

**HIST 530: History of the Civil Rights Movement in America**  
**Fall 2019**  
**Dr. Patti Minter** ([Patricia.Minter@wku.edu](mailto:Patricia.Minter@wku.edu))

This course explores the evolution of the American Civil Rights Movement from its integrationist origins in the 1940s and 1950s to the militant Black Power and black separatist emphasis of the late 1960s. Through readings and film documentaries, we will examine grassroots community activities as well as analyze the ideas and contributions of the nationally prominent organizations and individuals. We will also look at how these local movements shaped and were shaped by the global decolonization struggle and Pan-Africanism. We will conclude by examining the current debates on civil rights in America. You are expected to discuss in writing all the readings and films assigned for the week.

HIST 530: History of the Civil Rights Movement in America will run through the entire fall semester, including finals week. The entire course will be conducted through Blackboard and will include weekly discussion and multiple papers. Students will be expected to participate in discussion every week.

**REQUIRED READING:** (available at WKU Bookstore or Amazon.com)

Taylor Branch, *Parting the Waters* (ISBN 0-671-68742-5)  
Timothy B. Tyson, *The Blood of Emmett Till* (978-1-4767-1485-1)  
Anne Moody, *Coming of Age in Mississippi* (ISBN 0-440-31488-7)  
Andrew Lewis, *The Shadows of Youth* (ISBN 0-374-53240-0)  
Charles Payne, *I've Got the Light of Freedom* (ISBN 978-0520251762)  
Jason Sokol, *There Goes My Everything* (ISBN 978-0307275509)  
Joseph Crespino, *In Search of Another Country* (ISBN 978-0691140940)

Additional book excerpts and articles will be provided during the semester under “Course Documents” on Blackboard.

**REQUIRED WORK**

**This course will require MORE OF YOUR TIME than a traditional, face-to-face class because of the nature of online teaching and learning.** You will need to learn how to handle technology and software that may be unfamiliar to you, and you will need to thrive in a learning environment—cyberspace--that may intimidate you. You will need to motivate yourself, manage your time/effort carefully, and learn on your own with less guidance than you might receive in a face-to-face course. **If you do not believe that you can devote 10 hours a week or more to this course, then this course may not be for you.**

**Technology Requirements:** This is an online course, and all the work you do will require you to use a computer. You must have a functional computer and access to the internet (preferably a high-speed connection). Please make sure you have the current

versions of Internet Explorer and Firefox on your computer; you will need them to upload files to Blackboard. It will be helpful to have a printer as well. You must know how to use Blackboard before the course begins. Finally, your official WKU email must be used for all email correspondence related to this course. I will respond within 24 hours of receipt of the email. **All email must contain the course number HIST 530 in the subject line, or you will not receive a reply.**

**Please note that *all requirements must be completed to pass the course.***

### **Course Requirements:**

Discussion is the key to any History course and therefore it will be evaluated at 40% of your final grade. Regular attendance and active participation are required on the Blackboard discussion board. Active participation means that you complete the assigned readings/documents/films before posting, discuss it with your colleagues, ask relevant questions and engage in general discussion where appropriate. This will constitute 40% of your final grade.

You will be asked to write three short papers (5 pages in length) based on readings and discussions; each counts for 10% of the final grade.

You will produce a research paper (25 pages in length, making copious use of primary sources), subject to the approval of the professor, on a topic related to the history of American Civil Rights Movement. This constitutes 30% of the final grade.

You will participate every week in Discussion Board exchanges with classmates. Each discussion board will be evaluated on a 100 point scale. These discussion boards are meant to replace traditional in-class discussions and will offer you a chance to share your analyses and ideas with each other. You will be graded on the quality of your participation in each discussion board. The schedule and structure for Discussion Board is outlined on page 3 of this syllabus.

### **Grading:**

Essay I (5 pp.)	10%	100	pts	A	= 900-1000 points
Essay II (5 pp.)	10%	100	pts	B	= 800-900 points
Essay III (5 pp.)	10%	100	pts.	C	= 700-800 points
Essay IV (25 pp.)	30%	300	pts	D	= 600-700 points
Discussion Boards	40%	400	pts	F	= Less than 600 points

The difference from the tradition classroom is in the “when” you attend lecture or post responses to questions on the discussion board. This course is asynchronous and that gives you some leeway as to when you complete course requirements. In many ways, courses presented through the distance education format require that students be more self-motivated and self-disciplined than students in the traditional classroom setting because of the lack of specific times for class meetings and direct accountability to the professor. However, time limits are imposed on all elements of the course to provide some structure and help students keep on schedule.

- Discussion Board questions will be posted for discussion for only seven days and you must post your responses during that time.
- Reading assignments should be completed as assigned. I plan class discussions with the assumption that you know the basic outlines of the material and that you have completed the assignments
- **All written assignments are to be turned in by the date given on the syllabus. While I will accept late assignments and you must hand them in to pass the course, they will receive a failing grade if it is late without permission from the instructor.**

**Weekly Discussions:** Every week I will post a discussion question in the Blackboard Discussion Board forum. The question will be related to the readings and films for that week. Each week, you must write at least one 450-500 word original post (due by Wednesday at 11:59 pm) and three shorter comments on your classmates’ posts (due by Friday at 11:59 pm). Our weekly schedule is divided into three parts: Monday and Tuesday are reading days. You must submit your post by Wednesday. Thursday and Friday are days to comment on your classmates’ posts. At least two of your three comments must be posted on Thursday or Friday so that you are responding to all of your classmates’ initial posts. Since this is a graduate course, I expect graduate-level work in discussion that demonstrates careful, critical, and constructive engagement with the reading and with your classmates’ posts. I will grade you on the quality of your postings, so your grade will be based not simply on posting something, but also the ways in which you help move the discussion forward. Posts that say simply “I agree” will be graded as an “F,” so you should try to post something substantive that utilizes the readings and documents.

**Short Essays:** You will also complete three short (5 pp.) analytical essays based on the readings. I will post the prompts in a timely fashion which will give you a chance to digest and discuss the readings before writing your essay.

**Research Essay:** You will complete a research essay (25 pp.) that utilizes both primary and secondary sources at a level appropriate for a graduate class in history. I am happy to consult with you on topics during the semester as you find inspiration in our readings.

### **Students with Disabilities**

According to Western Kentucky University Policy:

“Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A-200 of the Student Success Center in Downing University Center. The OFSDS telephone number is (270) 745-5004 V/TDD. Per University policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.”

### **Statement of Academic Policy on Plagiarism and Academic Dishonesty**

**You may not turn in work completed for another class--please see me if you desire further clarification. Violation of this policy will constitute academic dishonesty and will result in a failing grade for the course.** Citation style and format must conform to *Chicago Manual of Style*, 16th ed. (see Course Information); you may also use Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 5th ed. (at WKU bookstore or Amazon.com).

Western Kentucky University’s policy on plagiarism and other forms of academic dishonesty is that it will not be tolerated. As a student at Western Kentucky University, you are expected to demonstrate academic integrity, as outlined in the University’s “Student Code of Conduct” (WKU Graduate Catalog, 2019-2020 and online at the Judicial Affairs website). Violations of the academic code include, but are not limited to, cheating (by giving or receiving unauthorized information before or during an exam or assignment), dishonesty (including misrepresentation and/or lying), and plagiarism. Plagiarism consists of turning in work that is not your own—including, but not limited to, quoting material in a paper and not crediting the original author through proper citation, copying from a book, pasting text from web pages, or using an internet source to obtain all or part of a paper.

Sanctions for academic dishonesty are outlined in the appendix of the WKU Undergraduate Catalog, 2019-2020 and on the Judicial Affairs page of the Student Affairs website. **The History Department utilizes SafeAssign to detect plagiarism; any act of plagiarism will result in a failing grade for the course without possibility of withdrawal and a referral of the case to the Office of the Dean of Student Life for disciplinary sanctions.**

**Week 1: Introduction; Origins of the Movement in the Jim Crow South**

Reading and Film: “Eyes on the Prize,” episode 1 “Awakenings” (Emmett Till murder) on Bb (watch first 30 minutes of episode 1); Julian Zelizer, “Confronting the Roadblock” (Course Documents on Bb); Branch, chs. 1-3; Tyson, pp. 1-76; Lewis, ch. 1 on Till murder; Moody, chapters 10, 11, 12

**Discussion of Readings:** The Lynching of Emmett Till

**Week 2: Awakenings: The Jim Crow South and the Origins of the Movement**

Reading: Branch, chs. 1-3; Dittmer, “Rising Expectations”; Patricia Sullivan, ch. 9 “The Beginning of the End” from *Lift Every Voice: The NAACP and the Origins of the Civil Rights Movement* (Course Documents); Payne, chs. 1-3, Sokol, introduction and ch. 1

**Discussion:** Origins of the Movement

**Week 3: Separate is Not Equal: *Brown v. Board of Education***

Reading and Films: Richard Kluger, *Simple Justice*, ch. 1, 700-754 (Course Documents on Blackboard); Tyson, pp. 77-176; Sokol, ch. 2; Watch Eyes on the Prize, episodes 1 “Awakenings” and 2 “Fighting Back” (on Bb)

**Discussion:** Why Separate is not Equal and the Role of the Courts

**Week 4: Contested Terrain: the Montgomery Bus Boycott and the Rise of Martin Luther King**

Reading: Branch, chs. 4-5; Jo Ann Robinson boycott article (Bb)

**Discussion:** King and the Boycotts

**FIRST PAPER DUE**

**Week 5: The White South Fights Back: Massive Resistance and Little Rock**

Reading: Branch, ch. 6; Strom Thurmond, “Southern Manifesto”

(<http://www.strom.clemson.edu/strom/manifesto.html>);

Mary Dudziak, “Holding the Line at Little Rock,” from *Cold War Civil Rights* (Course Documents); Crespino, *In Search of Another Country*, intro. and chs.1-2; Tyson, 177-201, Sokol, ch. 3

**Discussion:** Massive Resistance

**Week 6: Sit-Ins, Freedom Rides, and Grassroots: The Student Movement**

Reading: Branch, chs. 7 and 11; Payne, chs. 4 and 5; Lewis, chs. 2, 3, and 4; Film: *Eyes on the Prize*, ep. 3 “Ain’t Scared of Your Jails”

**Discussion:** The Student Movement

**Week 7: At the Grass Roots: The Voter Education Project**

Reading: Branch, chs. 13 and 17; Payne, chs. 6, 7, 8; Lewis, ch. 5

Film: *Eyes on the Prize*, episode 4 “No Easy Walk”

**Discussion:** Civil Rights Workers and Voting Rights

**Week 8:** Albany and Birmingham: Challenges to the Movement

Reading: Branch, chs. 14-16 and 19-20; Jane Dailey, "Sex, Segregation, and the Sacred After *Brown*," in *Journal of American History* (June 2004) on J-STOR

**Discussion:** Sex, Violence, and the Culture of White Supremacy

**Week 9:** The March on Washington and the Civil Rights Act of 1964

Reading: Moody, *Coming of Age in Mississippi*; Branch, chs. 21-23

Film: *Eyes on the Prize*, episode 5 "Mississippi: Is This America?"

**Discussion:** The Movement's Big Moments

**Week 10:** Freedom Summer

Reading: Dittmer, chs. 11-13 (Bb); Payne, chs. 9, 10, 11; Moody (continued); Lewis, ch. 6

**Discussion:** All Eyes on Mississippi: The Summer of 1964

**SECOND PAPER DUE**

**Week 11:** Selma and the 1965 Voting Rights Act: The Coalition Breaks Down

Reading: Dittmer, chs. 14-15; Lewis, ch. 7; Payne, chs. 11, 12, 13

Film: "Eyes on the Prize," episode 6 "Bridge to Freedom"

**Discussion:** Voting Rights

**Week 12:** Black Power and Gender Politics

Reading: Lewis, ch. 8 and 9; Payne, chs. 14 and epilogue; Malcolm X, "The Bullet or the Ballot"; SNCC, "The Basis for Black Power," SNCC Position Paper on Women in the Movement; Casey Hayden and Mary King, "Sex and Caste: A Kind of Memo"; Stokely Carmichael's 1966 "Black Power" speech at

<http://www.americanrhetoric.com/speeches/stokelycarmichaelblackpower.html>

Film: *Eyes on the Prize*, episode 7 "The Time Has Come"

**Discussion:** Black Power

**Week 13:** From Chicago to Memphis: The Poor People's Campaign and the Assassination of King

Reading: excerpts from Michael Honey, *Going Down Jericho Road* and Branch, *At Canaan's Edge*; MLK, "Declaration of Independence from the War in Vietnam," SNCC Position Paper on the Vietnam War (Course Documents)

Watch: *Eyes on the Prize*, ep. 8 "Power!" and ep. 9 "The Promised Land"

**Discussion:** Racial and Economic Justice

**THIRD PAPER DUE**

**Week 14: “We Thought They Meant It”: Fighting for Enforcement Against White Backlash**

Reading: Jason Sokol, *There Goes My Everything: White Southerners in the Age of Civil Rights, 1945-1975*, chs. 4 and 5; Matthew D. Lassiter, “The Suburban Origins of Color-Blind Conservatism: Middle-Class Consciousness in The Charlotte Busing Crisis” in *Journal of Urban History* (Course Documents)

Film: *Eyes on the Prize*, episodes 12 and 13 “A Nation of Laws” and “The Keys to the Kingdom”

**Discussion:** White Backlash in the 1970s

**Week 15: The Ongoing Journey: Concluding Thoughts**

Reading: Lewis, chs. 10 and 11; Sokol, ch. 6; Tyson, “Killing Emmett Till” and “The Children of Emmett Till”; Joseph Crespino, *In Search of Another Country*; excerpts from Michelle Alexander, *The New Jim Crow*; Kimberlé Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color”; Brittney Cooper article on lawyer Pauli Murray (on Course Documents)

Film: “13” on Netflix

**Discussion:** The Continuing Struggle for Racial and Economic Justice and Human Rights

**RESEARCH PAPER DUE**