon.</u></p>
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<p>BEYOND THE VEIL: ON WHITENESS</p>

<p>M 1/31</p>	<ul style="list-style-type: none"> ▪ Du Bois, "The Souls of White Folk" (1920). ▪ Du Bois, <i>The Crisis</i>. "The Great Surgeon" (1922). (Pp. 58-60; skim the whole issue to learn more about the magazine.)
<p>W 2/2</p>	<ul style="list-style-type: none"> ▪ Du Bois, "The Prayers of God" (1920). ▪ James Thomas, "Race, Nation, and the Color-Line in the Twenty-First Century" (2021) (Continue reading the whole article.) <p><u>*Reading reflection #2 due at noon.</u></p>

<p>NEXT TO THE COLOR LINE: RACE AND GENDER</p>

<p>M 2/7</p>	<ul style="list-style-type: none"> ▪ Du Bois, "The Talented Tenth" (1903). (p. 33 to middle of p. 51) ▪ Saidiya Hartman, <i>Wayward Lives, Beautiful Experiments</i> (2019). <ul style="list-style-type: none"> ○ "An Atlas of the Wayward."
<p>W 2/9</p>	<ul style="list-style-type: none"> ▪ Du Bois, "The Comet" (1920). ▪ Du Bois (under pseudonym Ann Du Bignon), "The Three Mosquitoes" and "The Farm on the Eastern Shore" (1933). ▪ Lauren Anderson, "Du Bois in Drag" (2019).
<p>M</p>	

2/14	<ul style="list-style-type: none"> ▪ Saida Grundy, “Lifting the Veil on Campus Sexual Assault” (2021). <p><u>*Reading reflection #3 due at noon.</u></p> <p><u>*Visit from Professor Grundy!</u></p>
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***Wednesday, February 16: No class.**

***Monday, February 21: No class (President’s Day).**

UGLY PROGRESS: ON EDUCATION	
W 2/23	<ul style="list-style-type: none"> ▪ Du Bois, “Of the Meaning of Progress” (1903). ▪ Du Bois, “Does the Negro Need Separate Schools?” (1935).
TH 2/24	<ul style="list-style-type: none"> ▪ Du Bois, “Of the Future and Function of the Negro College” ▪ prabhdeep kehal, “What’s Merit Got to Do with It?” (please don’t circulate outside of class) <p><u>*Reading reflection #4 due at noon.</u></p> <p><u>*Visit from prabhdeep kehal!</u></p> <p><u>*Monday’s schedule today.</u></p>

TURNING HURTS AND RESENTMENTS INTO EMULATION, AMBITION, AND LOVE: THE CHILDREN OF THE SUN	
M 2/28	<ul style="list-style-type: none"> ▪ Freeden Blume Oeur, “The Children of the Sun” (2021). ▪ Ebony Elizabeth Thomas, “We Have Always Dreamed of (Afro)Futures” (2021).
W 3/2	<ul style="list-style-type: none"> ▪ The class will divide up and be responsible for reading 2 different issues of the magazine. <p><u>*Reading reflection #5 due at noon.</u></p>

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**SIGHTS AND SOUNDS:
THE AUDIOVISUALS OF THE COLOR LINE**

M 3/7	<ul style="list-style-type: none"> ▪ Du Bois’s audio interview with Moses Asch, “The Crisis.” ▪ Du Bois, “The Criteria of Negro Art” (1926). ▪ Amy Kirschke, “Art in <i>Crisis</i> During the Du Bois Years” (2014).
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***Wednesday, March 9: No class.**

***Friday, March 11: Essay 1 due electronically at 5pm.**

	SIGHTS AND SOUNDS: THE AUDIOVISUALS OF THE COLOR LINE
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M 3/14	<ul style="list-style-type: none"> ▪ Finish reading Amy Kirschke, “Art in <i>Crisis</i> During the Du Bois Years” (2014). ▪ Du Bois, “The Sorrow Songs” (1903). ▪ Jennifer Stoecker, Introduction to <i>The Sonic Color Line</i> (2016). ▪ Alexander Weheliye, “In the Mix” (2000).
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W 3/16	<ul style="list-style-type: none"> ▪ Laura Garbes, “When the ‘Blank Slate’ is a White One” (2021). <p><u>*Reading reflection #6 due at noon.</u></p>
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***Monday, March 21 and Wednesday, March 23: No class. ENJOY YOUR SPRING BREAK!**

**LEFT OF THE COLOR LINE:
MARXISM AND COMMUNISM**

***Group Presentation #1: Kiara and Steven**
(with paper #3 due Friday 4/8 at 5 pm)

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<p>M 3/28</p>	<ul style="list-style-type: none"> ▪ Du Bois, “Marxism and the Negro Problem” (1931). ▪ Du Bois, <i>Black Reconstruction</i> (1933). <ul style="list-style-type: none"> ○ “Propaganda of History.” ▪ Denise Lynn, “Enlightening the Working Class” (2018).
<p>W 3/30</p>	<ul style="list-style-type: none"> ▪ Du Bois, “Social Planning for the Negro, Past and Present” (1936). ▪ Du Bois, “Socialism and the American Negro” (1960). [Audio recording]. ▪ Du Bois, Letter of application to join the Communist Party USA, with a reply from Gus Hall, the party’s general secretary (1961).

**WORLD REVOLUTION:
IMPERIALISM, AFRICA, AND PAN-AFRICANISM**

***Group Presentation #2: Mack and Bennett**
(with paper #3 due Friday 4/15 at 5 pm)

<p>M 4/4</p>	<ul style="list-style-type: none"> ▪ Walter Rucker, “A Negro Nation Within the Nation”: W.E.B. Du Bois and the Creation of a Revolutionary Pan-Africanist Tradition, 1903–1947 (2002). ▪ Du Bois, “Manifesto of the Second Pan-African Congress” (1921) (pp. 5-10 in <i>The Crisis</i>).
<p>W 4/6</p>	<ul style="list-style-type: none"> ▪ Du Bois, “Ghana and Pan-Africanism” (series of newspaper articles, 1956-57) ▪ Keisha Blain, “I Lifted My Eyes to Ghana” (2018), which includes a link to Du Bois’s poem, “Ghana Calls” (1963). ▪ [Note: likely changed to 10:30-11:45]

**WORLD REVOLUTION:
IMPERIALISM, ASIA, AND AFRO-ASIAN VISIONS**

***Group Presentation #3: Lila and Matthew**
(with paper #3 due Friday 4/22 at 5 pm)

<p>4/11</p>	<ul style="list-style-type: none"> ▪ Du Bois, “The Meaning of Japan” (1937).
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	<ul style="list-style-type: none"> ▪ Bill Mullen, “W. E. B. Du Bois’s Afro-Asian Fantasia” (2004).
W 4/13	<ul style="list-style-type: none"> ▪ Du Bois, “China and Africa” (1959). ▪ Du Bois, “I Sing to China” (1959).

***Monday, April 18: No class (Patriot’s Day).**

***Wednesday, April 20: No class.**

DU BOIS TODAY AND THE FUTURE OF SOCIOLOGY	
M 4/25	<ul style="list-style-type: none"> ▪ Topics TBD. Over these last 3 classes, as a group we’ll take stock of where we are and will create a short activity of some kind, etc. planning and giving lessons on Du Bois and his work for young children, writing a short work of fiction, producing some other form of art.
W 4/27	<ul style="list-style-type: none"> ▪ Topics TBD. Over these last 3 classes, as a group we’ll take stock of where we are and will create a short activity of some kind, etc. planning and giving lessons on Du Bois and his work for young children, writing a short work of fiction, producing some other form of art.
M 5/2	<ul style="list-style-type: none"> ▪ Share final paper topics with the class. ▪ Final thoughts and wrapping up.

***Monday, May 9: Final Paper #2 due electronically at 5 pm.**