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.
COURSE TEXTS


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.

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.”

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 may be available. They may 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

http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

“SEMINAR” FORMAT CLASS MEETINGS FOR GRADUATE STUDENTS

Graduate students are expected to attend all the regularly scheduled, weekly class meetings. Additionally, there will be some occasions during which the instructor will meet only with the graduate students in a “seminar” format during regularly scheduled class time. The instructor will provide more details.

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 10

THE RECONSTRUCTION AMENDMENTS
January 12
“Reconstruction Amendments” [3 video clips] from the documentary Slavery by Another Name:
http://www.pbs.org/tpt/slavery-by-another-name/themes/reconstruction-amendments/
THURGOOD MARSHALL
January 17
Collier-Thomas and Franklin, 1-20.
Isserman and Kazin, 1-20.

THE DUAL AGENDA
January 19, January 24
Collier-Thomas and Franklin, 21-41.

NOTE: Roster verification will take place January 19-23.

AFRICAN AMERICAN RELIGION AND THE CIVIL RIGHTS MOVEMENT
January 26
Carson, 1-33.
Collier-Thomas and Franklin, 42-57.
Isserman and Kazin, 229-246.

THE POLITICS OF RESPECTABILITY
January 31, February 2
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 7, February 9
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 14
Carson, 13-33.

MID-SEMESTER SUMMARY/REVIEW
February 16, February 21

EXAM #1
February 23
JAMES HUDSON AND THE TALLAHASSEE BUS BOYCOTT
February 28
Carson, 100-110.

SOUL MUSIC
March 2
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

“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 7, March 9
Collier-Thomas and Franklin, 83-91.
Isserman and Kazin, 43-61.

NOTE: Thursday, March 2 is the last day to withdraw with a grade of “W.”

MALCOLM AND MARTIN
March 14
Carson, 265-269.
Collier-Thomas and Franklin, 214-229.

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


BLACK POWER
March 16, March 18
Carson, 314-332.
Collier-Thomas and Franklin, 197-213, 230-256.
Isserman and Kazin, 166-171.

SPRING BREAK
March 20-25
“RAP AND RELIGION”
March 28
http://www.rapandreligion.com/excerpt/

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 30, April 4
Carson, 356-366.
Collier-Thomas and Franklin, 306-331.
Isserman and Kazin, 279-288.

THE MEMORY OF THE CIVIL RIGHTS MOVEMENT
April 6, April 11

END-OF-THE SEMESTER SUMMARY/REVIEW
April 13, April 18, April 20

EXAM #2
April 25

IN-CLASS WRITING ACTIVITY: Tuesday, May 9, 2:00-4:00 p.m.