

HIST 5469 THE CIVIL RIGHTS MOVEMENT

Course Syllabus

Section 01

2:00-3:15 p.m., Tuesday and Thursday

Pafford #305

Spring 2019

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DESCRIPTION

In 1949, theologian Howard Thurman wrote the following description of racial segregation:

“It is obvious that segregation can be established only between two groups that are unequal in power and control. Two groups that are relatively equal in power in a society may enter into a voluntary arrangement of separateness. Segregation can apply only to a relationship involving the weak and the strong. For it means that limitations are arbitrarily set up, which, in the course of time, tend to become fixed and to seem normal in governing the etiquette between the two groups. A peculiar characteristic of segregation is the ability of the stronger to shuttle back and forth between the prescribed areas with complete immunity and a kind of mutually tacit sanction; while the position of the weaker, on the other hand, is quite definitely fixed and frozen.”

From 1955 to 1965, the *classical* Civil Rights Movement aimed to sound the final death knell for Jim Crow racial segregation, the legally-sanctioned system of black second-class citizenship. The movement focused, in large part, on securing unabridged enforcement of Fourteenth and Fifteenth Amendments protections for African Americans.

Some of the key questions for this course include: What did the Civil Rights Movement reveal about African American religion? How did the Civil Rights Movement engage the New Deal State? How did the movement affect election politics? How does the federal legislation passed in response to the movement affect American citizens, today? What are the comparisons and contrasts between the Civil Rights Movement and Black Power Movement? How did the Civil Rights Movement influence the equal rights struggles of women and lesbian/bisexual/gay/transgendered Americans?

The final and most important question for this course is: What types of social justice and political movements are needed in today's United States?

GOALS

In this class, the instructor will work to help students develop and/or refine a number of skills. The first is the ability to follow major current events pertaining to social justice and recognize relevant historical antecedents in the Civil Rights Movement. The second is the ability to identify dichotomies between the history and memory of the Civil Right Movement. The third is the ability to read and understand the central arguments of scholarly books and articles.

Additionally, the instructor will assist students in achieving the following learning graduate course outcomes, as outlined by the Department of History: (1) “Conduct historical research;” and (2) “Formulate and defend a historical argument in Standard English.”

COURSE TEXTS

Carson, Clayborne, ed. *The Autobiography of Martin Luther King, Jr.* New York: Grand Central Publishing, 2001.

Collier-Thomas, Bettye and V.P. Franklin, eds. *Sisters in the Struggle: African American Women in the Civil Rights-Black Power Movement.* New York: New York University Press, 2001.

Isserman, Maurice and Michael Kazin. *America Divided: The Civil War of the 1960s.* New York: Oxford University Press, 2012.

ADDITIONAL READINGS

Graduate students will need to complete additional readings as part of process the preparing the course paper. They will include materials available in GALILEO and on course reserve in the university library. The instructor will provide additional details.

GRADING

Class Participation (20%)

Attendance is mandatory. Students should come to class prepared to discuss the assigned readings and answer questions pertaining to the material. In-class writing assignments and homework assignments will also be part of the participation grade.

Course Paper – Proposal (10%)

Students will submit a proposal for a course paper. The paper will test reading comprehension skills, research skills, writing skills, and the ability to follow directions. The instructor will provide more details.

Course Paper – First Draft (30%)

Each student will submit a first draft of the course paper in order to receive the instructor’s feedback.

Course Paper – Final Draft (40%)

Each student will revise the first draft of the course paper in response to feedback and directions provided by the instructor.

ATTENDANCE POLICY

Attendance is mandatory. A student who has more than two unexcused absences during the semester will fail the course. Examples of acceptable excuses include a coach’s letter or a doctor’s note.

CLASSROOM CONDUCT

Students who engage in disruptive conduct, including but not limited to talking without being recognized by the instructor, will be asked to leave the classroom and will be marked as “absent” for that class meeting.

DEADLINES

Deadline extensions for the submission of coursework will only be granted if the student provides an excuse approved by the instructor. A doctor’s note is one example of an acceptable excuse.

EMAIL COMMUNICATION RULES

Check your westga.edu email address on a regular basis for information from the instructor. Additionally, use your westga.edu address for all email communication with the instructor. When initiating an email conversation with the instructor, provide your course and section number.

Please note that the instructor will not provide student grade information through email.

FORMAT FOR WRITTEN WORK

Write your full name, course number, section number, and the date on **ALL** written work you submit to the instructor.

All homework assignments must be typed. Use 12-point font and double-spacing.

HONOR CODE EXPECTATIONS

Students should make sure to understand and strictly follow the standards of the university’s Honor Code as outlined in the Student Handbook. Cheating and plagiarism constitute violations of the Honor Code.

The Student Handbook defines cheating as: “using or attempting to use unauthorized materials, information or study aids.” It defines plagiarism as “representing the words or ideas of another as one’s own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged.”

Violations of the Honor Code will be grounds for a failing grade in the course.

SPECIAL NEEDS STUDENTS

Please submit an official Student Accommodations Report (SAR) to the instructor if the Office of Accessibility Services has authorized you to receive special assistance during regular class meetings and/or test dates. For testing purposes, appropriate arrangements will be made in accordance with the following procedures outlined by the Office of Accessibility Services:

Most special needs students “are entitled to 1.5 time on all tests in classes in which they have presented their Student Accommodations Report (SAR) to their professor and made advance arrangements with their professor for this extra time per test...Students have two options for

receiving testing accommodations. They can make arrangements directly with their professor or test at the Learning Support and Testing Center.”

LECTURE RECORDING POLICY

Students are NOT permitted to record the instructor’s lectures. Exceptions will be made for students who submit a Student Accommodations Report (SAR) that explicitly requests permission to create recordings.

EXTRA CREDIT

Periodic extra credit opportunities might be available. They could include written reports on academic events/activities approved by the instructor.

CURRENT EVENTS DISCUSSIONS

At the beginning of each class meeting, there will be a discussion period during which the class will work to compare and contrast historical events related to the course topic with current events.

Please come prepared to share at least one current event every class meeting. Acceptable current events topics include: politics, sports, entertainment, business, technology/science, and international affairs.

Your current event must come from a news report aired or published by a **credible, professional news organization** (e.g.: PBS NewsHour, New York Times, Atlanta Journal-Constitution, or Times-Georgian). For guidance in assessing the credibility of a news story, consult the UWG Library’s “News Literacy Toolkit” at: <http://libguides.westga.edu/newsliteracy>

Each current events discussion will begin with the stories shared by volunteers. After that, the instructor might begin “cold-calling” students from the roll. Be prepared for the instructor to ask you follow-up questions about the current events you share. Your fellow classmates might have some follow-up questions for you, as well.

Make sure you watch the news, read newspapers, read online news articles, and come to class ready to talk. Your performance during the current events discussion will be part of your participation grade.

IMPORTANT ADDITIONAL INFORMATION

<https://www.westga.edu/UWGSyllabusPolicies>

SCHEDULE OF CLASSES*

*Note: Students are expected to complete the assigned reading during the week **BEFORE** it appears on the class schedule. Please come to class ready to discuss the chapters and answer questions about them in pop quiz, short answer, or essay format.

INTRODUCTION

January 8

THE RECONSTRUCTION AMENDMENTS

January 10

“Reconstruction Amendments” [3 video clips] from the documentary *Slavery by Another Name*:
Arlington, VA: PBS Distribution, 2012.

<http://www.pbs.org/tpt/slavery-by-another-name/themes/reconstruction-amendments/>

THURGOOD MARSHALL

January 15

Collier-Thomas and Franklin, 1-20.

Isserman and Kazin, 1-20.

Juan Williams, “The Higher Education of Thurgood Marshall,” *Journal of Blacks in Higher Education* 22 (Winter, 1998-1999): 82-88 [JSTOR]

THE DUAL AGENDA

January 17, January 22

Collier-Thomas and Franklin, 21-41.

Dona Cooper Hamilton and Charles V. Hamilton, “The Dual Agenda of African American Organizations since the New Deal: Social Welfare Policies and Civil Rights,” *Political Science Quarterly* 107 (Autumn, 1992): 435-452 [JSTOR]

NOTE: Roster verification will take place January 16-18.

AFRICAN AMERICAN RELIGION AND THE CIVIL RIGHTS MOVEMENT

January 24

Carson, 1-33.

Collier-Thomas and Franklin, 42-57.

Isserman and Kazin, 229-246.

THE POLITICS OF RESPECTABILITY

January 29, January 31

Carson, 50-99.

Collier-Thomas and Franklin, 61-74.

Isserman and Kazin, 21-42.

THE CIVIL RIGHTS ACT OF 1964 AND THE VOTING RIGHTS ACT OF 1965

February 5, February 7

Carson, 239-245, 270-289.

Collier-Thomas and Franklin, 75-82, 95-138.

Isserman and Kazin, 97-131.

HOWARD UNIVERSITY AND THE LEADERSHIP OF THE MOVEMENT

February 12

Carson, 13-33.

Dennis C. Dickerson, “African American Religious Intellectuals and the Theological Foundations of the Civil Rights Movement, 1930-55,” *Church History* 74 (June 2005): 217-235 [JSTOR]

MID-SEMESTER SUMMARY/REVIEW

February 14, February 19

EXAM #1

February 21

NOTE: Wednesday, February 27th is the last day to withdraw with a grade of "W."

JAMES HUDSON AND THE TALLAHASSEE BUS BOYCOTT

February 26

Carson, 100-110.

Harvard Sitkoff, Review of *The Pain and the Promise: The Struggle for Civil Rights in Tallahassee, Florida* by Glenda Alice Rabby, *Florida Historical Quarterly* 79 (Summer, 2000): 110-112

[**JSTOR**]

SOUL MUSIC

February 28

Brian Ward, "'People Get Ready': Music and the Civil Rights Movement of the 1950s and 1960s," *History Now*, 8 (June 2006), The Gilder Lehrman Institute of American History

<https://www.gilderlehrman.org/history-by-era/civil-rights-movement/essays/'people-get-ready'-music-and-civil-rights-movement-1950s>

"The Godfather of Soul, R&B, and Civil Rights," Freedom on Film: Civil Rights in Georgia, University of Georgia

http://www.civilrights.uga.edu/cities/augusta/rhythm_and_blues.htm

BAYARD RUSTIN

March 5, March 7

Collier-Thomas and Franklin, 83-91.

Isserman and Kazin, 43-61.

MALCOLM AND MARTIN

March 12

Carson, 265-269.

Collier-Thomas and Franklin, 214-229.

Isserman and Kazin, 62-96, 158-165.

Carson, "The Unfinished Dialogue of Martin Luther King, Jr. and Malcolm X."

http://www.columbia.edu/cu/ccbh/mxp/Souls.The_Unfinished_Dialogue.pdf

Lewis V. Baldwin, "Malcolm X and Martin Luther King, Jr.: What They Thought About Each Other," *Islamic Studies*, 4 (Winter 1986): 395-416. (**JSTOR**)

BLACK POWER

March 14

Carson, 314-332.

Collier-Thomas and Franklin, 197-213, 230-256.

Isserman and Kazin, 166-171.

SPRING BREAK

March 18-23

“RAP AND RELIGION”

March 26

Ebony A. Utley, *Rap and Religion: Understanding the Gangsta’s God* (Santa Barbara, CA: Praeger, 2012), 1-9.

<http://www.rapandreligion.com/excerpt/>

Ebony A. Utley, “Tupac Shakur, Jesus and Resurrection Power,” *Huffington Post*, 13 September 2012.

http://www.huffingtonpost.com/ebony-a-utley-phd/tupac-shakur-and-resurrection-power_b_1880669.html

FROM THE CIVIL RIGHTS GENERATION TO THE HIP HOP GENERATION

March 28

Carson, 356-366.

Collier-Thomas and Franklin, 306-331.

Isserman and Kazin, 279-288.

UWG SCHOLARS’ DAY

April 2

Classes will not meet between 1:00 p.m. and 4:00 p.m.

THE MEMORY OF THE CIVIL RIGHTS MOVEMENT

April 4

END-OF-THE SEMESTER SUMMARY/REVIEW

April 9, April 11

EXAM #2

April 16

PREPARATION FOR IN-CLASS WRITING ACTIVITY

April 18, April 23, April 25

IN-CLASS WRITING ACTIVITY: Tuesday, May 7, 2:00-4:00 p.m.