

Andrews University

HIST/PLSC 437-001
SPECIAL TOPICS: CIVIL RIGHTS
FALL SEMESTER 2015
BULLER 106
TR/12:30-1:45
CREDITS: 3.0

Instructor: Stephanie A. Carpenter, PhD
Telephone: 269-471-3291
Email: carpenter@andrews.edu
Office location: Buller 126
Office hours: TR 2:00-5:00 pm

Course Description: A study of selected topics in history/political science as announced in the class schedule. May be repeated with different topics. Prerequisite: n/a.

Course Materials:

Bynum, Cornelius. *A. Philip Randolph and Struggle for Civil Rights*. University of Illinois Press; 2010. ISBN 978-0252077647.

Dyson, Michael E. *I May Not Get There With You*. Free Press, 2001. 978-0684830377.

Fairclough, Adam. *Better Day Coming: Blacks and Equality, 1890-2000*. Penguin Books, reprint. 2002. ISBN 978-0142001295.

Klarman, Michael J. *From Jim Crow to Civil Rights: The Supreme Court and the Struggle for Racial Equality*. Oxford University Press, 2006. ISBN 978-0195310184.

Levenstein, Lisa. *A Movement Without Marches: African American Women and the Politics of Poverty in Postwar Philadelphia*. 2009. ISBN: 978-0807871645.

Additional Sources—the following websites offer primary source material for your own information/research. There will also be documents posted on Moodle to read as assigned as well as episodes from *Eyes on The Prize (EOTP)* that will be watched/assigned.

Civil Rights Digital Library. Website. Atlanta, Georgia, <http://crdl.usg.edu/?Welcome>. The Civil Rights Digital Library promotes an understanding of the Movement by helping users discover primary sources and other materials from libraries, archives, museums, public broadcasters, and others on a national scale. The CRDL features a collection of unedited news film from the WSB (Atlanta) and WALB (Albany, Ga.) television archives held by the Walter J. Brown Media Archives and Peabody Awards Collection at the University of Georgia Libraries.

History is a Weapon. Website. <http://www.historyisaweapon.com/indextrue.html#>. This site includes mostly primary sources by African Americans, Native Americans, and other ethnic groups along with materials written by women about rights. Selections include essays, testimonies, poetry, short stories, and other sources. This site gives you the opportunity to read materials from people not usually mentioned in texts. The site is loosely divided by themes and would be worthwhile to check out the readings available.

“African American History: Primary Documents” *BlackPast.org: Remembered and Reclaimed*. Website. <http://www.blackpast.org/african-american-history-primary-documents>.

Course Outline: Syllabus subject to change. The information included below is a general course outline. Inasmuch as deviation from it may be necessary to meet the needs of the class, the right is reserved to make adjustments where necessary. Adjustments made will be based on reasonable discretion and consistent with fundamental fairness.

1. Late 19th and early 20th centuries, anti-lynching campaigns, and Strategy of Accommodation
Fairclough, chapters 1-3; Bynum, chapters 1-2; Klarman, chapter 1
<http://xroads.virginia.edu/~hyper/WASHINGTON/cover.html>
<http://www.historyisaweapon.com/defcon1/wellslynchlaw.html>
<http://www.gutenberg.org/files/14975/14975-h/14975-h.htm>
2. Harlem Renaissance, and African American Intellectuals
Fairclough, chapters 3-4; Bynum, chapters 3-4; Klarman, chapter 2
<http://www.webdubois.org/wdb-sources.html>
<http://xroads.virginia.edu/~HYPER/DUBOIS/cover.html>
<http://www.gutenberg.org/files/15041/15041-h/15041-h.htm>
3. World War I and the Twenties
Fairclough, chapters 5-6, 8; Bynum, chapters 5-6; Klarman, chapter 3
<http://historymatters.gmu.edu/d/5125/>
4. The New Deal
Fairclough, chapters 7-9; Bynum, chapters 7-8; Klarman, chapter 3
<http://www.historyisaweapon.com/defcon1/misedne.html>
<http://www.southernspaces.org/2010/out-yonder-road-working-class-self-representation-and-1939-roadside-demonstration-southeast-mis>
5. Wartime America
Fairclough, chapters 8-9; Bynum, chapter 9 and Epilogue; Levenstein, intro and chapter 1; Klarman, chapters 4-5
<http://www.invisiblewarriorsfilm.com/index.php>
<http://www.archives.gov/research/african-americans/ww2-pictures/>
<http://www.gilderlehrman.org/history-by-era/world-war-ii/essays/patriotism-crosses-color-line-african-americans-world-war-ii>
<http://www.detroits-great-rebellion.com/Detroit---1943.html>
http://www.pbs.org/wgbh/amex/zoot/eng_peopleevents/e_riots.html
<http://www.beaumontenterprise.com/news/article/World-War-II-prosperity-gave-way-to-racial-742902.php>
6. Desegregation in the Postwar Era: Military, Sports, and Brown v. Board of Education
Fairclough, chapter 10; Levenstein, chapter 2; Klarman, chapter 6-7; *EOTP*, episode 1, 2
http://www.trumanlibrary.org/whistlestop/study_collections/desegregation/large/
7. Bus Boycotts, local governments, and Eisenhower
Fairclough, chapter 11; Levenstein, chapter 3; *EOTP*, episode 1
<http://www.montgomeryboycott.com/>
8. School desegregation
Fairclough, chapter 11; Levenstein, chapter 4; *EOTP*, episode 2
<http://southernspaces.org/2009/walking-history-beginning-school-desegregation-nashville>
http://205.204.134.47/civil_rights_mvt/media.aspx?p=2
9. Sit-ins, Fair Housing, and Freedom Rides
Fairclough, chapter 12; Levenstein, chapter 5; *EOTP*, episode 3
<http://docsouth.unc.edu/sohp/G-0007/menu.html>
<http://www.pbs.org/wgbh/americanexperience/freedomriders/>

10. Birmingham, 1963
Fairclough, chapter 13 Dyson, preface, introduction, chapters 1-5; *EOTP*, episode 4
http://kingencyclopedia.stanford.edu/encyclopedia/multimedia_contents.html
http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html
http://www.pbs.org/wgbh/amex/eyesonthepize/sources/ps_c.html
http://www.jfklibrary.org/Asset-Viewer/LH8F_0Mzv0e6Ro1yEm74Ng.aspx
<http://digital.archives.alabama.gov/cdm/singleitem/collection/voices/id/2952/rec/5>

11. Freedom Summer and Civil Rights Act
Fairclough, chapter 13; Dyson, chapters 6-10; *EOTP*, episode 5
<http://www.pbs.org/wgbh/americanexperience/films/freedomssummer/>
http://www.core-online.org/History/freedom_summer.htm
<http://www.detroits-great-rebellion.com/Harlem-riot.html>

12. 1965: Legislation, Alabama, Watts, and Malcolm X
Fairclough, chapter 13; Dyson, chapters 11-13, Epilogue; *EOTP*, episode 6
<http://brothermalcolm.net/mxwords/whathesaidarchive.html>
<http://www.latimes.com/local/wattsriots/la-me-watts-richardson-20150814-story.html>
<http://www.detroits-great-rebellion.com/Watts---1965.html>
Selma (2014)

13. Black Power and Urban riots
Fairclough, chapter 14; *EOTP*, episodes 7, 8, and 9
A Freedom Budget for All Americans, <https://ia800500.us.archive.org/0/items/freedomBudgetForAllAmericansBudgetingOurResources1966-1975To/FB.pdf>
<http://www.detroits-great-rebellion.com/Index.html>
<http://www.detroits-great-rebellion.com/Newark---1967.html>
Kerner Commission Report (*Report of the National Advisory Commission on Civil Disorders*)

14. 1968 and beyond: Riots, Legislation, and Assassinations
Fairclough, chapter 15; *EOTP*, episodes 10, 11, 12, 13, and 14
<http://history.house.gov/Exhibitions-and-Publications/BAIC/Black-Americans-in-Congress/>
http://library.duke.edu/digitalcollections/wlmpc_wlms01004/

Course Objectives: The purpose of this course is to explore American civil rights during the twentieth century. We will examine the change in politics, society, and the workplace as related to civil rights, discrimination, and segregation/desegregation. Beginning with *Plessy v. Ferguson* and anti-lynching campaigns, we will trace the emergence of the NAACP, government initiatives, and the modern Civil Rights Movement. In the early phase of the Civil Rights movement, desegregation was the prominent protest, but beginning in the 1960s, voter registration and equal rights become dominant issues.

At the end of the course, the student should be able to:

1. demonstrate an in-depth knowledge of Civil Rights in America through discussion, analysis, and papers;
2. engage in independent thought, analysis, and evaluation;
3. use primary sources to examine history;
4. present research effectively in oral and written communications.

Grading: Grades will follow the A-B-C-D-F (100-90-80-70-60) scale and will not be curved. Passing grade in this course is 60 percent (D). Students must complete all components of the course to receive a passing grade.

Course Requirements:

Discussion (35 percent): Individual and group discussion will be assigned for most class periods. Discussion questions will be distributed in advance and students will need to be prepared to discuss readings in class. Discussion will be based on assigned readings in texts and outside articles.

Analytical Synthesis Assignments (35 percent): Written and in-class assignments will analyze and synthesize reading, discussion, and lecture materials. Each Assignment's criteria will be given in advance (on Moodle and/or in class) and students will use assigned materials to construct assignments. These assignments will encompass written and oral work and will take the place of quizzes and exams and will span the entire semester, but number 4-6 (dependent on time, discussion, and class participation). These assignments are your opportunity to synthesize and analyze course readings (or at least some aspect of) and determine the significance of the readings, events, or individuals. Students will use course materials and common knowledge (regarding time period and societal attitudes) to construct assignment. Each assignment will cover a specific time or topic of the period. Guidelines will be provided; in general students will introduce topic and literature read, analyze readings/writings and their importance to the study of civil rights, and place the work(s) within the larger context of twentieth-century America.

Research Paper (30 percent): Students will concentrate their research with primary source materials related to US Civil Rights Movement during the 20th century. Topics in civil rights can include Supreme Court cases and their impact on society; integration/segregation; Harlem Renaissance; anti-lynching campaigns; government/military integration and/or service in Spanish-American War, WWI, WWII, Korea, Vietnam; civil rights legislation; politicians; civil rights organizations; gender issues; reservation life; sharecropping; rural and urban movements; civil rights leaders; American Indian Movement; Fish-ins and Sit-ins; 1968 Olympics; Women's Liberation Movement; Black Power; Black Panther Party; National of Islam; Freedom Summer; freedom rides; civil rights marches; and local movements. The list is endless. Sources available can include but should not be limited to: diaries and journals; federal and state census documents; federal, state, and local documents; newspapers and journals; oral histories and interviews; university records; and writings of the period. Use course materials to get started and assist with identification of research topic. It is imperative to choose a topic that primary material is available. Not all sources will be accessible or available and may require travel or interlibrary loan. It is important to plan ahead and schedule research time throughout the semester rather than wait until the end to complete the project. Secondary sources used to verify primary sources, can be accessed through the Library homepage, either within its own collection, databases available, and/or ILL.

Paper Deadlines: Students will turn in a paper proposal, bibliography, draft, and final copy of paper. Proposal and Bibliography is due **15 September 2015**. This first draft should be as complete as possible (3500-5000) so that students do not spend their remaining month of class conducting research and hunting for sources. That said the draft does not have to be perfect, but should reflect the main points and arguments of the paper, and include a thesis, supporting evidence, analysis, and source citations. References should be cited using the Chicago Manual of Style note format (see Turabian) and the paper should be typed, double-spaced, spell-checked, and include word count. Please note: a draft that is not the student's own work (ie copied and pasted from another source) and violates the Academic Integrity Policy will result in a failing grade for the course. Preferred font for draft: Verdana or Ariel. **Draft is due 20 October 2015**. Final draft: The final paper will incorporate comments from instructor and draft critiqued by instructor is required to accompany the final paper when turned in at the end of the semester. The final draft should not be just another copy of the first draft, but rather a revised paper that addressed constructive comments. Final paper will be typed, double-spaced, and spell-checked with citations in proper Chicago Style format. A bibliographic essay (examples will be provided in class) is required with the final paper. Students will formally present their research at the end of the semester. Final drafts will be uploaded to TurnItIn via Moodle as well as submitted in class. Preferred font: Verdana or Ariel. **Final paper, critiqued draft, and bibliographic essay due 3 December 2015**.

Attendance Policy: Attendance is required. Unexcused absences will affect grade—3 will reduce student grade one letter; 6 will result in automatic failure.

Class Policies:

Student Responsibility: Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University email, Moodle, and iVue alerts regularly.

Professionalism: To prepare students for the professional world, certain behaviors/activities are not allowed in the classroom.

- Cell Phones, Personal Laptops, and Recording devices: Cell phones should be turned off before entering the classroom. Picture-taking during class is not allowed. Recording devices are allowed only if pre-approved by instructor, and if approved, under no circumstance are recordings—visual or verbal—to be posted on a public website.
- Laptops should not be used for surfing the web or watching movies during class. It is disrespectful and unprofessional to use these devices inappropriately during class.
- Late Assignments are unacceptable unless prearranged with instructor.
- Tardiness; is disruptive and disrespectful to the class and instructor.
- Eating in class: Please do not bring food or beverages to class. Water is permitted.

Additional Policies: CHEATING in any form (including plagiarism) is not allowed. Plagiarism is a serious matter and cause for an F in the course. Cheating, plagiarism, or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged material as if it were the student's own work.

Disability Accommodations:

If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Academic Integrity:

In harmony with the mission statement, Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts:

- Falsifying or presenting falsified documents
- Plagiarizing
- Misusing copyrighted material and/or violating licensing agreements
- Using media from any source or device including the internet in ways that mislead, deceive, or defraud
- Presenting another person's work as one's own
- Using materials other than those specifically allowed by the teacher or program during a quiz or examination
- Stealing, accepting, or studying from stolen quizzes or examination materials
- Obtaining information from another student or any other source during a regular or take home test or quiz
- Assisting others in acts of academic dishonesty such as falsifying attendance records or providing unauthorized course materials"

Emergency Protocol:

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.