



HIST 410.01E Civil Rights

COURSE SYLLABUS: Spring 2019

INSTRUCTOR INFORMATION

Instructor: Derrick D. McKisick, Associate Professor of History

Office Location: Ferguson #119

Office Hours: Tues. 9:00 am-10:30 am/ 4:00pm-5:00pm: Thurs. 9:00 am-10:30 am

Office Phone: 903.886.5222

Office Fax: 903.468.3230

University Email Address: derrick.mckisick@tamuc.edu

Preferred Form of Communication: **email**

Communication Response Time:

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Bruce J. Dierenfield, *The Civil Rights Movement*, Revised Edition (NY: Pearson, 2008). ISBN: 978-1-40587435-9

Leon F. Litwack, *Trouble In Mind: Black Southerners in the Age of Jim Crow*, (NY: Vintage Books, 1999). ISBN: 978-0375702631

James T. Patterson, *Brown v. Board of Education: A Civil Rights Milestone and Its Troubled Legacy*, (NY: Oxford University Press, 2001). ISBN:978-0-19-515632-4

The syllabus/schedule are subject to change.

Course Description

This course will examine and explore the development of the modern Civil Rights Movement that reached its height from 1940-1968. Although the Civil Rights Movement did not begin in 1940 or end in 1968, these two dates offer an insight into a grassroots movement that has changed the life of every American. Through class discussions, presentations, small group work, and lectures, we will analyze the people, policies, and processes involved in the growth of this social movement that contributed so much to the push toward a more egalitarian society.

Student Learning Outcomes

1. Students will be able to analyze historical works that examine key events in the development of the modern Civil Rights Movement 1940-1968.
2. Students will use appropriate citation methods in the preparation of assigned course work.
3. Students will use assigned course materials to address historical questions.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students should be familiar with the Microsoft Office Suite of products because they will be required to make presentations, produce formal research papers, and submit shorter weekly writing assignments for evaluation.

Instructional Methods

This course requires student participation and involvement because class discussion of historical methods, interpretation, and narrative structure are the basis of the course. Student understanding of these critical historical skills provide them with the necessary skills to participate in class discussion and complete the writing assignments.

Student Responsibilities or Tips for Success in the Course

Students should make sure to complete the reading and assignments each week.

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GRADING

Final grades in this course will be based on the following scale:

Grades

A 400- 359 (100%-90.00%); B 358-319 (89.99%-80.00%); C 318-278 (79.99%-70.00%),
D 276-238 (69.99%-60.00%), F 237 (59.99%– below)

The grading criteria of all written work will be based on the following descriptions:

A = Superior mastery of content and reading material; clear organization and factual accuracy; innovative interpretation or argument that responds to the specific directions of the assignment, test, or essay; clearly written.

B = Excellent command of the content and reading material; factual accuracy; a generally solid thesis driven historical argument backed with specific relevant evidence.

C = Average command of content material; reasonable factual accuracy; ability to produce a specific thesis driven argument that may not be original and is not supported by the evidence.

D = Poor command of content and failure to follow directions; historical errors of fact; no real thesis or argument driving the essay.

Assessments

Book Review x2	25 pts.
Reception Report x 1	25 pts.
Exams x 2	100 pts
Presentation	30 pts.
Research Paper Proposal	50 pts.
Final Paper	100 pts.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

The syllabus/schedule are subject to change.

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Students are encouraged to make use of the instructor's office hours. Otherwise, I will respond to emails within twenty-four hours Monday thru Friday between 9:00 am – 5:00 pm. Any emails sent on the weekend will be answered at my discretion.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Assigned Books: The books are available for purchase at internet websites (Amazon), and at a variety of regional retailers.

TURNITIN.COM: All typed assignments, exams, papers, and reviews must be uploaded to the appropriate listing of the course's dropbox. Each assignment dropbox automatically uploads the work to turnitin.com for plagiarism checking. This is a requirement for the course, and the students will not receive a grade until they have completed this process.

Writing Assignments

All writing assignments must be typed in 12 pt. New Times Roman font, doubled spaced, stapled and paginated with a 1" margin. Additionally, all assignments must include, on the first page, your name, assignment, my name, course number, and date. Students must submit an electronic copy to dropbox that turnitin.com can analyze. If the student does not do both, the assignment will not be graded, and the student will receive a zero.

Attendance

Class attendance is an expectation in this course. Although there is no designated participation grade, students with more than one unexcused absences will receive a ten-point reduction from their final score for each class missed after one unexcused absence. Since we meet once a week, your attendance is essential for discussion and engagement of all the entire class.

Essays (Book Reviews and Reception Reports)

The students of this course are required to complete several essays during the course of the semester and to write book reviews or reception reports for each of the assigned books. Book reviews are due on the day the book is discussed. Students must provide a paper copy to the professor and submit an electronic copy to the dropbox. Each student is required to complete two reception reports for books assigned during the semester. The book review and reception reports guides will be posted in D2L.

Final Paper

A final paper of at least ten pages based on original research is required for this course. In consultation with the instructor, each student will submit a research proposal and complete a research paper. The instructor will post complete instruction in D2L.

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Participation

The student's participation grade will be earned through taking part in classroom discussion sessions and attendance. Each student will lead discussions, participate in group led discussions, and present their research. Five points of each submitted assignment will be designated for participation in the class discussion. Although each student will not have a designated discussion leader role in each class, all students are encouraged to be prepared to participate fully in the class discussion and be prepared, if called upon, to take part in the class discussion. Class disruptions will not be tolerated. Each student will have one unexcused absence, for each additional absence the student will be docked ten points from their grade.

Late Submissions

All students are required to submit their assignment to the class dropbox and provide a hard copy on the day the assignment is due to the professor. For the book reviews and reception report, there will be a five-point penalty for each day the assignment is late. For the grant proposal and historiographical paper, there is a ten-point penalty for each the day the assignment is late. The assignment is not complete unless the student has submitted an electronic copy to the dropbox and a hard copy to the professor.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

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

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Week One: 1/15 – 17—Civil War and Reconstruction

Required Reading: George M. Fredrickson, "A Man but Not a Brother: Abraham Lincoln and Racial Equality" *Journal of Southern History*, Vol. 41, No. 1 (Feb., 1975), 39-58.

Eric Foner, "Rights and the Constitution in Black Life during the Civil War and Reconstruction," *Journal of American History*, Vol. 74, No.3 (Dec., 1987): 863-883.

Week Two: 1/21 – 23 – Post – Reconstruction

Required Reading: Leon Litwack, *Trouble in Mind*, 3-51.

Randall B. Woods, "Integration, Exclusion, or Segregation? The "Color Line" in Kansas, 1878-1900," *Western Historical Quarterly*, Vol. 14, No. 2 (Apr., 1983), 181-198.

Week Three: 1/29 – 31 – The *Nadir*

Leon Litwack, *Trouble in Mind*, 52-178.

The syllabus/schedule are subject to change.

Week Four: 2/5 – 7 -- Segregation and Populism

Required Reading: Litwack, 179-279: Booker T. Washington and the Atlanta Compromise Speech

Research Paper Proposal Due

Week Five: 2/12 – 14 – Great Migration and the Shifting Focus of Civil Rights

Litwack, *Trouble in Mind*, 280-403.

Darlene Clark Hine, "Black Professional and Race Consciousness: Origins of the Civil Rights Movement, 1890-1950," *Journal of American History*, Vol. 89, No. 4 (2003): 1279-1294.

Week Six: 2/19 – 21: A Changing Environment

Required Reading: Litwack, *Trouble in Mind*, 326- 496: Dierenfield, *The Civil Rights Movement*, 1-21.

Week Seven: 2/26 – 28: WW II and the Cold War

Required Reading: Harvard Sitkoff, "Harry Truman and the Election of 1948: The Coming of Age of Civil Rights in American Politics," *Journal of Southern History*, Vol. 37, No. 4 (Nov 1971): 597-616.

James T. Patterson, *Brown V. Board of Education*, 1-85.

Week Eight: 3/5 – 7: Brown v. Board of Education

Required Reading: Dierenfield, 22-70.

Exam 1

Week Nine: 3/12 – 14: A Grassroots Revolt

Required Reading: Patterson, 86- 117.

Reception Report Due (Litwack, *Trouble in Mind*) 3/14

Spring Break, 3/18 – 3/22

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Week Ten: 3/36 -28: The Response to Brown

Required Reading: Charles M. Payne, "The Whole United States Is Southern!": Brown v. Board and Mystification of Race," *Journal of American History*, Vol. 91, No. 1 (Jun., 2004), 83-91.

Dierenfield, 71-86.

Week Eleven: 4/2 – 4
Presentations

Week Twelve: 4/9 – 11: A Shifting Landscape

Required Reading: Patterson, 85-146: Dierifield, 87-137.

Week Thirteen: 4/16 -18: Law and Order

Required Reading: Patterson, 147 – 205. Book Review Due (Dierifield)

Week Fourteen: 4/23 – 25: Civil Rights?

Required Reading: Jacquelyn Dowd Hall, "The Long Civil Rights Movement and the Political Uses of the Past," *Journal of American History*, Vol. 91, No. 4 (2005):1233-1263.

Michael Kazin, "Martin Luther King, Jr. and the Meanings of the 1960's," *American Historical Review*, Vol. 114, No. 4 (2009): 980-989.

Book Review Due (Patterson)

Week Fifteen: 4/28 – 5/2

Review and Exam Make-up

Final Paper Due – 4/28

Final Exam – May 9, 2019 (10:30 am – 12:30 pm)

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