Course Description

The Civil Rights Movement constituted one of the most transformative movements in modern U.S. history, which has important political, social and educational implications for all people. The Civil Rights Movement has challenged a democratic government to be more responsive to the needs of all constituents, it has redefined forms of resistance and activism for generations of citizens excluded from the political process, and it has proffered new conceptions of American citizenship. This profound social, political, economic, and educational movement has been the subject of numerous autobiographies, feature films, documentaries, scholarly monographs, edited books and articles. Without appropriate analysis and reflection, however, the lessons of the Civil Rights Movement are potentially lost upon the current generation of students, scholars, and citizens.

This course examines the Civil Rights Movement through multiple disciplinary and methodological lenses. It looks at the Civil Rights Movement through historical and sociological lenses, which generate very important understandings, but it also explores the movement through an educational lens that illustrates how activists used education as an institution to dismantle Jim Crow policies and rearticulate notions of citizenship in the twentieth century. As such, this course explores several critical themes to develop interpretive and methodological skills needed for active participation in a democratic community. First, this course explores the origins of the long history of the Civil Rights Movement in African American collective ideologies that focused on educational, political, social and economic equality. Second, sociological insights are drawn upon to better understand how this major social movement came to construct particular notions of active political, economic and social participation in the United States during the twentieth century through the contemporary era. Third, this course examines how these ideologies, at times competing for primacy in the movement, helped define what citizenship means in the United States. Fourth, this course examines how the lived experiences of participants, academic scholarship on the movement, and popular culture around the movement have shaped our collective understanding of this period in order to interrogate the rationale behind ideologies such as the “American Dream,” equality, equity, and access for all students and citizens in the United States. Finally, this course introduces oral historical and archival research methodologies as the effective means to independently explore in more detail (through oral history and research paper assignments) the nature, development, and implications of the Civil Rights Movement.
The goals of this course are designed to further develop the critical thinking, interpretive, and analytical skills of students. To develop a critical analytical lens, this course assesses frameworks that historians and social scientists have used to analyze social movements, in terms of their origins, evolution, internal practices, strategies and ideologies, their decline, and their political uses as history. It also asks students to evaluate the outcomes of the movement by contrasting movement goals with contemporary issues and lived experiences. This course encourages students to further develop skills of critical analysis and interpretative reasoning by offering the opportunity to pursue intensive and independent research into a chosen aspect of the field. In addition to conducting, transcribing, and coding an extensive interview with a local activist, students will be designing and implementing historical inquiry into one aspect of the Civil Rights Movement of their choosing.

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**Required Texts**


*Chapters and articles outside of these texts posted on OAKS*

**Course Learning Objectives**

(1) Students will analyze the origins of the Civil Rights Movement and demonstrate their understanding of multiple and competing ideologies that shaped the movement in class discussions and critical reflective writing assignments.

(2) Students will interrogate the concept of equal opportunity along political, educational, social, and economic vantage points and evaluate how competing yet complementary agendas shaped Civil Rights Movement objectives in a critical reflective writing assignment and a midterm evaluation.

(3) Students will examine the complex and multifaceted nature of the Civil Rights Movement from critical race, class, and gender perspectives and expound upon the multilayered essence of the movement in class discussions and on-line discussion prompts.
(4) Students will engage with primary and secondary sources that document manifestations of the Civil Rights Movement outside of the Deep South to understand the movement as a national and transnational movement through intensive course readings.

(5) Students will examine the local and grassroots history of various activists and organizations that focused upon grassroots and “bottom-up” organizing through intensive course reading, on-line discussion prompts and a final exam.

(6) Students will examine contemporary issues such as gay rights advocacy, poverty, the Achievement Gap and underfunded schools in order to evaluate the outcomes, impact, and continued struggles of the Civil Rights Movement today in class discussions and a critical reflective writing assignment.

(7) Students will independently research a topic of interest connected to the Civil Rights Movement in Charleston and the state of South Carolina in an extensive research paper that contributes to our understanding of the movement in the local area.

Class Assignments

For successful completion of this course, students will be expected to complete the following assignments:

1) Leading a class discussion during the semester is an important part of this course. Students will select one day on which to present on the readings assigned for that day. Students will read the material, prepare summative comments, pose questions to the class and help facilitate discussion that day. Students are also expected to consult external readings based on their research to enhance their presentation and help facilitate the discussion (50 pts) (throughout the semester)

2) OAKS Discussion Prompts. Students will respond to five different discussion prompts throughout the semester. Each response should consist of a (450-600) response to a question posed on OAKS. Responses must be completed prior to class on Monday. (10 pts each)

3) An annotated bibliography will help structure your final research paper. Students will examine several sources but select seven primary sources and eight secondary sources that can be used in the final research paper. Students will annotate each source in a way that summarizes the source and explains how it can be used in the final research paper. (50 pts) (due February 10)

4) A research paper outline to organize your main points and sources. This outline will be used to structure your final paper and to check for inconsistencies in your research, writing and argument. Sources from your annotated bibliography will serve as the basis of your writing, but students are expected to synthesize these sources, utilize additional sources and to provide your own analysis and research. (50 pts) (due March 10)

5) Book Review. This assignment will be written in response to one of the five texts assigned in this course. This review should include a thorough summary of the main points of the book, your evaluation of the book, and a discussion of how this book makes a contribution to the field of history. The review should be 3-4 pages in length. (100 pts) (April 14)

6) An independent research paper, approximately fifteen-seventeen (15-17) pages in length, in which students explore a topic of interest connected to the Civil Rights Movement. The research project will utilize a historical and interpretive methodology in which students will be expected to examine primary sources, archival sources, oral histories, and secondary literature to construct an academic research paper. (200 pts) (due April 23)
Assignment | Points
---|---
OAKS Discussion Prompts (5/10 pts) | 50
Class Discussion | 50
Annotated Bibliography | 50
Research Paper Outline | 50
Book Review | 100
Research Paper | 200

**Total** | **400**

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<th>Grade</th>
<th>Percent Range</th>
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**Course Reading and Assignment Schedule**

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<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
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<tr>
<td><strong>Week 1: Slavery and the Origins of the Civil Rights Movement</strong></td>
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| January 13 | ▪ Introductions  
▪ Syllabus Review  
▪ Research Topic Selection | |
| January 15 | ▪ Slavery and the social, political and economic subjugation of a race  
▪ James Scott, “Behind the Official Story,” in *Domination and the Arts of Resistance*, pp. 1-16 (OAKS) |

| **Week 2: The Promises and Broken Promises of “Radical” Reconstruction** | | |
| January 20 | ▪ Literacy and Freedom  
▪ *Brown v. Roberts* (1848)  
▪ *Dred Scott*  
▪ John Brown insurrection | ▪ Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave*  
▪ **OAKS Discussion Prompt #1** |
Worker,” “The Black Proletariat in South Carolina,”
“The Black Proletariat in Mississippi and Louisiana,”
and “Back Toward Slavery,” in Black Reconstruction in
America; pp. 3-31; 381-486; 711-730 (OAKS)

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<th>Week 3: Freedom Through Education and Religion in the Nineteenth Century</th>
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<td><strong>January 27</strong></td>
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<tr>
<td>- <em>Plessy v. Ferguson</em> (1896)</td>
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<tr>
<td>- Reconstruction and Education</td>
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<td>- OAKS Discussion Prompt #2</td>
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| **January 29** |
| - Religion and Redemption |
| - The role of the church in the early Civil Rights Movement |
| - Denmark Vesey |
| - Paul Harvey, *Freedom's Coming*, pp. 1-46 (OAKS) |
| - Charron, *Freedom's Teacher*, 1-115 |

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<tr>
<th>Week 4: From Reconstruction to Jim Crow: Legal Exclusion and Organized Resistance</th>
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<td><strong>February 3</strong></td>
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<tr>
<td>- Racialization and the curious rise of Jim Crow</td>
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<td>- <em>Roberts v. Boston</em> (1848)</td>
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<td>- <em>Tape v. Hurley</em> (1885)</td>
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<td>- <em>Plessy v. Ferguson</em> (1896)</td>
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<td>- Vivek Bald, “Lost in Migration,” “Out of the East and into the South,” and “Between Hindoo and Negro,” in <em>Bengali Harlem</em>, 1-93 (OAKS)</td>
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<td>- Ronald Takaki, “The Tide of Turbans,” in <em>Strangers From a Different Shore</em>, 294-314 (OAKS)</td>
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<td>- OAKS Discussion Prompt #3</td>
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| **February 5** |
| - “The Instrument in Reserve” and the Rise of the KKK |
| - The Nadir of Race Relations |
| - David Oshinsky, “Chapter 5: The Birth and Birthplace,” and “Chapter 6: Parchman Farm,” in *Worse than Slavery*, pp. 109-156 (OAKS) |

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<tr>
<th>Week 4: The Road to <em>Brown</em> and the Origins of the Civil Rights Movement</th>
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<td><strong>February 10</strong></td>
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<tr>
<td>- The Organization of the Civil Rights Movement</td>
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<td>- Movement Houses</td>
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<td>- The NAACP</td>
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<td>- Patricia Sullivan, “Call to Action,” <em>Lift Every Voice</em>, 1-24 (OAKS)</td>
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<tr>
<td>- Annotated Bibliography Due</td>
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| February 12 | The Role of the Educator in the Civil Rights Movement
Southern Progressivism and Radicalism | Katherine Charron, *Freedom’s Teacher*, 149-355. |
| Week 5: The Road to *Brown v. Education* (1954) and the Ideals of Integration |  |
| February 17 | Charles Hamilton Houston and the NAACP
| February 19 | *Brown and the “Brown II” Decision*
White Flight and Massive Resistance
The Pioneers of Desegregation
Melba Beals, *Warriors Don’t Cry*, pp. 1-5; 33-91 (OAKS) |
| Week 6: Grassroots Mobilization and the Black Freedom Movement |  |
| February 24 | Grassroots Organization and Political Mobilization
The Montgomery Bus Boycott
The Second World War and the Irony of Democracy
OAKS Discussion Prompt #4 |
| February 26 | The Sit-In Movement
The Freedom Rides
The March on Washington
The Student Nonviolent Coordinating Committee (SNCC)
Bruce Watson, *Freedom Summer* |
|  |  |  |
|  | SPRING BREAK!!!!!! |  |
| Week 8: Gender and the Ironies of Leadership in the Freedom Movement |  |
| March 10 | The Intersection of Race and Gender in the Freedom Movement
Black and White feminism
Gender and Violence in the Movement
“Bridge Leadership” and the role of women in the Movement | Danielle McGuire, “They’d Kill Me If I Told,” and “Negroes Every Day are Being Molested,” in *At the Dark End of the Street*, pp. xv – 83 (OAKS)
Research Paper Outline Due |
| March 12 | Queering the Civil Rights Movement  
Sexuality and Liberation  
Stonewall Rebellion | Patrick Moore, “The Rise of the East Village,”  
“New Role Models” and “The Sexual Flâneur,” in  
_Beyond Shame_ (OAKS), 77-120 |
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<td>Week 9: Students and Teachers of the Civil Rights Movement</td>
<td>Week 10: White Resistance and the Moderation of Federal Politics</td>
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| March 17 | Myles Horton and the Highlander Folk School  
Citizenship Schools | Myles Horton, “The Beginnings of Highlander,”  
and “Reading to Vote: The Citizenship Schools,” in  
_The Long Haul_, pp. 56-81; 96-112 (OAKS) |
| March 19 | The Mississippi Freedom Schools  
Black Panther Liberation Schools  
Curricular Resistance | Scott Baker, “Pedagogies of Protest” (OAKS)  
Jon Hale, “Students as a Force for Social Change,”  
pp. 1-31 (OAKS) |
| Week 11: The North and the Civil Rights Movement | Week 12: The Roots of Black Power and Competing Ideologies in the Movement |
| March 31 | _de facto_ segregation and the North  
public school re-segregation  
The New Right and “Law and Order” | Jeanne Theoharis, “I’d Rather Go to School in the South,”  
in _Freedom North_, pp. 125-153 (OAKS)  
Clarence Lang, “What Do We Want?” and  
“Broken Bloc,” in _Grassroots at the Gateway_, pp. 186-244 (OAKS) |
| April 2 | the Midwest and the West as critical battlegrounds of the movement  
Open Housing Movement  
Poor People’s Campaign and the Assassination of Dr. King | Patrick Jones, “Police Community Tensions and the 1967 Riot” and “The Struggle for Open Housing”  
in _The Selma of the North_, pp. 143-209 (OAKS)  
Jeanne Theoharis, “Alabama on Avalon,” in _Black Power Movement_, pp. 27-54 (OAKS) |
| --- | --- |
### Week 13: The Black Power Movement

**April 7**
- Economic Protest
- Self-Defense
- Roots of Black Power

| Timothy Tyson, “Robert F. Williams,” pp. 540-570 (OAKS) |
| Akinyele Umoja, “We Will Shoot Back,” pp. 271-294 (OAKS) |

**April 9**
- Armed Self-Resistance and the Deacons for Defense
- Black Panther Community Programs
- Culturally Relevant and Separate Schools


**April 14**
- Stokely Carmichael, Cleveland Sellers and the Black Panther Party
- The Meredith March and Lowndes County Organization

| Hasan Jeffries, “We Gonna Show Alabama Just How Bad We Are,” and “Tax the Rich to Feed the Poor,” in Bloody Lowndes, pp. 143-206. |
| **Book Review Due** |

**April 16**
- Pan-Africanism
- Ethnic identity development
- Students and Black Power
- Black Power on college campuses


**Week 14: South Carolina and the Civil Rights Movement**

**April 21**
- Denmark Vessey
- African American Churches and the religious base of the Movement
- The Avery Institute an Burke High School

| John White, “The White Citizens Council of Orangeburg County,” in Toward the meeting of the waters, pp. 261-273 (OAKS) |

**April 23**
- The Hospital Strike
- The Orangeburg Massacre
- The Jackson State Murders (Kent State)

| **Research Paper Due** |

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**Course Bibliography**


Bald, Vivek, Bengal Harlem and the Lost Histories of South Asian America (Boston: Harvard University Press, 2013)


