

History 410: 01E
Civil Rights Movements in the United States (1940-1968)
Spring 2014
SS 124, MW 9:30-10:45

Instructor: Kerry L. Goldmann

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Office hours: Monday 1pm-3pm, Wednesday 1pm-2pm, Friday 9am-11pm (or by appt)

Course Description: In this course we will study the rich history of the modern movement for African American civil rights in several of its manifestations. We will examine the construction and dismantling of segregation regimes; the origins of modern civil rights movements; various patterns of movement strategies and the tactics participants employed; leadership styles; the roles played by women; the relationship between movements and the federal government; the creation of a “national” movement; the place of whites both within the movement and in organized resistance to it; forms of movement culture; black nationalist and black power movements; and what the “national” movement did and did not accomplish. Because I find it difficult to speak accurately of one monolithic “civil rights movement,” we will spend a good deal of our time together analyzing movements as they unfolded in a number of American communities in the North and South, East and West.

Student Learning Objectives: Upon successful completion of this course, students will:

1. Students will possess a more sophisticated understanding of how to interpret both primary sources and historiographical texts.
2. Students will demonstrate an ability to appropriately communicate with their peers while constructively debating historical topics
3. Students will be able to form substantive and evidence-driven arguments to propose new and insightful perspectives that fully capture the African American journey.

Communication: I want to be as accessible to you as I can be. I will hold regular office hours for at least five hours per week on a first-come, first-served basis, and I will also be happy to schedule an appointment with you at a time outside of regular office hours on which we can both agree. I encourage you to visit me in office hours to discuss any aspect of this course or whatever else is on your mind. If you can't visit during office hours, please call or email me. I will do my best to respond immediately.

Required Texts:

-Clayborne Carson, et al., *The Eyes on the Prize Civil Rights Reader* (1991)

-Adam Fairclough, *Martin Luther King, Jr.* (1995)

-Steven F. Lawson and Charles Payne, *Debating the Civil Rights Movement, 1945-1968* (2d ed., 2006)

-Kevin Kruse, *White Flight: Atlanta and the Making of Modern Conservatism* (2005)

- Other various readings will either be handed out in class or emailed to you

Assignments:

Class participation	15%
Quizzes (3)	10% each
Reaction papers (2)	15% each
<u>Final Paper</u>	<u>25%</u>
Total	100%

You will write two reaction papers on assigned readings that are each worth 15% (30% total). Your take-home final exam will use relatively the same format as the first two reaction papers, but will be a bit more in-depth and worth 25% of your total grade rather than 15%. There will also be several short in-class quizzes to test your understanding of the readings, films, and in-class discussions that make up a total of 30% of your total grade. Your participation in classroom discussions will determine the remaining 15% of your grade in the course. You will be allowed to take a make-up quiz or turn in a late paper only if you offer compelling evidence beforehand that you cannot take an examination at its scheduled time, or if you can offer proof of an emergency after the fact.

Final grades are computed on a 100-point scale: 90.0 – 100 = A, 80.0 – 89.9 = B, etc. I do not “curve” grades as such, but I will take improvement into account when assigning final grades.

Paper Format: Your reaction papers will be relatively short (approximately five-to-seven-pages) responses to prompts that force you to think critically and write persuasively about primary and secondary sources. For a given paper assignment you will actually need to read and take notes on the assigned sources and think hard about the issues they raise even before you see the paper assignment. You will then need to focus your thinking on the questions I ask in the prompt and respond to them using clear, original, and persuasive arguments. (I’m sure I don’t have to tell you that if you wait until the last minute and throw something together, or if you attempt to b.s. your way through an assignment, or if you choose to answer questions other than the ones I ask in the prompt, you will not do well on a given assignment. And yes... grammar and spelling count.) Again, these assignments reward critical thinking above all else. All papers should be typed, double-spaced, and formatted in a readable fashion. You will receive more detailed instructions for the papers later in the semester.

Expectations: The attached class schedule lists weekly reading assignments, which you should ideally complete before the first lecture of that week. Whether or not you can complete reading assignments before I deliver the corresponding lectures, I do expect you to keep up with the readings. Your grade depends in part upon your ability to participate meaningfully in classroom discussions. The practice of history is about making and supporting arguments, but I do expect you to remain civil and respect the opinions of your classmates during these dialogues.

I do not have an official attendance policy, but you absolutely cannot expect to do well in this course if you miss class often. We will have several pop quizzes based on the readings and films during the semester, and you run the risk of missing a pop quiz if you do not regularly attend

class. If you do miss a lecture it is your responsibility to get notes from a classmate; I will share my lecture outlines with you, but I will not share my lecture notes.

I hope you will find that I work hard to prepare for class, make a point of arriving on time, do my best to return graded assignments promptly, treat my students with respect, and maintain a sense of humor. I ask no more—or less—than the same from you. **Please turn your cell phone off before you enter my classroom or prepare to be embarrassed.**

Withdrawal Policy:

If you are unable to complete the course, you must withdraw by the **12th University class day for a refund**. A student wishing to withdraw from a course before the end of the semester must initiate the process by filling out the official withdrawal form, which can be found on the University's website or at the Registrar's office.

Texas A&M Commerce College Academic Policies:

Academic Ethics Statement

Every member of the Texas A&M Commerce community is expected to maintain the highest standards of academic integrity. Texas A&M Commerce may initiate disciplinary proceedings against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment or the award of a degree, and/or the submission of one's own work material that is not one's own. Scholastic dishonesty may involve, but is not limited to, one or more of the following acts: cheating, plagiarism, collusion, use of annotated texts or teacher's editions, use of information about exams posted on the Internet or electronic medium, and/or falsifying academic records. While specific examples are listed below, this is not an exhaustive list and scholastic dishonesty may encompass other conduct, including any conduct through electronic or computerized means:

Plagiarism is the use of an author's words or ideas as if they were one's own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance, copying computer or Internet files, using someone else's work for assignments as if it were one's own; or any other dishonest means of attempting to fulfill the requirements of a course.

Collusion is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site, and allowing a classmate to copy answers.

See the current *Texas A&M Commerce Student Handbook* for additional information.

Those found to have taken part in academic dishonesty will receive a zero on the assignment or exam and the instructor will report the event to the Dean of Students Office.

Americans with Disabilities Act:

Students with Disabilities information: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services, Gee Library, Room 132
(903) 886-5150 or (903) 886-5835 phone
(903) 468-8148 fax
Email: Rebecca.Tuerk@tamuc.edu

Spring 2014 Class Schedule

Dates

Material Included

Week 1: Jan 13
Jan 15

Class Introduction
Reconstruction: The meanings of freedom

MLK Holiday on January 20

Week 2: Jan 22

Jan 24

The Construction of Jim Crow Regimes, **Reading Assignments: Lawson and Payne, "The View from the Nation" (pp. 1-113); Dailey, "The Age of Jim Crow;" and *Eyes Reader* Prologue**
The Lynching Era, **Reading Assignments: Lawson and Payne, "The View from the Trenches" and documents (pp. 115-209)**

Week 3: Jan 27
Jan 29

Black Resistance to Jim Crow at the turn of the Twentieth Century, Washington, Du Bois, Garvey, **Reading Assignment: *Eyes Reader*, ch. 1**

Week 4: Feb 3
Feb 5

The New Deal Political Coalition and Wartime Activism
NAACP's Legal Strategy, **Reading Assignment: Fairclough, ch.'s 2&3**

Week 5: Feb 10
Feb 12

Montgomery, *Eyes on the Prize: Awakenings (1954-56)*
Martin Luther King, Jr., **Reading Assignment: *Eyes Reader*, ch. 2; *White Flight*, ch. 5**

Week 6: Feb 17
Feb 19

Martin Luther King, Jr., cont'd
The Montgomery Movement and SCLC

Week 7: Feb 24
Feb 26

The Student Movement
Film—*Eyes on the Prize: No Easy Walk (1961-63)*, **Reading Assignment: *Eyes Reader*, ch. 3**

Week 8: Mar 3

The Freedom Rides

Mar 5

Due: Reaction Paper #1

*****SPRING BREAK: March 10-14*****

Week 10: Mar 17
Mar 19

The Mississippi Movement **Reading Assignment: *Eyes Reader*, ch. 5**
The Mississippi Movement cont'd **Reading Assignment: *Eyes Reader*, ch. 4, 6**

Week 11: Mar 24
Mar 26

Birmingham and beyond **Reading Assignment: *Eyes Reader*, ch. 5; *White Flight*, ch. 6**
Black Power and Black Nationalism

Week 12: Mar 31
Apr 2

Black Movements outside of the South
Extending the Movement into other communities, **Guest Lecturer on the Chicano Movement**

Week 13: Apr 7
Apr 9

Due: Reaction Paper #2; The Gender Movement
The Movement in film: *Mississippi Burning* film

Week 15: Apr 14
Apr 16

Mississippi Burning cont'd
Freedom Song film

Week 16: Apr 21
Apr 23

Assessing the Movement's accomplishments...
...and failures

Week 17: Apr 28
Apr 30

Does the Movement have a future?
NO CLASS—Work on Final Paper

Final Exam Day: Monday, May 5—10:30am - 12:30pm Final Papers are due in the box on my office door no later than
12:30 on May 5! I will not accept final examinations via email

*****Syllabus is subject to change at the instructor's discretion*****